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SECTION 1. BUSINESS STUDIES

UDC 33

Kolombet M.A., Churkin A.G., Pechenkin A.N. Swap lines as a support tool for banks during liquidity crises

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Abstract. *This article is focused on the use of swap lines between central banks of different countries, especially between the Federal Reserve System and European central banks. The creation of swap lines makes it possible to reduce the level of uncertainty, especially in a crisis environment, because they can be seen as an instrument of providing the necessary liquidity for the banking system. That is why in the last decades, swap lines have been reintroduced in various regions of the world. They have been used most extensively during the global financial crisis and the COVID-19 period.*

In this article, the implementation of swap lines is analyzed in terms of its effectiveness and its impact on the banking sector of several countries.

Thus, the article aims to highlight the importance and the prospects of using bilateral swap lines (BSLs) during the crises and times of high economic and financial uncertainty.

Keywords*: bilateral swap line (BSL), liquidity crisis, GFC, swap agreements, balance of payments.*

The last decades can be characterized by significant changes in the activity of central banks in many countries of the world. Monetary authorities were forced to apply a number of measures that were not used in the usual practice and were called "non-standard". At the international level this took the form of Reciprocal Currency Arrangements that presuppose the creation of swap lines aimed at solving the liquidity problems on global financial markets. Swap lines are agreements between central banks that allow them to exchange their currencies in order to provide liquidity in times of financial stress. These agreements are designed to facilitate proper functioning of the financial markets that are experiencing stress due to a lack of available funds. Swap lines have been used during several world crises, including the 2008 financial crisis and the COVID-19 pandemic, which are reviewed on an individual basis in this article. The mechanism of swap lines, their potential and real impact on the health of the financial sector and overall effectiveness, as well as possible implications will also be taken into consideration in this paper.

1. THE CONCEPT OF THE SWAP LINES

Currency swap lines are agreements between central banks that are implemented to exchange national currency for a foreign one at a predetermined exchange rate and for a specified period of time, used to provide foreign currency liquidity to banks in countries that are experiencing temporary shortages of the aforementioned liquidity. Technically, currency swaps are not loans, but exchanges of assets; however, they are essentially loans between central banks, where the collateral is a foreign currency. Both parties have the right to use the currency, but usually only the borrowing party uses it. Currency swaps can be used as a tool for maintaining financial stability, including providing credit institutions with money in foreign currency. Most commonly such agreements are made with the Federal Reserve.

Currency swaps involve two operations. When, for example, the European Central Bank activates its swap line with the Federal Reserve to receive dollars, the Federal Reserve exchanges a set amount of dollars for euros directly, outside the financial market at the current market rate. At the same time, the Fed and the ECB enter into a binding agreement for a second deal, which obliges the European Central Bank to "buy back" euros at a certain future date at the same exchange rate, with no currency risk for the Fed. The second deal thus closes the position on the first deal.

The Fed pays no interest on the currency received. The dollars provided by the Fed are placed in the accounts that the ECB holds at the Federal Reserve Bank of New York, and the euros are placed in the Fed's accounts at the ECB. Upon completion of the second transaction, the ECB pays the Federal Reserve interest on the transaction. The maturities of the swaps range from overnight to three months.

When the European Central Bank issues loans in dollars received under the swap line to banks in its own country, those dollars are transferred from the ECB's account at the Federal Reserve Bank to the bank account the ECB uses to settle its dollar transactions. The European Central Bank remains obligated to return the dollars to the Federal Reserve in accordance with the terms of the agreement. The Fed is not a lender or some other party to the ECB loan. The European Central Bank bears the credit risk associated with loans it makes to financial institutions in its own country. The euros the Fed purchases are an asset on the Fed's balance sheet. Because the second part of the transaction is calculated at the same exchange rate used in the first transaction, the dollar value of the asset is not affected by changes in the market exchange rate. The dollar funds deposited in accounts held by the ECB at the Federal Reserve Bank of New York are a liability of the Fed.

Currency swap also allows the exchange of a national currency for a foreign currency, such as renminbi, to make a loan to a commercial bank for foreign trade settlements with the PRC in renminbi. This measure is designed to limit the volatility of money market rates in case of temporary imbalances and to expand the use of renminbi in international settlements.

2. SWAP LINES APPLICATION

With the beginning of the crisis in 2007 and the reduction in the transactions on the interbank market, central banks were forced to take urgent measures to increase the flow of liquidity to the banking systems. They conducted all kinds of programs to support depository institutions and non-bank organizations. These programs had the following goals:

1. To resist the collapse of the interbank lending market.
2. To prevent the bankruptcy of systemically important banks.
3. To provide liquidity to special types of financial institutions.

Moreover, the recession in the interbank lending market significantly worsened the possibility of raising and issuing of loans in foreign currency. European banks needed U.S. dollars to provide current payments to their customers. In December 2007, the Fed first considered and approved currency swap agreements with the ECB and the Swiss National Bank in conjunction with new Term Auction Facility (TAF). Liquidity swap lines were established under the authority of Section 14 of the Federal Reserve Act and in compliance with authorizations, policies, and procedures established by the Federal Open Market Committee (FOMC). The lines are administered by the Federal Reserve Bank of New York. The banks were able to obtain loans with terms ranging from 24 to 84 days. Thanks to these agreements, European central banks were able to provide their customers with the necessary dollar liquidity. Later, similar agreements were concluded with the central banks of another 12 countries, including Brazil, Great Britain, Canada, Denmark, Japan, Mexico, Sweden and others.[1] Table 1 shows the counterparties of the swap agreements with Fed between 2007 and 2010 in millions of U.S. dollars. The number of days that the liquidity swap is outstanding ranges from 28 to 35 days.

Table 1

Liquidity swaps between Fed and other central banks (millions of U.S. dollars). Source: Board of Governors of the Federal Reserve System. Foreign Currency Liquidity Swap Lines [Electronic source].

Central bank counterparty (Exchange rate units)	2007	2008	2009
European Central Bank (USD/EUR)	20 000,0	544 325,5	92 299,4
Swiss National Bank (USD/CHF)	4 000,0	113 010,0	31 537,1
Bank of England (USD/GBP)		59 085,0	14 108,0
Norges Bank (USD/NOK)		10 625,0	
Danmarks Nationalbank (USD/DKK)		10 000,0	39 038,0
Bank of Japan (USD/JPY)		140 434,0	77 220,0
Reserve Bank of Australia (USD/AUD)		17 790,0	

URL: https://www.federalreserve.gov/regreform/reform-swaplines.htm

[1] Board of Governors of the Federal Reserve System. Foreign Currency Liquidity Swap Lines [Electronic Source]. URL: https://www.federalreserve.gov/regreform/reform-swaplines.htm

The ECB and SNB announced that they would use Fed swaps to fund their own TAF-like operations. The ECB used the swap to run a fixed price auction for European banks. SNB held competitive auctions using its $4 billion swap. The other Central Banks agreed to make supportive statements and promised to support liquidity as necessary.

As the crisis intensified in 2008, the combination of TAF and swaps remained the structure for international cooperation. This put upward pressure on rates in New York and the federal funds rate. The president of Federal Reserve Bank of New York William C. Dudley proposed offering facilities to ECB, BoJ, SNB, BoE and other banks without a fixed limit in terms of size or period in order to provide an effective back-stop. Table 2 shows the counterparties of the swap agreements with Fed between 2008 and 2009 in millions of U.S. dollars. The number of days that the liquidity swap is outstanding equals 84 days.

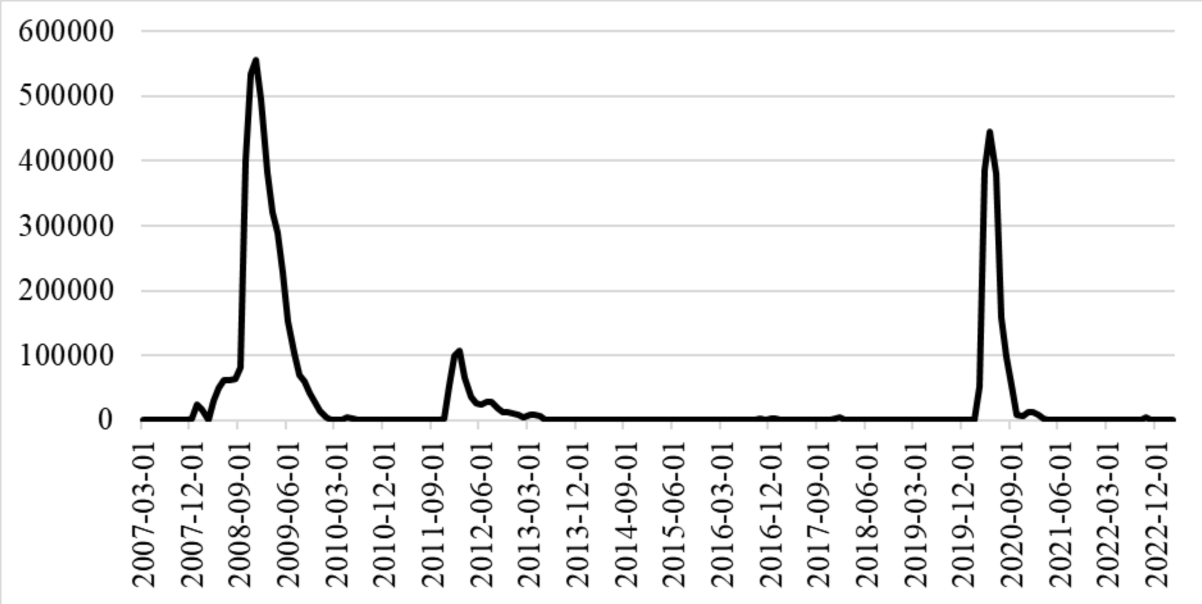
Table 2

Liquidity swaps between Fed and other central banks (millions of U.S. dollars). Source: Board of Governors of the Federal Reserve System. Foreign Currency Liquidity Swap Lines [Electronic source].

Central bank counterparty (Exchange rate units)	2008	2009
European Central Bank (USD/EUR)	160 383,0	76 386,0
Swiss National Bank (USD/CHF)	8 801,0	1 022,0
Bank of England (USD/GBP)	23 490,0	15 364,0
Norges Bank (USD/NOK)	6 025,0	13 050,0
Danmarks Nationalbank (USD/DKK)	10 000,0	
Sveriges Riksbank (USD/SEK)	25 000,0	40 700,0
Bank of Japan (USD/JPY)	74 823,0	58 863,0
Bank of Korea (USD/KRW)	7 000,0	30 250,0
Reserve Bank of Australia (USD/AUD)	6 415,0	3 605,0

URL: https://www.federalreserve.gov/regreform/reform-swaplines.htm

Graph 1 shows that outstanding drawings on the swaps peaked at almost $600 billion two months after limits were lifted in mid-October 2008.



Graph 1 – Central Bank Liquidity Swaps (Millions of U.S. Dollars) [Electronic source]. URL: FRED Economic Data. Central Bank Liquidity Swaps//URL:https://fred.stlouisfed.org/series/SWPT#0. Access date: 17.04.2023

A third phase of the financial crisis started in May 2010, when the euro area sovereign debt crisis escalated. To limit the risk of renewed strains in euro area banks' US dollar short-term funding, the central banks that had previously coordinated their US dollar liquidity provision re-established their swap lines with the Federal Reserve. A second peak of almost $100 billion appears in October 2011 connected with the sovereign debt crisis in a number of European countries.

The global BSL network has expanded further since the COVID-19 crisis, mainly driven by the Fed. The total number of BSLs reached 91 (amounting to US$ 1.9 trillion) by the end of 2020.[2] These BSLs aim to support global U.S. dollar funding for financial institutions, easing strains in funding markets resulting from the COVID-19 shock and mitigating the effect on credit supply to households and businesses, both domestically and abroad. The Fed extended these BSLs for six months through March 2021, and again through December 2021. The Table 3 shows that the Fed re-established BSLs with the same set of the economies in March 2020, with its total amount reaching US$ 450 billion.

[2] Evolution of Bilateral Swap Lines, WP/21/210, August 2021

Table 3

The Fed's Dollar Swap Lines (billions of U.S. dollars). Source: Evolution of Bilateral Swap Lines, WP/21/210, August 2021.

	COVID-19 Pandemic	**Global Financial Crisis**
ECB	143	302
Switzerland	10	27
UK	23	34
Japan	226	138
Australia	1	23
Denmark	4	15
Korea	19	10
Norway	5	8
Singapore	10	0
Sweden	0	25
Mexico	7	0
Total	449	583

During the COVID-19 pandemic, the Fed BSL network provided a massive amount of financing as it did during the 2008 global financial crisis (GFC). The total drawing under the Fed BSLs peaked at around US$ 450 billion as of end May 2020, somewhat smaller than the US$ 580 billion at the peak of the GFC. The Fed's BSLs were heavily drawn during the GFC and have been so since March 2020. During the COVID-19 pandemic, the Bank of Japan drew US$ 226 billion at the peak to meet Japanese private banks' strong dollar funding needs in Asia. The ECB drew up to US$ 143 billion, while the United Kingdom and the Swiss National Bank drew US$ 23 billion and US$ 10 billion, respectively.

3. THE EFFECTIVENESS OF SWAP LINES

In the following part, the implementation of swap lines will be analyzed in terms of its effectiveness and its impact on the banking sector of several countries which were mentioned earlier.

The following criteria will be used in the overview:

1. The role of swap lines in the prevention of interbank lending market crisis, as well as in the prevention of bankruptcy of systematically important banks.

2. The effect of the provision of liquidity to special types of financial institutions.

According to the data shown in Table 1, in 2007 and 2008 the Federal Reserve System had established multiple swap lines with the world's largest banks, such as European Central Bank, Bank of England, Bank of Japan and others. In 2008, the crisis gained significant momentum and had the largest impact on the banking sector. However, owing to Fed's efforts at reaching agreements aimed at setting up swap lines, the largest central banks were able to get the necessary dollar liquidity that they provided their customers with. Consequently, the Bank of Europe received the largest amount of liquidity (544,325 $Million) which allowed European countries with solid domestic financial systems and a functioning foreign exchange market to alleviate the cost of the disruptions created by a sudden lack of access to short-term USD liquidity. This applies in particular to the euro area, the UK, Japan and OECD countries.

Further expansion of the global BSL network followed after the COVID-19 crisis put the global economy under strain. The effect of the expansion was overall positive; by the end of 2020, 91 BSLs have been fully implemented and utilized worldwide, making access to U.S. dollar easier for financial institutions and markets abroad that were experiencing liquidity issues due to COVID-19 crisis. Additionally, better integration of BSLs designed specifically to alleviate BOP needs could help strengthen the effectiveness of the Global Financial Safety Net.

However, while bilateral swap lines (or BSLs) can be an important source of liquidity support, in some cases they might contribute to the prolonging of weak policies carried out by the central banks. It is suggested that recipient countries are more likely to sign and roll over BSLs designed to alleviate balance of payments (or BOP) needs, if their external position has weakened. Furthermore, there is little evidence that BSLs promote sound policies following their extension, despite their short-term effectiveness in mitigating the risks associated with the global instability.

CONCLUSION

Thus, swap lines are agreements between central banks that allow them to exchange their currencies in order to provide liquidity in times of financial stress. These agreements are designed to facilitate proper functioning of the financial markets that are experiencing stress due to a lack of available funds. With the beginning of the crisis in 2007 and the reduction of transactions at the interbank market, central banks were forced to take urgent measures to increase the flow of liquidity into the banking systems. They conducted all kinds of programs to support depository institutions and non-bank organizations. Moreover, the recession in the interbank lending market significantly worsened the possibility of raising and issuing of loans in foreign currency. European banks needed U.S. dollars to provide current payments to their customers. According to the data in 2007 and 2008 the Federal Reserve System had established multiple swap lines with the world's largest banks, such as European Central Bank, Bank of England, Bank of Japan and others. The crisis gained significant momentum and had the largest impact on the banking sector in 2008. Further expansion of the global BSL network followed after the COVID-19 crisis put the global economy under strain. However, while bilateral swap lines (or BSLs) can be an important source of liquidity support, in some cases they might contribute to the prolonging of weak policies carried out by the central banks.

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UDC 33

Makarova V.K., Popov A.A., Spirkina E.S., Khulaeva S.A., Shabalkina A.A. Russian Export in 2022

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Abstract. *The article describes statistics on Russia's total exports and oil exports for the year 2022.*
Keywords: *Russia, Russian exports, sanctions, oil exports, oil, statistics.*

1. Total Russian exports for 2022

According to customs statistics, Russia's foreign trade turnover in January of 2022 was 69.2 (USS billion), an increase of 57.9% compared to January of 2021. The trade balance was positive in the amount of $22.5bn. The trade surplus was $22.5 billion, up by $12.4 billion from January 2021. In January 2021, the trade balance was $12.4 billion higher than in January 2021.

Russia's exports in January 2022 was $45.8 (billion), an increase of 69.9 per cent as compared to January 2021. Far abroad countries accounted for 90.2%, while CIS (Member states of the Commonwealth of Independent States) countries accounted for 9.8%.

The basis of Russian export in January 2022 was traditionally fuel and energy products, which share in the commodity composition of the export was 63.5% (in January 2021 - 57.2%). These goods accounted for 66,6% of the export commodity composition to non-CIS countries (60,9% in January 2021), while to CIS countries - 35,3% (33,5%). As compared to January 2021, the monetary volume of fuel and energy goods has increased in 1,8 times, and physical volume decreased by 2,3%.

In January 2022, metals and metal products made up 12.0% of total exports (10.6% in January 2021). In the commodity composition of exports to non-CIS countries, their share amounted to 11.8% (10.1% in January 2021), in CIS countries 13.8% (14.0%). The physical volume of exports of copper and copper alloys increased by 3.3 times, pig iron by 45.0% and ferroalloys by 17.4%. At the same time, supplies of flat products made of iron and non-alloyed steel decreased by 15.6% and semi-finished products made of iron and non-alloyed steel decreased by 7.8%.

The share of exports of chemical industry products in January 2022 was 7.4% (in January 2021 - 6.1%). In comparison with January of the previous year, the value volume of export of these products has increased by 2.0 times, and physical volume by 9.0%. The physical volume of export of pharmaceutical products has increased by 36.3%, plastics and their products by 18.5% and fertilizers by 9.7%. Soap and detergents decreased by 8.8% and rubber and rubber products by 5.6%.

The share of food products and raw materials for their production in the commodity composition of exports in January 2022 was 4.8% (8.5% in January 2021). As compared to January 2021, monetary volumes of these goods decreased by 4.5%, while physical volumes decreased by 35.8%. The physical volume of export of poultry meat increased by 39.1%, fresh and frozen fish - by 17.9%. The physical volume of fresh and frozen pork decreased by 24.4%, butter - by 15.7%, fresh and frozen meat - by 13.2%, cheese and cottage cheese - by 6.0%, milk and cream - by 0.4%.

The share of machinery and equipment exports in January 2022 was 4.3% (4.6% in January 2021). In the commodity composition of exports to non-CIS countries, the share of these goods was 3.4% (3.0% in January 2021), in CIS countries - 13.0% (15.3%). In comparison with January 2021, the value volume of export of goods has increased by 60.2%. The supplies of optical instruments and apparatus have increased by 54,9%, mechanical equipment - by 49,8%, electrical equipment - by 33,2%, means of land transport, except for railway transport - by 3,8%. The physical volume of passenger car supplies increased by 48.2% and that of trucks by 41.4%.

In January 2022 the share of exports of timber and paper products was 2.6% (in January 2021 - 3.2%). The monetary volume of export of this commodity group increased by 38.7%, and the physical volume decreased by 13.1%. The physical volume of exports of untreated timber decreased by 39.4%, sawn timber by 10.6%, newsprint by 10.2%, plywood by 3.8%.

Trade with CIS countries in January 2021-20212 ($ million)

Country	Export	
	January 2021	January 2022
Azerbaijan	150,5	132
Armenia	101,4	153,9
Belarus	1153,5	1425,3
Kazakhstan	997,9	1180,8
Kyrgyzstan	115,3	210
Moldova	79,1	315,1
Tajikistan	52,8	75,3
Turkmenistan	18,6	38,7
Uzbekistan	254,3	375,9

Figure 1 - Compiled by the authors according to the report of the Federal Customs Service of Russia "Export of Russia's Most Important Goods" 10.03.2022. (accessed 05.03.2023)

1. Russian oil exports in 2022

Because of sanctions that have been imposed on many Russian banks and the risks to the Russian side of settling exports in dollars, as well as the abandonment of Russian energy by several countries, the share of Northern and Western Europe in maritime oil exports from Russia declined throughout most of 2022.

Destinations of Russian oil tanker shipments

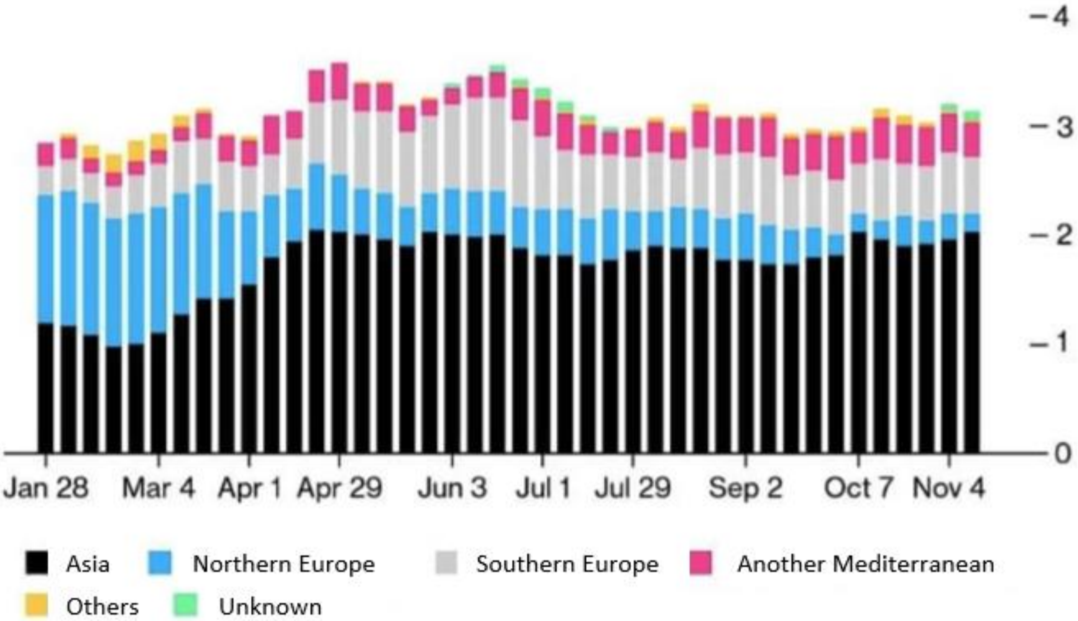

Figure 2 - Statistics of Bloomberg [Elekrtonic source]. URL: bloomberg.com. (accessed 05.03.2023)

The decline in oil supplies to Northern Europe began in mid-March. At the same time, oil exports to Southern Europe began to grow strongly from mid-April, reaching a peak in mid-June. From March 4 to June 10, shipments of oil to Southern Europe more than doubled. Then, by November 11, there was a gradual decline to 560,000 barrels.

Oil shipments by tanker to Europe

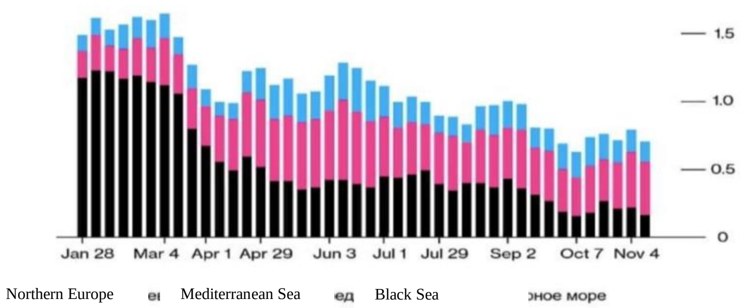

Figure 2 - Statistics of Bloomberg [Elekrtonic source]. URL: bloomberg.com. (accessed 05.03.2023)

Oil supplies to the Mediterranean countries also increased. As of September 11, the volume of oil supplies to the Mediterranean countries amounted to 300,000 barrels a day (2.3 times higher than in February).

The decrease in supplies to Northern and Western Europe was due to the abandonment of Russian oil by Great Britain. Sweden gave up its purchases by mid-March, and Lithuania by mid-April. Finland was able to completely abandon supplies by mid-August. Germany at the beginning of the year took tankers with Russian oil in the amount of 90 thousand barrels per day, and completely ran out of supplies by early June. France gradually reduced imports, stopping them at the beginning of June. Poland managed to finally get rid of Russian oil exports only by mid-October. The last country in the region that continues to buy oil from Russia is the Netherlands. But daily shipments to this country have considerably decreased. The main ports of destination for tankers with Russian oil in the Mediterranean are Italy, Turkey, Greece and Croatia. The other buyers, who in February received about one third of Russian oil in this region, disappeared from the statistics by the end of August.

Greece received small amounts of Russian oil, but gave it up by mid-June. On the other hand, Croatia, which used to buy Russian oil irregularly, started to increase purchases in March and remains among the buyers so far. Italy and Turkey account for the main volumes of Mediterranean supplies. Russia has two buyers in the Black Sea - Bulgaria and Romania.

In mid-February, Romania received an average of 156,000 barrels of Russian oil daily, and at present no more than 21,000 barrels of oil a day are shipped to Romanian ports. Bulgaria, on the contrary, has increased its purchases from 21,000 barrels a day in late February to 125,000 barrels by early November. As for supplies to Asia, they rose from 980 thousand barrels a day, or 35% of all seaborne exports, to 2.02 million barrels daily (64.7%) as of November 11.

Thus, exports are mostly redirected to Asia. Before the start of the Ukrainian crisis in February 2022, the European direction was the key destination for Russian oil and petroleum product exports. However, Europe began to reject Russian oil, which led to a major restructuring of the global oil and gas market - Russian exports were redirected to buyers in Asia, Africa and other countries.

Flows are largely diverted, so attention will now be focused on lower transportation costs and, therefore, discounts on Russian crude relative to the prices of liquid comparable crude such as Brent.

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UDC 33

Rakhmatullina K.G., Artemeva V.V., Mironenko A.K., Andreev L.S., Gadzhiibragimova M.R. Profitability and risks of investments in green bonds

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Abstract. *The article is devoted to a modern financial instrument- green bonds. Sustainable finance has grown in popularity as climate change and corporate sustainability become more important for companies seeking long-term business success and customer loyalty. However, between impact investing, socially responsible investing, and green financing.*

The main goal of green bonds is to support environmental projects dedicated towards reducing climate change or other environmentally beneficial causes. Green bonds pertain to the values expressed in socially responsible investing and ESG investing – where the primary incentive is not a lucrative financial return, but the satisfaction of knowing that the investment is aiding a worthwhile cause, in this case, by benefiting the environment.

Keywords*: green bonds, bond market, interest, yield, risks.*

Green bonds are designated bonds intended to encourage sustainability and to support climate-related or other types of special environmental projects. More specifically, green bonds finance projects aimed at energy efficiency, pollution prevention, sustainable agriculture, fishery and forestry, the protection of aquatic and terrestrial ecosystems, clean transportation, clean water, and sustainable water management. They also finance the cultivation of environmentally friendly technologies and the mitigation of climate change.

Green bonds may come with tax incentives such as tax exemption and tax credits, making them a more attractive investment vs. a comparable taxable bond. These tax advantages provide a monetary incentive to tackle prominent social issues such as climate change and a movement toward renewable sources of energy. To qualify for green bond status, they are often verified by a third party such as the Climate Bond Standard Board, which certifies that the bond will fund projects that include benefits to the environment.[3]

Any government or business entity who can issue a bond can also issue a green bond. Also, a banking institution can raise long term funds using a green bond as a financial instrument. In fact, any institution which has never issued a bond, but has a reasonable chance of being credit worthy can potentially issue a green bond. The green bond market has seen surge in support from institutional investors, retail investors, governments, treasuries and from central banks, who are interested in buying green bonds. These investors are eager to invest in a credible green bond.[4]

In addition to green bonds, there are two bonds that are often interchanged with green bonds – called blue bonds and climate bonds.

Blue bonds are sustainable bonds dedicated to financing projects towards protecting the ocean or other marine life and ecosystems. For instance, blue bonds can be used for projects towards cultivating more sustainable fisheries, protecting fragile ecosystems in the ocean such as the Great Barrier Reef, and reducing pollution that impacts ocean ecosystems and marine life. Blue bonds fall under the umbrella of green bonds, but not all green bonds can be considered blue bonds – as not all green bonds specifically tackle ocean life and ecosystems. Another type of green bond, often used interchangeably with green bonds, are climate bonds. Climate bonds are bonds that are specifically meant to reduce emissions and mitigate the negative impacts of climate change.[5]

1. History of the development of green bonds

The European Investment Bank issued green bonds in order to finance climate-friendly projects in 2007. This was the first introduction of green bonds to the world. The bonds were called Climate Awareness Bond and were fixed-rate bonds which were used to fund renewable energy and energy efficiency technologies.

The Climate Bonds Initiative was founded in 2009 after a successful issuance of the World Bank`s bonds that raised $3.3 billion and aimed to finance climate change projects. The decision was made in order to activate bond markets and attract investments in climate change solutions.

2013 was remarkable for bonds market as at that time was introduced the first corporate green bond. GDF Suez was a French utility company that was the first company that raised €2.5 billion for renewable energy projects by issuing corporate green bonds.

[3]The article " Green Bond: Types, How to Buy, and FAQs" [Electronic source]. URL: https://www.investopedia.com/terms/g/green-bond.asp (accessed on 19.03.2023)

[4] The article "Most Frequently Asked Questions – Green Bonds " [Electronic source]. URL: https://www.sustainalytics.com/esg-research/resource/corporate-esg-blog/most-frequently-asked-questions-green-bonds (accessed on 19.03.2023)

[5]The article " What is a Green Bond and How does it Work? " [Electronic source]. URL: https://greenly.earth/en-gb/blog/ecology-news/what-is-a-green-bond-and-how-does-it-work (accessed on 19.03.2023)

A record issuance of $258.8 billion was reached in 2019 as the market has grown rapidly. It is considered that the main factors for sharp increase were the increased demand for sustainable investments from investors and the increasing awareness of the urgent need to finance climate change solutions.

As for today, the market is growing constantly as the focus on sustainability intensifies.

2. The practice of green bonds and their prevalence

The green bond market has seen exponential growth. It reached its most substantial milestone yet, with USD 1 trillion in cumulative issuance since market inception in 2007. The milestone was passed in early December 2020. You can see the updated cumulative totals on the Green Bond Market on our market widget on the homepage.

In the 13 years since market inception we have calculated the average annual growth rate at approximately 95%.

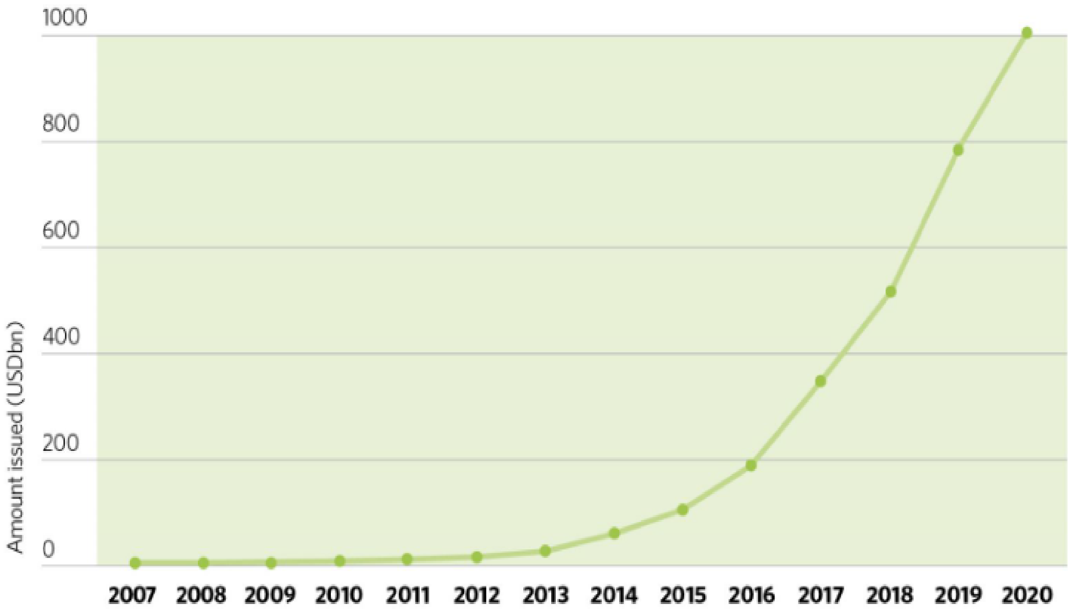

Figure 1 - Cumulative issuance since market inception in ($bn) according to by Climate Bonds Initiative 2007-2020 [Electronic source].

URL: https://www.climatebonds.net/market/explaining-green-bonds (accessed on 19.03.2023)

The very first green bond of €600 million to finance renewable energy projects was issued in 2007 with the AAA-rated issuance from multilateral institutions European Investment Bank (EIB) and World Bank. The market was prompted by a demand from institutional investors - Nordic pension funds - for a more informed approach to investing and the need to integrate ESG criteria and sustainability principles into their investment decisions. [6]

The market starting to kick off in 2014 and since then each year has closed at record all-time highs. [7]

The wider bond market started to react after the first USD1bn green bond, which sold within an hour of issue, by IFC in March 2013. The November of 2013 there was a turning point in the market as the first corporate green bond issued by Vasakronan, a Swedish property company. Large corporate issuers include SNCF, Berlin Hyp, Apple, Engie, ICBC, and Credit Agricole.

The first green muni bond was issued by Massachusetts in June 2013. Gothenburg issued the first Green City bond in October 2013. US states are major green bond issuers, but issuers also include Province of Ontario, City of Johannesburg, and Province of la Rioja (Argentina). Local government green bonds continue to grow.

SolarCity (now Tesla) issued the first solar ABS in November 2013. The biggest ABS issuer is Fannie Mae. ABS includes solar ABS, green MBS, green RMBS, green CMBS, PACE ABS, auto ABS and receivables ABS.

By the end of 2015, the cumulative USD100bn mark had been reached with growth accelerating towards the trillion mark in the five years since. The milestone of USD100bn in annual issuance came to pass in November 2017 during COP23 in Bonn, providing a boost in market perception that green bonds were becoming a mainstream product and vital contributor to climate finance and reaching Paris Accord objectives.

An encouraging characteristic of the green finance market has been the remarkable growth of green debt instruments including green loans and sukuk. Green instruments have originated from a record sixty-seven nations and multiple supranational institutions.

Annual green bond issuance broke through the half trillion mark for the first time in 2021, ending with USD522.7bn, a 75% increase on 2020.

Europe was the most prolific issuance region, while Asia-Pacific experienced the strongest annual growth (129%). The USA maintained its leading position as a source of green bonds, with volumes increasing by 63% to USD81.9bn. The USA's cumulative total stands at USD304bn, more than 50% larger than China which is the second largest country (USD199bn).

Within the sustainability theme, Latin America showed the most impressive increase, growing by 338% YOY to USD11.5bn. Most of this came from sovereign issuers (mainly Chile).

[6] The article "Green bond issue" [Electronic source]. URL: https://bondguide.moex.com/articles/bond-preparation-process/42 (accessed on 19.03.2023)

[7] The article "Explaining green bonds" [Electronic source]. URL: https://www.climatebonds.net/market/explaining-green-bonds (accessed on 19.03.2023)

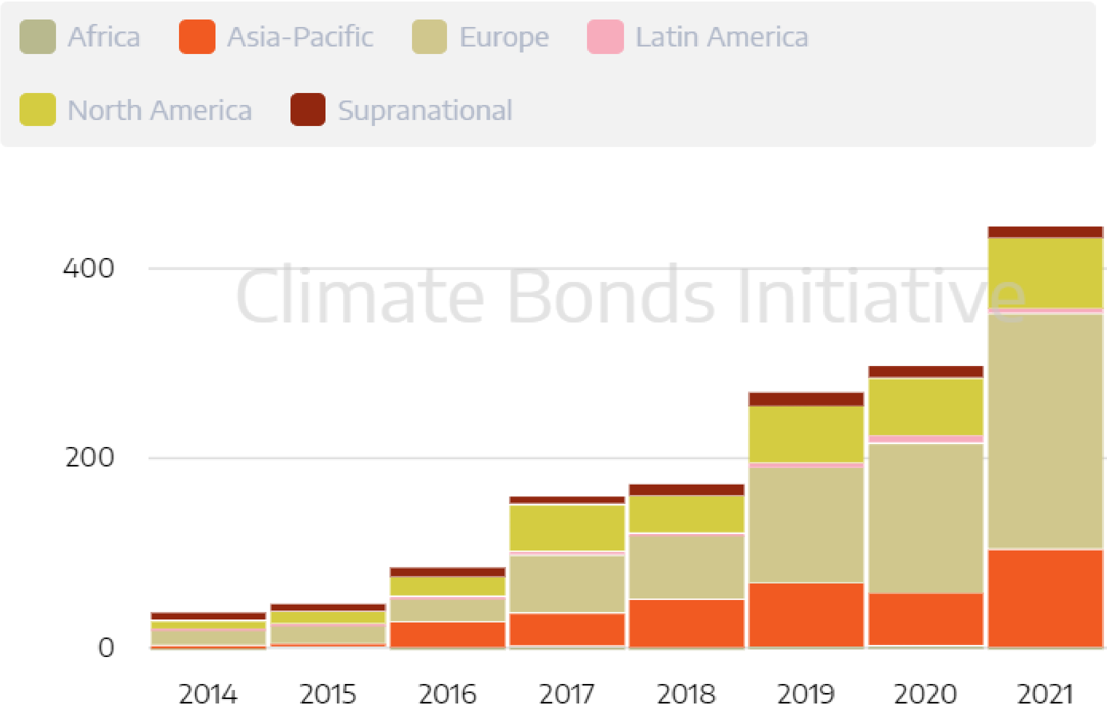

Figure 2 - Annual green bond issuance by region ($bn) according to Interactive Data Platform by Climate Bonds Initiative 2014-2021 [Electronic source].

URL: https://www.climatebonds.net/market/data/ (accessed on 19.03.2023)

Most of the 2021 green volume originated from DM, while 21% came from EM and just 4% was issued by Supranationals.

The EM contribution increased from 17% in 2020, with extraordinary growth from development banks (378%), financial (324%) and non-financial corporate (278%) issuers.

In the social theme, Supranational volumes dropped by 15% to USD60bn but still accounted for over a quarter of the volume, a substantially higher share than among green bonds. Supranationals again topped the sustainability theme in 2021,

(USD67.6bn originating from eight issuers), but this nevertheless represented a drop versus 2020, as MDBs raised relatively less to combat COVID-19.

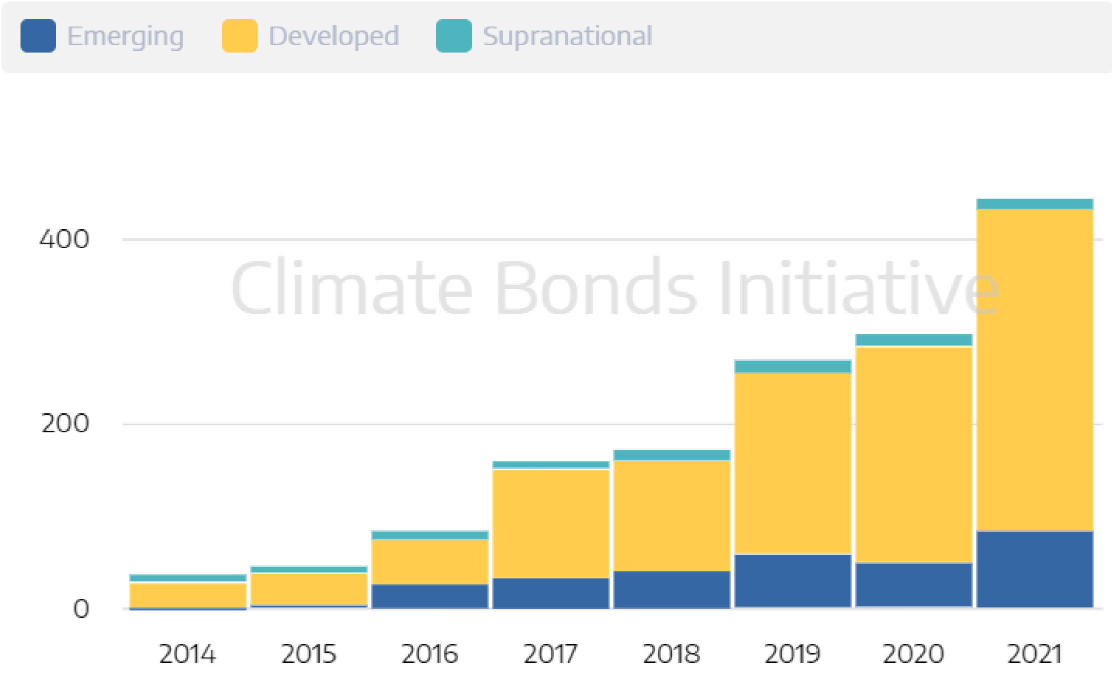

Figure 3 - Annual green bond issuance by market ($bn) according to Interactive Data Platform by Climate Bonds Initiative 2014-2021 [Electronic source].

URL: https://www.climatebonds.net/market/data/ (accessed on 19.03.2023)

The green bond market is now growing very rapidly, and green finance is becoming particularly relevant given the need for economies to recover from the COVID-19 pandemic. The OECD predicts that the green bond market could grow to $4.7-5.6 trillion by 2035. And the market is growing both geographically and sectorally.

At first, these securities were issued predominantly by the US, Japan, and France, then other EU states, China, and Southeast Asian countries joined them. Not only the volume, but also the sectoral structure of the companies involved is increasing: whereas previously it was mainly investment banks and developers, today it is manufacturing, energy and transport companies that are involved. And the majority of projects funded by green bonds are in the areas of renewable energy, real estate, sustainable transport or sustainable water management.[8] Despite the global boom, the green investment market in Russia has been in its infancy.

3. Risks of investing in green bonds

It should be noticed that since green bonds are practically the same bonds as the ordinary corporate and government bonds, they inherit all the risks that bonds in general tend to pose their

[8] The article « A green bond. Who needs green bonds and why? » [Electronic source]. URL: https://www.banki.ru/news/daytheme/?id=10928450 (accessed on 19.03.2023)

holders and issuers to. This topic is too broad to dwell on it, so we are going to focus on the risks of green bonds in particular.

Firstly, the market of green bonds appeared relatively recently so on a global scale, it has not yet had time to form sustainable relationships between investors, borrowers, developers and governments. This market has not yet been saturated to the extent that it would be reasonable to consider increases and decreases as temporary fluctuations related to the dynamics of demand and supply. Although green energy has been on the agenda more and more in recent years, the demand for dirty energy sources such as oil is growing steadily[9]. Therefore, it is not clear what the future holds for green energy and, consequently, green bonds. Many experts, on the other hand, predict that green financial instruments will soon acquire the same liquidity and resilience as conventional financial instruments[10].

Secondly, the market of green bonds is highly dependent on certain private institutions (such as, for example, Climate Bonds Initiative), state and quasi-state organizations establishing rules and standards that determine, for instance, whether a particular security is green or not. It is clear mentioned rules and standards are powerful levers of pressure that can be used to achieve certain effects.

Thirdly, as many countries provide tax breaks and certain preferential working conditions for both issuers and buyers of green bonds, they can be used as a legal instrument of tax evasion. In addition, the standards by which a project is whether considered to be environmentally friendly or not are at most very vague. Undoubtedly, this makes it much easier for investors who just want to take advantage of the financial benefits of green bonds rather than contribute to environmental improvements. Due to the same reason, investors may not always be sure of where their funds are going. Another reason is that in most cases there is a lack specification on how funds will be used to promote green projects[11].

If we consider the last two of the risks just mentioned it will become clear that green bonds can also be used as instruments of transfer of market advantages to companies that are more closely linked to standards-developing organizations, whether such companies' operations are environmental-friendly or not at all. Separating rules, regulations, standards and procedures aimed at improving the social-economic, environmental position from those aimed at creating advantages for certain market participants is a very difficult task, which seems to have no reasonable solution, especially at the level of application of these rules in practice.

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[9] The article "INTERNATIONAL ENERGY OUTLOOK 2021" [Electronic source]. URL: https://www.eia.gov/outlooks/ieo/consumption/sub-topic-01.php (accessed on 16.03.2023)

[10] The article "Green Liquidity Moves Mainstream" [Electronic source]. URL: https://www.spglobal.com/en/research-insights/featured/special-editorial/green-liquidity-moves-mainstream (accessed on 18.03.2023)

[11] The article "Critical challenges facing the green bond market" [Electronic source]. URL: https://www.bakermckenzie.com/-/media/files/insight/publications/2019/09/iflr--green-bonds-%28002%29.pdf (accessed on 19.03.2023)

In a nutshell, green bonds seem to have great potential, but the current deficiencies in regulation, research, and experience make it difficult to draw any definitive conclusions.

4. Yields from investing in green bonds

The profitability of green bonds can vary depending on a number of factors, including the interest rate, the creditworthiness of the issuer, and the demand for environmentally responsible investments.

Green bonds, for the most part, have a lower yield than corporate or government bonds, for the simple reason that the money raised by issuing green bonds often goes to projects with a low ROI, as the goal of such projects is primarily a positive or zero (harmless) impact on the environment, which may oblige to switch from the most profitable methods of production, construction, organization of business activities to using renewable. Most often, institutional investors or individuals who want to invest in green bonds do so not for the sake of profit, as there are much more profitable financial instruments, but “because they want to make the world a better place”.

Another explanation for the low yield of this type of bond could be the strict regulation of how the company uses the funds raised. This means that the issuing company is only allowed to use the capital for the project under which the capital was raised. This means spending money on the organization, promotion and audit of a particular project. The company is not allowed to reallocate the funds borrowed under green bonds from one project or department to another. That is why many companies when choosing how to finance their activities choose standard bonds, which, although they are more expensive financial instruments, but the funds raised this way are relatively free and can be spent on any business processes.

In addition, against the background of economic crisis and decline in the field of interconnection of governments and international companies, many economic agents in the current situation tend to abandon ESG-projects, until the situation stabilizes and becomes more favorable for the effective and orderly development of the company by raising funds through green bonds. The Russian securities market at the moment is not filled with green bonds, currently they account for just over 1% of the total volume of bonds[12]. In western countries the picture is rosier in this sense, but it is clear that there is a tendency for investors to lose interest in green bonds, but this is caused by financial instability, and as soon as the market comes to stability, green bonds will once again fill the market. During the last 2 years the green bond rate in the USA fluctuated between 3% and 4.2%[13],

[12]The article “ESG was a pass to Western investors": do green bonds have a future”. URL: https://www.forbes.ru/investicii/471607-esg-bylo-pasom-zapadnym-investoram-est-li-budusee-u-zelenyh-obligacij (accessed on 19.03.2023)

[13] The article “Green savings bond”. URL: https://www.thetimes.co.uk/money-mentor/article/green-savings-bond/#worth-it (accessed on 19.03.2023)

while the key rate is 4.75%[14], which tells us that green bonds are one of the least profitable financial instruments.

Overall, the profitability of green bonds depends on a complex array of factors, and investors should carefully assess the risks and benefits before investing in these securities.

Conclusion

Overall, the growth of the green bond market has been impressive, with institutional investors increasingly looking to align their investments with their sustainability goals. As climate change remains a pressing global issue, green bonds are likely to remain an important source of financing for the transition to a more sustainable, low-carbon economy.

Investors should be aware of the risks associated with green bonds, including the lack of sustainable relationships in the market, dependence on institutions and the potential for tax evasion and misuse of funds. There is also a risk of market advantages being transferred to certain companies, regardless of their environmental practices. Despite these risks, experts predict that green financial instruments will soon become as resilient and liquid as conventional financial instruments. Nonetheless, investors should approach green bonds with caution and thoroughly research the projects they are supporting.

However, it is worth noting that green bonds have a positive impact on the environment and society, fulfilling the need for responsible investing. They also serve as a way for companies to showcase their commitment to sustainability and attract socially responsible investors.

In addition, governments and international organizations are also promoting the issuance of green bonds, offering incentives and tax breaks to companies that issue them. This could potentially increase demand for green bonds and lead to better profitability in the future.

Overall, while green bonds may not offer the most attractive returns, they play an important role in promoting sustainable investing and could become more profitable in the future as the demand for socially responsible investments grows.

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[14] URL: http://www.worldgovernmentbonds.com/country/united-states/ (accessed on 19.03.2023)

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UDC 33

Rodygina N.Y., Abramova A.Y., Terekhina I.S. Modern trends in the development of world trade

Современные тенденции развития мировой торговли

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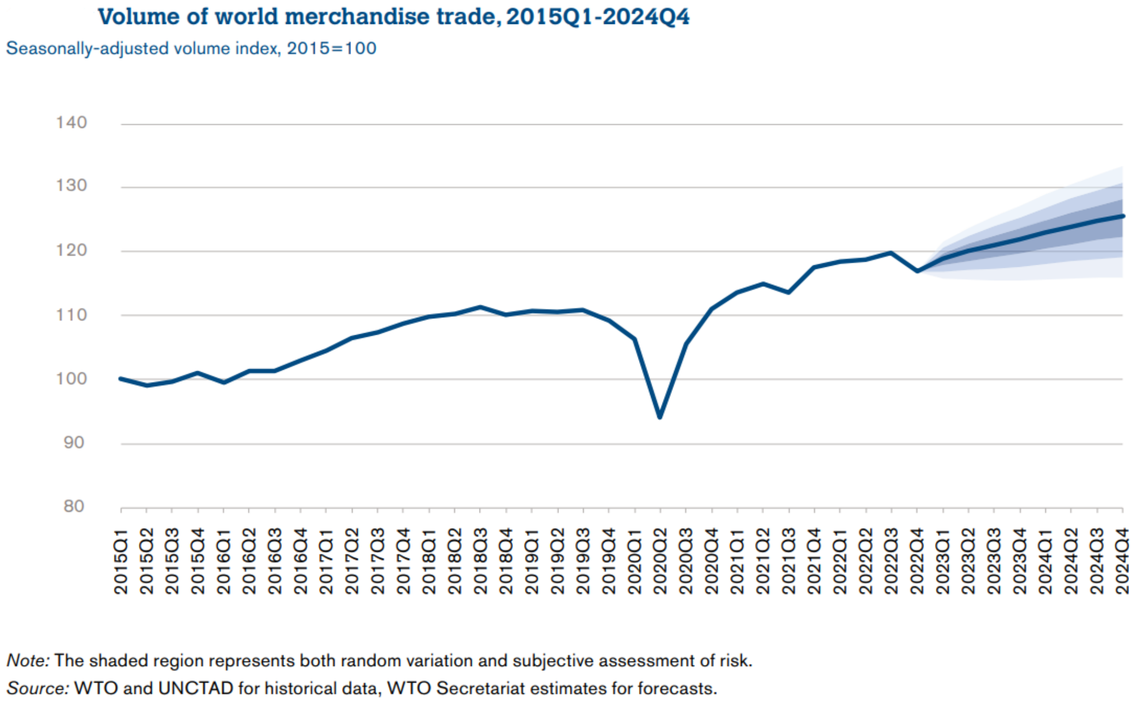
Abstract. *International trade has been one of the most important aspects of the world economy for centuries. Amid multiple shocks, such as the COVID-19 pandemic and rising geopolitical tensions, recent years have seen significant changes in international trade trends. Growth forecasts for 2023 are being revised down due to high energy prices, rising interest rates, persistent inflation in many countries, and the negative impact on the global economy.*
Keywords: *international trade, current trends, inflation, world trade in goods*
Аннотация. *Международная торговля на протяжении веков была одним из важнейших аспектов мировой экономики. На фоне многочисленных потрясений, таких как пандемия COVID-19 и растущая геополитическая напряженность, в последние годы наблюдаются значительные изменения в тенденциях международной торговли. Прогнозы экономического роста на 2023 год пересматриваются в сторону понижения из-за высоких цен на энергоносители, повышения процентных ставок, устойчивой инфляции во многих странах и негативных последствий для мировой экономики.*
Ключевые слова: *международная торговля, современные тенденции, инфляция, мировая торговля товарами*

Сбои в цепочке поставок, первоначально вызванные COVID-19 и когда-то считавшиеся аномалией, стали обычным явлением в сегодняшней торговой среде, хотя рост торговли по-прежнему прогнозируется как положительный. Игрокам на рынке приходится учитывать несколько сценариев и разрабатывать гибкую стратегию, которую можно изменить в соответствии с будущими препятствиями и сбоями.

Геополитика становится одним из наиболее влиятельных факторов, влияющих на торговлю и работу цепочки поставок. Согласно опросу Economist Impact, 96% опрошенных руководителей вносят изменения в свои цепочки поставок в ответ на геополитические события[15].



Объем мировой торговли товарами, 1 кв. 2015 г. - 4 кв. 2024 г. Сезонно скорректированный индекс объема, 2015 г. = 100. Источник: WTO

Согласно отчету ВТО[16], рост объема торговли в 2022 г. был медленнее, чем ожидалось, на 2,7% после спада в четвертом квартале, но все же выше, чем предполагалось в наихудших сценариях. Объем мировой торговли товарами вырос на 12% до 25,3 трлн долларов США в 2022 г., что отчасти было вызвано высокими мировыми ценами на сырьевые товары.

Стоимость мировой торговли коммерческими услугами увеличилась на 15% в 2022 году до 6,8 трлн долларов США. В том же году экспорт цифровых услуг составил 3,82 трлн долларов США.

Геополитическая напряженность, инфляция (и связанные с ней меры), цены на энергию и другие сырьевые товары, а также сохраняющиеся последствия COVID-19 были основными движущими факторами торговли и производства в 2022 году. Этот год был отмечен одним из самых высоких уровней инфляции с 1980-х годов, а также колебаниями цен на сырьевые товары и повышение курса доллара США.

15 Trade in transition 2023 Source: https://impact.economist.com/projects/trade-in-transition/conclusion/
16 Global Trade Outlook and Statistics https://www.wto.org/english/res_e/booksp_e/trade_outlook23_e.pdf

Колебания цен на сырьевые товары сильно повлияли на инфляцию и объемы торговли в 2022 году. Эти колебания были особенно сильными для европейских цен на природный газ, которые выросли на 48% в период с января по август 2022 года, а затем упали на 76% к февралю 2023 года.

Европейские страны отреагировали на потерю поставок газа из России, импортировав больше от других поставщиков, включая США, Катар, Норвегию и Алжир. Судя по всему, это привело к росту цен на СПГ в других странах, в том числе в Японии, где его цена удвоилась в период с января 2022 года по февраль 2023 года.

Все это приводит к более протекционистской политике государств. В качестве примера можно привести ответную реакцию США на действия Китая. Недавние законодательные изменения в США направлены на усиление протекционизма, например, Infrastructure Bill и CHIPS and Science Act направлены на стимулирование производства в США и Северной Америке.

Это говорит о том, что одним из современных трендов международной торговли является фрагментация глобальной торговой системы.

Тем не менее, в подобной неблагоприятной обстановке предприятия находят способы реагировать, адаптироваться и развиваться. Изменение цепочек поставок путем диверсификации, регионализации или переориентации для повышения устойчивости — это ответы на текущие изменения.

Цифровизация, внедрение инноваций и общее повышения технологического уровня помогут бизнесу преодолеть неблагоприятные экономические последствия, связанные с недавними геополитическими потрясениями.

Согласно отчету ВТО «Global Trade Outlook and Statistics», объем мировой торговли товарами должен вырасти на 1,7% в 2023 году, а затем показатель роста достигнет 3,2% в 2024 году.

В конечном счете, для решения наиболее насущных проблем и обеспечения беспрепятственной торговли требуется участие как частного, так и государственного секторов. Поэтому оптимизация торговой политики на всех уровнях должна стать приоритетом.

Хотя множество «игроков», каждый из которых преследует свои собственные интересы, усложнили бы эту задачу, прогресс был достигнут. Это продемонстрировали события на недавней 12-й Министерской конференции ВТО[17], что привело к Соглашению о субсидиях в области рыболовства и решению о моратории на электронную торговлю, что свидетельствует о том, что многие страны по-прежнему готовы работать вместе для решения торговых проблем.

17 WTO members secure unprecedented package of trade outcomes at MC12 Source: https://www.wto.org/english/news_e/news22_e/mc12_17jun22_e.htm

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UDC 371.2

Savina A. The principle of protection of the national market in the system of the world trade organization postulates

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Abstract. *The article examines the principles of national market protection in the context of the World Trade Organization. Particular attention is paid to the arguments of domestic and foreign researchers on this issue.*
Keywords: *national market, principles, postulates, protection of national market, the World Trade Organization*

Introduction

The system of multilateral commitments in the framework of the World Trade Organization (hereinafter – WTO) is built on certain postulates, which allow to achieve balance and international compromise in trade.

The WTO postulates form a system, that is, a range of interacting elements, each of which influences the functioning of the system as a whole.

Consideration of the place of the principle of national market protection in the system of WTO postulates is relevant due to the fact that the world economy regularly faces challenges and crises, to overcome which the WTO member states use various measures of national market protection.

P. Lamy states that the WTO is neither completely vertical nor completely horizontal, resembling an intergovernmental cooperation organization or an international integration organization, which makes the WTO a unique legal order or system of law [12].

As a unique legal order, the WTO has developed postulates that allow the organization to function effectively and organize the activities of member states.

The WTO postulates are independent elements of the system of WTO postulates, but they are in constant interaction and interpenetration and are aimed at achieving a common goal for the entire system.

The system of WTO postulates is necessary to achieve the following objectives:

1. Reducing the number of trade restrictions and minimizing their level. This goal is achieved through the mechanism of mutual concessions.

2. Reduction of negative effects from the introduction of trade restrictions. In order to achieve this goal, general rules are established for the application of trade restrictions, tools, forms of such restrictions and practices of their application.

3. Reducing the number of negative effects arising from trade conflicts. This objective is achieved through the mechanism of decisions to impose sanctions for violations of obligations [4].

In the literature there are different approaches to how the WTO postulates are defined and which of them are the basic postulates.

The existence of different approaches is explained by the fact that the formation of the institution of “WTO law” has not yet been completed [4].

S.A. Grigoryan believes that the WTO postulates were formulated in the General Agreement on Tariffs and Trade of 1947 (hereinafter - GATT-1947), and they include: the most-favored-nation postulate (regime), national treatment, postulates of binding and publicity [3].

According to M. Hilf, the WTO postulates include the following ones: the postulate of sovereign equality of states and national respect, the postulate of sustainable development, the postulate of cooperation and multilateral negotiations, the postulate of cooperation [11].

G.M. Veliaminov divides the postulates into general ones and GATT/WTO-specific ones [Вил].

He categorizes the postulates of national treatment, most-favored-nation treatment and preferential treatment as general ones [5].

To the specific postulates of the WTO G.M. Veliaminov refers the postulates of exclusivity of tariff means of regulation, transparency of such regulation, binding and consistency of tariff concessions [1].

In his opinion, the WTO postulates were initially laid down in GATT and later consolidated in the Marrakesh Agreement Establishing the WTO.

A.B. Tsepov draws attention to the fact that there are postulates tested by law enforcement practice. To such postulates he refers the postulate of reciprocity of concessions, good faith competition, the postulate of freedom of trade using multilateral negotiations, the postulate of preferential use of customs tariffs to protect the national economy []8.

In addition to the principles mentioned above, N.G. Vorobyeva singles out the principle of ensuring predictable access to markets, the principle of encouraging economic reforms, the development of free competition, as well as the principle of open regionalism [2].

A.S. Dedusenko [6], N.E. Tyurina [9] also singled out in their works the principles of the most-favored-nation treatment, national treatment, trade liberalization, reciprocity, non-discrimination, etc.

V.M. Shumilov, in addition to the above-mentioned principles, singles out the principle of protection of the national market [7] .

Thus, it is possible to note a variety of approaches to the definition of the WTO principles, however some principles are named by scientists as fundamental.

The postulates of protection of the national market are closely related to other WTO postulates. The work of the WTO is based on the fundamental principle - the principle of transparency, which is a necessary condition for the fulfillment of obligations.

The importance of the postulate lies in the fact that non-transparency in relations between states (non-transparency of their position in international trade) prevents countries from investing in joint ventures, because foreign investors do not understand the rules under which the enterprise will operate. Transparency is at the heart of other WTO postulates, as it ensures that states comply with their commitments and reduces uncertainty in trade relations.

Transparency is important, among other things, to combat discrimination in trade relations. Discrimination in international trade can manifest itself in two forms: as discrimination occurring between individual countries and as discrimination occurring between domestic and foreign goods and services.

In this regard, one of the basic postulates of the WTO is the principle of non-discrimination, for the formation of which public international law has laid the foundation in the form of the principle of sovereign equality of states.

In the sphere of private international law, the principle of non-discrimination is reflected in two components: national treatment and most-favored-nation treatment.

The principle of non-discrimination, most-favored-nation treatment, granting national treatment organize the legal space, creating conditions for the existence of international trade, thus forming a trinity.

The principle of protection of the national market in the context of the above principles is used for the balance as a regulation of the rules of conduct of individual states against unfair trade carried out against WTO rules.

Let us consider the principle of national market protection as an independent element of the system of WTO principles. The principle of protection of the national market is called differently in the works. So, V.M. Shumilov singles out the principle of national market protection, while I. Lee distinguishes the principle of prohibition of dumping from it [10].

The principle of protection of the national market is based on the provisions of the text of GATT 1947, which were later embodied in the texts of decisions and agreements of the WTO system. In particular, the national market protection provisions were provided by GATT 1947. Article VI of GATT 1947 dealt with anti-dumping and countervailing duties, while Article XIX of GATT 1947 regulated emergency measures in respect of imports of certain goods.

Under Article VI of GATT 1947, dumping is to be condemned where it causes or has the potential to cause material injury to an industry that is established in the territory of one of the contracting parties. Dumping refers to cases where the goods of one country enter the market for the goods of another country at a price that is lower than the normal value of the goods.

The provisions contained in GATT 1947 were taken as a basis for the creation of the WTO, which created the following agreements that develop the principle of national market protection:

1. Agreement on Subsidies and Countervailing Measures;
2. Agreement on Special Protective Measures.
3. Agreement on Application of Article VI of the General Agreement on Tariffs and Trade, 1994 (agreement on application of the rule on anti-dumping measures).

These agreements, adopted within the framework of the WTO, are united by a common term - national market protection measures. National market protection measures can be divided into two categories. The first category includes anti-dumping and countervailing measures, which are implemented in response to violation of competition rules by foreign importers. The second category includes measures that are applied in order to support the national producer under normal competition.

The use of national market protection measures is relevant in unfavorable economic conditions, since many participants in international trade use various mechanisms to increase the competitiveness of national companies both on the national market and internationally. Thus, it is necessary to understand in which cases national market protection measures should be used and in which cases their use is illegitimate.

The principle of protection of the national market contains both the rights of the state and the obligations it must fulfill. Under this principle, the state has the right to protect its economy and domestic market both with the help of customs and tariff regulation tools and with the help of non-tariff regulation measures. The use of national market protection measures is possible within the limits set by the WTO.

It is also the right of the state under the principle of national market protection to apply measures that aim to protect the economy as a whole, including the protection of national producers from the damage that may be caused by excessive imports of goods that are subsidized in the exporter's country [8].

The state has the right to apply anti-dumping and countervailing measures, as these measures are part of the protection of national producers from potential harm. However, protection of the national market cannot be carried out arbitrarily, as evidenced by the existence of the obligation not to apply any measures (anti-dumping, countervailing) arbitrarily. In addition, the state should not purposefully subsidize goods which are intended for export.

At the same time, the principle of non-discrimination actively applies to special protective measures - special protective measures must be applied on a nondiscriminatory basis. It is unacceptable to apply such measures selectively. In addition, measures are subject to gradual liberalization, which shows a close relationship with the principle of liberalization.

The requirement of gradual liberalization is aimed at encouraging domestic producers to improve competitiveness, otherwise they will continue to lag behind in the market and will require additional subsidies or the introduction of other measures after the end of the protective measures.

Thus, the analysis of various theoretical approaches leads to the conclusion that the system of WTO principles does not have a closed list of principles, but among them it is possible to distinguish the fundamental ones: transparency, non-discrimination, most-favored-nation treatment, national treatment, the principle of national market protection.

In the system of WTO principles, the principle of protection of the national market is aimed at achieving common goals, including the reduction of the number of negative consequences arising from trade conflicts, and is also aimed at compliance with the rules established by the other principles, which allows us to conclude that they are closely interrelated.

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UDC 33

Sukhova A.R., Melkova A.A., Altergot D.A., Dmitrieva A.D., Komarova A.D. The result of EU sanctions against Russia for both economies

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Abstract. *The article describes the sanctions imposed by Europe since February 2022 and their consequences for the economies of Russia and the European Union itself.*
Keywords: *sanctions, Russia, European Union.*

EU has imposed sanctions against Russia to isolate the country from the international financial system and European economies.

It is important to say that despite quite a few sanctions already being in place since 2014, there was still a heavy trade dependence between the European allies and Russia; they have the tightest integration.

We could roughly say that the EU relied on Russia for raw materials and energy in the form of oil and gas. At the same time, Russia depended heavily on Europe for medicines as well as advanced machinery and microchips. On the financial side, European Banks financed the development of technologically advanced industries and notably the exploration of difficult reach energy fields. At the same time, many of Russian oil profits were invested back in European financial markets as well as real estate and prestige projects. Russia's high net worth individuals spent their energy profits on London real estate and yachts in the Mediterranean.

Since 2014 this trend had already started to reverse somewhat. Migration from Russia to EU accelerated. Many high-educated young Russians emigrated to work and start businesses in Europe and beyond. Thanks to its gigantic trade surplus, Russia has assembled $600 billion in foreign exchange reserves. This was done in order that in the unlikely case that Russia was to be sanctioned, its Central Bank could use these reserves to buy rubles and thereby prevent it from collapsing. To avoid losing these reserves, Russia was keen to minimize the number of Western currencies in its foreign exchange reserves. However, because of how dominant the dollar and euro were, a large part of Russian's foreign exchange reserves still consisted of European assets. Given EU dependence on Russian energy, Putin had gambled that the Europeans were far less likely to mess with these reserves than the Americans were.

In response, the Allies announced two types of sanctions against Russia: financial and trade sanctions.

Let us focus on financial restrictions first. These types of sanctions severely limited the ability of Russia's state Central Bank, private banks and elite individuals to transfer, borrow and hold money through the dollar dominated global financial system. In addition, based on the success of financial sanctions against Iran in 2010, the hope was that Russia's currency would quickly collapse, leading to sky-high inflation and an unhappy population, and then hopefully a Russian retreat. Of course, Russia's foreign exchange reserves stood in the way of that, therefore, in an unprecedented move, Europe, Japan and the USA moved together to freeze over 60% of Russia's foreign reserves. Moreover, in practice, this meant that while Russian banks and its central bank still technically owned various deposit accounts and bonds in allied banks, they could no longer use them to stabilize the ruble. In shock, both the Russians and non-Russians tried to get their money out of Russian banks and financial markets as quickly as possible. This caused the ruble to lose more than 40% of its value, which in turn led to sky-high inflation in Russia. Around the same time, thousands of Russians started protesting.

So at that point, financial sanctions seemed to work precisely according to plan, just as they did in Iran in 2010. In addition, if that was not enough, Russia's elites were hit hard by financial sanctions that were specifically targeting their European bank accounts, houses and yachts. The protests of people on the street soon stopped, and it became calm, but some people fled the country. This is already where we see that while sanctions do have a big impact, they do not always work as intended.

Now it was time for Russia to start making its own moves in the economic war. First, they employed financial countermeasures, when in response to people trying to get their money out of Russia, Russia's Central Bank raised interest rate and that raised the attractiveness of the ruble. However, more importantly, they imposed strict capital controls limiting the ability of people to actually sell their rubles. Next, Russia imposed trade sanctions when it sharply reduced the flow of natural gas to Europe. Now because Europe mostly relied on gas through these pipelines, it was not easily able to replace it with as from other providers. Therefore, the Russian energy squeeze caused the price of energy in Europe to increase tenfold, which in turn led to sky-high inflation and a dire cost of living crisis. This then led to big anti-war protest in Europe rather than in Russia. At the same time, sobering energy prices meant that even through Russia sold less gas, it made more international money than ever to convert into rubles, and this along with restrictions on selling rubles, meant that the ruble wasn't only recovering, it became stronger than ever.

Nevertheless, not surprisingly, around this time, the allies increasingly emphasized that the second type of sanctions - trade, were actually the important ones and that they were, in fact, working. As we have already said, Russia relied on the EU for high technologies. Well, many of the allied trade sanctions were precisely aimed at preventing these goods from reaching the Russian economy. In addition, in the second half of the 2022 they indeed seemed to be working, while Russia stopped publishing its import statistics. Therefore, it seemed that trade sanctions were doing real damage both to the Russian and European economies.

However, this was before both economies started adapting to the sanctions. By REPowerEU Plan, Europe surprised everyone by rapidly reducing its dependence on Russian energy in the three main ways. First, it managed to build liquefied natural gas, or LNG, infrastructure on its coast at unprecedented speed. This allowed it to completely switch to alternative gas suppliers such as the US and Qatar. Second, for some of its energy needs, Europe was able to switch to other sources of energy, such as coal, diesel and renewables. Finally, Europeans were able to reduce their energy demand in relatively painless ways by improving the efficiency of houses, machines and business processes, for example, by reducing the temperature in buildings. Then, helped by one of the warmest years ever, both energy prices and the ruble started to fall again, and Europe felt confident enough to start imposing sanctions on Russia's crucial energy sector. So after diversifying away from Russian oil, the allies imposed a price cap of $60 on Russian oil, meaning that if any ship that transported Russian oil above that price could not be insured by the allied insurance companies that dominated on the market. However, while initially the price cap seemed to work surprisingly well, it reasonably became clear that Russia has assembled a so-called shadow fleet of tankers that allowed Russian oil to bypass sanctions on an industrial scale. To make matters worse for the allies, Russia also reduced its dependency on Western goods. Russia started replacing imported goods with inferior, old-fashioned domestic substitutes. Sure, these are inferior products, they will reduce the efficiency and therefore competitiveness of Russia's industry in the long run, but it works quite well in the short run, making allied trade sanctions much less effective.

The second way that Russia does, it is using the alternative suppliers. Recent reports indicate that China is now providing many crucial goods, such as microchips, to Russia. Third, thanks to gigantic smuggling industry operation via Russian neighbors, allies' chips are once again showing up in Russia. This all has weakened sanctions so much that Russia is now apparently importing more microchips than before.

After an initial shock, trade and financial sanctions from both sides are now far less effective. Europe is still dealing with energy prices that are uncomfortably high, and at the same time, Russia's economy is far less competitive when it comes to anything other than exporting raw resources than it used to be.

So, what are the results of the sanctions?

Let us start with the fact that both economies were hit by sky-high inflation that them later subsided. Nevertheless, whereas inflation in Russia doubled from 6.7% in 2021 to 11.9% in 2022, it nearly quadrupled in Europe, soaring from a low value of 2.5% to a quite remarkable 9.2%. Of course, not all of this was due to the economic war, but given that a large part of Russian inflation happened after the ruble crashed in March and Europe's inflation peaked after energy prices peaked in summer, we can assume that the economic war played a major role. Therefore, if we look at the raw percentage increases of inflation, both economies lost this economic war. However, the relative change was more extreme in Europe.
Besides, it should be mentioned that Russian economic performance really surprised both Western and Russian analysts. Current IMF estimates for Russia are that it will grow by 0.3% next year, which is more growth than for instance it expects for Britain in 2023.

More than that, when it comes to the military effort, it is clear that sanctions failed to cripple Russia. Similarly, Russia's energy weapon did not discourage the Europeans from imposing sanctions on Russia and supporting Ukraine, as the Russians had hoped.

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UDC 338.24

Yuryeva A.V., Ershov A.A., Kovalyov S.A., Kozhin Z.D. Danger and probability crisis in trend of the round-robin development to organizations

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Abstract. *In article we have in detail considered the development of the companies in process crisis in modern economic society. Give determinations type crisis in organizations. In the same way have in detail described danger and probability crisis in trend of the round-robin development to organizations.*
Keywords: *crisis, development, organization, danger, economy*

The Chrissies in microeconomic development i.e. crisis's in organizations, being element or effect crisis on the other level of the economy, specific on essences, reason and regularity of the origin and developments.

The Organization presents itself certain comparatively isolated structured subdivision in the general system of the public division of labor. Kriteriyami such isolations are economic independence, organizing wholeness (existence internal and external ambience), presence specialized information structures, possibility of the separation for this subdivisions of the general result of the work [6,33].

As organizations can be considered separate company, enterprise, office, join-stock company, bank, company (indemnifying, tourist and others), as well as structured units of the system of state management (Drawing 1).

Drawing 1. Photo modern organization

In modern literature possibility arising the crisis confesses on management in development of the organizations. However in world practical person in the same way, either as in theories is absent united understanding the crisis to organizations. German and American concept distinguishes Depending on positions of the perception of the crisis manager [3, 35-39].

According to germane concept of the crisis to organizations crisis is perceived in negative sense as threat and hindrance, and thence purpose of management - a reconstruction dokrizisnyi conditions. With this view antikrizisnyi management - activity, necessary for manage conditions, threatening existence of the enterprise, under which main question becomes the survival.

The American concept of the crisis to organizations is founded on perception of the crisis as instructions on need of the renovation, realignments in evolution process of the development to companies. The Purpose of management - not fights with crisis, but change the structure to organizations with provision for new requirements. With this view antikrizisnyi management - a creation instrument, which allow reporting on drawing near critical point of existence and need to develop the new deal of the development.

In generalized variant notion crisis to organizations possible to present as not planned and undesirable, time-bounded process, which endangers existence to organizations and output from which can be or successful manage crisis and output to organizations on new step of the development, or liquidation to organizations[2,53-58].

Most often belief about crisis in organizations links with her (its) inability to execute their own financial obligations before oblige, which in the event of her(its) long of the resistless nature is permitted through procedure bankruptcy. However four types of the crisis select in world economic literature to organizations: strategic crisis, crisis to efficiency, crisis to liquidity and bankruptcy.

The Strategic crisis to organizations - a position of the deals in organizations, when potential of her (its) development to a considerable extent exhausted and no possibility to create new. The Reasons of the strategic crisis different, for instance omissions in technological structure or backlog from modern level of the technological development, inadequate changing requirements market marketing strategy. The Strategic crisis, for instance, typical of technically retarded enterprise, occupying monopoly position on the market and selling its product on updated prices.

The Crisis to efficiency to organizations - a condition, under which organization bears a loss and because of constant reduction of the own capital moves to situations of the deficit of the balance (the excess liability on asset). The Example of the reasons, causing crisis to efficiency, can be a loss in consequence of insufficient efficiency of production activity or omissions of the management personnel, which unable in sufficient measure to use the production potential of the enterprise.

The Crisis to liquidity to organizations - a position of the deals in organizations, when because of wideninging losses she threatens the loss to solvency or solvency already is absent. The danger of the deficit of the balance threatens Further to this enterprise.

At bankruptcy enterprise already long time insolvent, liabilities exceed the assets. The Bankruptcy terminates the crisis. Many west economists consider that this already not crisis, but his (its) result. The Enterprise confesses completely insolvent, and advice oblige solves, restorer wind up a business [4, 135-147].

If objective to value Russian reality, that obviously that all types crisis inherent domestic enterprise, but especially - two last i.e. crisis to liquidity and bankruptcy.

For management knowledge about crisis, his (its) possible manifestations in vital activity of the system serve the central to development action on prevention or softening negative and reinforcement positive consequence.

The Possibility of the crisis and increasing to probability of his (its) approach appears at connecting periods of the development of the company, at periods between stages of the cycle of the development. Such periods possible to consider in the manner of between stage of the processes of the turning the company from one condition in another [7, 22-26].

The Generation of the potential of the development - a first connecting period in development of the company, creating possibility of the crisis. He is characterized process of the generation of the new company in ambience already functioning old or source. The First connecting period precedes the stage of the appearance of the company as enterprise trailblazer.

The Generation of the potential of the development is accompanied the danger of the arising the crisis. The Crisis characterizes the key contradiction of the development. But not always this danger of the destructive crisis. This can be a crisis of the renovation, crisis of the speedup, crisis of searching for.

Arising the potential of the new company, as a rule, is connected with the general economic situation in region or country, where is expected her (its) action. This period looks like enterprise in the field of small business: birth to ideas and first careful steps in her (its) realization; raised business activity and raised probability of the miss, negative crisis effect [1, 15-19].

The Chrissies when arising enterprise trailblazer, as a rule, small influence upon the general market situation in separate country or in separate region. This is connected with that that these company in majority its small in number on personnel, their market positions small they ready to failure. In many country exists state support of such companies (small enterprise) since they are an important sphere to business activity in the field of innovation, reactions on change the demand.

But if amount enterprise trailblazer, falling into crisis situation, begins to exceed the critical mass, can appear negative, so named system (synergic) effects, rendering already essential influence upon vital activity of the separate region, social tension in him[5, 77-79].

Because of that that these company small on amount occupied and often unprofitable,

especially at the beginning to initially its activity, they cannot contain the separate structured unit, working on forecasting of the prevention and minimization of the losses from crisis. So manager's innovative organizations companies must have a base, theories crisis and be economic literate (Drawing 2).

Drawing 2 Photo to organizations of the company, passing crisis's

Without enumerated knowledge's success to activity of the company's low-probable. The Skill of the managers to forecast and prevent the possible crisis's all more and more becomes the significant factor in success economic, marketing and in general management activity. So necessary to spare big attention to special preparation on antikrizisnyi to governing the managers of the different companies, but particularly that, in which exists the raised danger of the arising the crisis, risky companies.

The Disappearance of the much of the companies, and particularly newly appeared and got legal status, is fixed by statistics of the many countries. The English to researchers note that before the end of the second year can survive not more than 20-30 % newly appeared companies [1, 67-70].

The Formation - a second connecting period in development of the company, generative danger of the crisis. He is characterized by real appearance of the new company as independent organizations purpose in economic ambience, having some market positions, legal registration. The Second connecting period corresponds to operating the company as companies, occupying free places on market.

The radical image change for free niches for company of the problem of the possibility of the crisis. Begin to reveal it and progress the problems organizing and human potential.

Patient appear from company trailblazer , and depending on stage of the development they can be or close on influence upon the market to company trailblazer, or correspond to the companies leaders, and, what the practice shows, amount of the failures beside these companies varies from 40 before 80 %. This is connected with that that to be beside meat loaf of management patienty and company trailblazer not one and ditto [7, 67-71].

The Particularity of the development patienty is concluded in that that they extremely aggressive in their own action and pay no regard to external ambience. This is connected with that that patients necessary « to seize »determined niche market and prove its wealth. This company with standpoint of the decision on a matter of the prevention crisis most it is difficult to control.

Their aggressiveness can be compensated only by business culture whole society.

Statement - a third connecting period in development of the company, generative danger of the crisis. He is characterized by fastening position company on the market, appearance determined competitive advantage and realization them in behavior on the market. The Third connecting period precedes the stage of the appearance of the company as company leader. In this period company must be confirmed on the market, but in internal process of the development possible appearance of the potential of the branch from its other company or division her (it) on independent companies. After all company leader are the most large, rendering significant influence upon market situation company. And for they exist the danger of the crisis. She is concluded in prominent competitive fight, organizing difficulty typical of large managers [4, 45-50].

The Bankruptcy or disintegration of such companies can bring about the most heavy moreover not only economic, consequence both in region of the location of the company, and in scale of the world economic relations. So necessary regulation of the development of these companies both on regional, and on state level. They particularly need for antikrizisnyi management, which must take into account and national interests, and world trends of the development of the economy.

The Crisis organization leader breaks not only balance on the market, but also cause the serious complications in social sphere. In majority of the countries legislation about bankruptcy, as a rule, is oriented on this type exactly.

The Period of the fall - a fourth connecting period in existence of the company, creating danger of the crisis. He is characterized by reduction majority important factors to vital activity of the company, but in ditto time by conservation of the possibility of the prevention of the crisis to organizations. In general fall of the leading indexes - already not danger, but signs crisis, but rates of the fall can show, follows this values as coming the inconvertible crisis or this stage of the development the most dangerous for arising the destructive crisis. Positive output can exist from condition of the fall. Here, the greater role plays the system of the government regulation, which must be directed on conservation normal general social-economic position. This particularly it is important for countries, having large processing industry. Russia pertains to such country. Today possible observe in Russia processes disintegration many enterprise on small companies- go-betweens. Much often they become the threat for ecological safety. That is why necessary общефедеральная program on antikrizisnyi to control. Her (its) primary task - minimization of the damage at bankruptcy of the enterprise or his (its) division [6, 88-93].

The Upshot - a fifth connecting period in existence of the company, characterizing final destruction of the company, her (its) liquidation that or other way.

Each of connecting periods, in the same way either as stages, has their own temporary borders and qualitative particularities. The Temporary borders connecting period are defined by efficiency of management, more exactly, system antikrizisnyi management, qualitative particularities - a natural sequence of the origin new characteristic in development of the company. These characteristic possible to consider on internal and external sign.

The Internal characteristic in development of the company such characteristic, as financial standing, abutted management, social-psychological atmosphere to activity, intellectual and modern potential, saving resource, strategy, information technologies, quality of the personnel [5, 99-102] .

The External characteristic in development of the company - such characteristic, as competitiveness, competitive advantage, appearance company, regional structure, social-political position, international relationship, natural conditions.

Exactly combination these entire internal and external characteristic in development of the company, expressed in factor of the operating the company, and characterizes qualitative certainty of the stage of her (its) development. But connecting period reflects consequent change internal and external characteristic in development of the company in determined direction from stage to stage [2,135-139].

But not any change reflects the connecting period. Exist change, which characterize simple vagary, the fluctuations of the factors under influence natural or social conditions, vicissitudes of the competitive fight, situations market and pr. So in practical person antikrizisnyi management much it is important to know how to recognize the nature of the changes to operated and uncontrolled process, separate change the connecting period from change the normal operating the company(Drawing 3).

Drawing 3 Photo of the company of the leader

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SECTION 2. EDUCATION, EQUALITY AND DEVELOPMENT

UDC 37

Orlova M.A., Alekseeva N.S., Fedorets V.S., Babkova A.V. Export of educational services in Russia

Экспорт образовательных услуг России

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Abstract. *The scientific article discusses the situation that has developed in the global market of educational services and the place of Russia among the exporting countries of education. Existing problems and various kinds of barriers that hinder the growth of export development of these services in the Russian Federation are focused. The prospects for further development of the export of domestic education and the tasks on the way to its increase are determined. The relevance of the problems of the work is determined by the predominant importance of international trade in services, within which the export of educational services occupies a significant position, due to the process of internationalization of education and the constantly growing importance of this type of services in modern times.*

Keywords: *Global export, export of educational services, export of education in Russia, prospects for export of education in Russia, problems of export of educational services, global education market.*

Аннотация. *В научной статье рассматривается ситуация, которая сложилась на глобальном рынке образовательных услуг и место России среди стран-экспортеров образования. Акцентрируются существующие проблемы и различного рода барьеры, которые затрудняют рост развития экспорта данными услугами в Российской Федерации. Определяются перспективы дальнейшего развития экспорта отечественного образования и задачи на пути к его повышению. Актуальность проблематики работы обуславливается преобладающим значением международной торговли услугами, в рамках которой экспорт образовательных услуг занимает значимую позицию, ввиду процесса интернационализации образования и постоянной растущей важности услуг данного вида в современное время.*

Ключевые слова: *Глобальный экспорт, экспорт образовательных услуг, экспорт образования в России, перспективы экспорта образования в России, проблемы экспорта образовательных услуг, мировой рынок образования.*

Экспорт представляет собой один из важнейших способов формирования бюджета любого государства. В современных реалиях всё большую тенденцию имеет экспорт услуг. В последнее десятилетие рост международной торговли данной категорией в несколько десятков раз превысил скорость роста торговли товарами. На экспорт сейчас идет множество различных видов услуг: транспортные услуги, финансовые услуги, телекоммуникационные, компьютерные, информационные, технические, инженерные, юридические и прочие виды услуг. Одним из самых важных и распространённых видов такого экспорта являются образовательные услуги. Данный феномен напрямую связан с процессом мировой глобализации и интернационализации самого образования. Образовательные услуги представляют собой целенаправленную организацию деятельности учащихся по получению знаний, умений, навыков, компетенции и развитию определенных способностей. Экспорт данной категории способствует не только увеличению бюджета государства, но и возвышению его авторитета на мировой арене, привлечению человеческого капитала, увеличению количества квалифицированных специалистов, развитие и расширения собственной системы образования. Странами, занимающими лидирующие позиции в экспорте данных услуг, являются США, Великобритания, Китай, Франция, Германия.

В Российской Федерации можно наблюдать рост количества иностранных студентов на дневных отделениях в вузах (с 60,8 тыс. в 2000/01 учебном году до 200,8 тыс. в 2015/16 годах). Общая численность иностранцев, которые получили образование на русском языке и по российским образовательным программам на 2015/16 года, составила 562,8 тыс. человек. По данным Министерства науки и высшего образования в РФ, совокупные доходы, полученные от иностранных учащихся на территории РФ и за предоставление отечественных образовательных услуг за её пределами, составили 1,54 млрд. долларов в 2019 году. В настоящее время в российских вузах и колледжах доля обучающихся иностранцев составляет почти 4 % (примерно 225 тыс. человек). При этом меньше 0,8 % российских граждан получают образование за границей. По программам бакалавриата 10 % от общего числа учащихся составляют иностранные студенты, по программам аспирантуры – 5%. Одной из главных причин таких невысоких показателей является отсутствие финансовых интересов и аналогичных стимулов, посредством которых привлекалось бы больше талантливых обучающихся из-за рубежа. Другой причиной является доминирующее положение образовательных ресурсов крупнейших иностранных провайдеров, а так же онлайн-курсов зарубежных вузов на глобальном рынке онлайн-образования.

Существует ряд проблем и барьеров на пути к мощному развитию экспорта образовательных услуг в РФ. К ним относится: недостаточная интенсивность и эффективность работ маркетенговых и рекламных компаний по продвижению российского образования за рубежом; отсутствие ясности и определённости направлений по будущему развитию рынка услуг данного вида; недостаточное финансирование со стороны государства экспорта российских образовательных услуг; наличие языкового барьера и небольшое количество совместных образовательных программ; сильная ограниченность мест размещения в студенческих общежитиях. Наблюдается острая нехватка крупномасштабных рекламных компаний, направленных на создание привлекательного образа РФ, как государства с многопрофильным и высококачественным образованием, которое в последующем будет востребовано в различных сферах научной деятельности, гарантируя получение достойной работы. В России отсутствуют бесплатные обучающие онлайн-курсы на английском языке, а также во многих вузах нет очных программ на английском языке с переведенными методическими рекомендациями и учебными материалами. Более того. Наблюдается недостаточное информационное обеспечение иностранных граждан, которые уже проявляют желание получать образование в РФ. Многие отечественные вузы просто не располагают необходимыми сервисами консультирования и поддержки студентов из-за рубежа. Недостаточное количество данных об образовательных организациях в РФ в сети «интернет» тоже создает барьеры для привлечения иностранных учащихся. Низкие позиции большинства российских высших учебных заведений в таких международных рейтингах образования, как «Webometrics», негативно влияют на конкурентоспособность российского экспорта услуг.

Данный вид экспорта очень ценен, как для получения дохода, так и для повышения эффективности рынка в целом. Он не ограничивается простым обучением студентов вузах. Его содержание – конкретно экспорт образовательных услуг во всех формах их существования. Опираясь на целевой прогноз, можно увидеть, что поступления в бюджет страны от данного экспорта только одного очного образования превысят 3,6 млрд. рублей. Более того, довольно большое количество поступающих иностранцев в вузы РФ демонстрирует значимость отечественного образования и заинтересованность в его получении. ЮНЕСКО предоставляет следующие данные на 2017 год (численность учащихся из других стран в РФ): Республика Казахстан – 69895 студентов, Украина – 22440, Узбекистан – 19893, КНР – 10693, Индия – 5250. Лидирующими направлениями обучения стали, которые пользуются наибольшим спросом со стороны иностранных учащихся, стали: инженерно-технические специальности (21% иностранных студентов), здравоохранение (17%), экономика и управление (15%). Таким образом можно прийти к выводу, что существует заинтересованность в получении иностранными гражданами образования в РФ и по отечественной образовательной модели.

Перед РФ в настоящее время существует ряд задач, справившись с которыми, экспорт образовательных услуг сможет выйти на новый уровень развития, увеличив свою динамику и качество. Некоторые задачи обозначены в паспортах таких проектов, как «Развитие экспортного потенциала российского образования», «Экспорт образования», в настии национального проекта «Образования». Но существуют ещё перечень задач, незатронутых или косвенно обозначенных в вышеупомянутых источниках. К ним относятся: развитие жилищной инфраструктуры (строительство новых более современных и вместительных кампусов); создание современных тьюторских процедур по сопровождению образовательной траектории иностранных учащихся; поддержка и консультирование иностранцев со стороны профессионального состава вузов; выделение большего количества грантов для способных, талантливых и умных обучающихся из-за рубежа; государственная поддержка российского образования за границей посредством летних и зимних школ, филиалов и представительств отечественных образовательных организаций за пределами территории РФ; улучшение работы маркетинговых кампаний по привлечению иностранных студентов и повышению престижа российского образования; активная работа в сети «Интернет» по разработке бесплатных онлайн-курсов и образовательных платформ, а так же работа над созданием понятного и привлекательного интерфейса сайтов ведущих вузов РФ. Отдельной задачей становится снижение языкового барьера посредством повышения в отечественных вузах доли профессорско-преподавательского и учебно-вспомогательного состава со знанием иностранного языка, введения специальных направлений, дисциплины которых будут изучаться на английском с соответственно переведенной учебно-методической программой. Сюда можно отнести и создание онлайн-курсов от ведущих вузов страны на английском языке.

Таким образом, можно увидеть, что экспорт образовательных услуг является одним из важнейших направлений международной торговли в современное время. Российская Федерация обладает всеми необходимыми ресурсами, задействовав которые, данная сфера получит колоссальное развитие и способствует возникновению нового источника финансирования государственного бюджета, привлечению человеческого капитала и действительно «способных умом», возвышению международного престижа отечественной образовательной системы получению большего количества профессиональных кадров, укрепление сотрудничества с другими странами.

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SECTION 3. JURISPRUDENCE

UDC 371.2

Bashmakova N., Privalov N. Professional training of specialists for the judicial system through the prism of Russian legal education

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Abstract. *The article elaborates on the concept of "professional training of specialists for the judicial system" from the point of view of the essential properties and content of this phenomenon. The conditions and factors influencing the demand of the specialists are highlighted. The issue of professional training of specialists for the judiciary system acquires particular importance, because this training is an important tool of foreign policy and one of the productive ways of implementing the geopolitical interests of our state. The reasons for this issue are identified.*

The purpose of this article is to conceptualize the concept of "professional training" and determine its content in relation to the judicial system.
Keywords: *professional training, professional training of specialists for the judiciary system, law school, legal education*

1. Introduction

The problem of professional training of specialists in judicial system of legal educational institutions acquires a special topicality in modern sociocultural conditions, since the considered training is an important instrument of foreign policy, one of productive ways of realization of geopolitical interests of our state.

This substantiates the choice of this topic in accordance with the appropriateness of its development for application in the methodology of professional education. "Today there is a steady tendency to reorient the system of higher education to new values, where the first-place humanization of pedagogical process and democratization of interpersonal relations" [2 c. 250].

Currently, the problem of quality training of the judiciary is becoming urgent.

There is a significant discrepancy between the content of professional higher education and the needs of employers.

Today only 15 % of the total number of higher education institutions, faculties and branches of higher education institutions that offer legal programs meet the requirements of the professional legal community.

The number of graduates with law degrees is increasing, but there are still a significant number of unoccupied organizations.

In general, we can talk about the inconsistency of the content and quality of the training of graduates-specialists for the judicial system.

Analysis of literature sources and data obtained in the process of classroom interaction with students shows that the following can be identified as the reasons for this problem:

1) low motivation of students for professional development related to

with the change in attitude towards legal education, which retains its

attractiveness not as the basis of a "profession for life", but as a universal education suitable for use in an uncertain future;

2) lack of proper career guidance both at the stage of choosing a profession and in the process of studying at the university (conscious intraprofessional orientation);

3) lack of uniformity (consistency) in the employer's qualification requirements for lawyers;

4) lack of complex (psychological and methodological) approach in assessment of potential and in organization of educational process, which allows to prepare specialists demanded by employer.

Theoretical research methods were used in the work: analysis of sources on the problem, synthesis of the obtained data, their generalization.

2. Material and methods

As the analysis of various scientific sources reveals, the concept of "training" is applicable to the purposes and tasks of the educational system.

This refers to the acquisition of social experience in order to form the skill to perform tasks of "practical or cognitive plan associated with a certain type of regular activity" [1, p. 169].

The essence of the concept "preparation" can be defined as:

- readiness, as the obtained result of the future officer's mastery of competencies, knowledge and skills required to perform tasks;

- learning, which reproduces the process of formation of future specialists' readiness to implement the set tasks [3; 8].

Training is carried out in different spheres of human activity, including the professional sphere.

In modern science the concept "professional training" is associated with vocational training and reflects the process of mastering the knowledge, skills and abilities necessary for independent professional activity:

- a system of vocational training, having the purpose of accelerated acquisition by trainees of skills necessary to perform a certain work, group of works;

- process of acquisition of knowledge, skills and abilities, allowing to perform work in a certain field of activity.

It is aimed at accelerated acquisition by trainees of skills necessary to perform a particular work or group of works, and does not imply an increase in the educational level of the trainee.

“Professional training of specialists is a process of learning in the system of educational institutions by disciplines of training, and the result, characterized by a certain level of development of students, formed professional knowledge, abilities and skills, “qualities, work experience and norms of behavior, ensuring the possibility of successful work in a particular profession” [3 p. 23; 15, p. 169].

Consideration of the problem of professional training in a law school is of particular relevance.

The professional training in this case is aimed at the acquisition of higher education in general scientific, cultural and legal aspects. This ensures the realization of the goals of professional training of specialists, namely, the comprehensive development of the specialists’ personality for the judicial system, formation of readiness to perform professionally-oriented tasks for the benefit of the country’s development.

The goals and content of professional training the objectives and content of professional training are reflected in the normative documents reflecting the objects and types of future activities.

In our opinion, the content of professional training of specialists is reflected in the block of professional disciplines, which are divided into: special; general professional and other.

Based on the analysis of scientific sources we can define the concept of “professional training”: it is a process of learning within educational institutions and the result, characterized by the formation of knowledge, abilities and skills of future specialists as professional competencies, as well as professionally and personally significant skills, social experience, that is all that provides the ability successful legal professional activity: to effectively perform functional professional duties, to build constructive relationships with social environment, etc.

Before defining the concept of “professional training for the judiciary”, it seems important to dwell on the issue of understanding the essence of legal activity.

In a broad sense, legal activity is the creation and implementation of law through its enforcement, compliance, application, and various actions that have legal consequences.

Such activity is carried out by both lawyers and non-lawyers and is embodied in legislation and legal practice.

Legal activity as such has been carried out, and on a large scale, since the historical emergence of legislation and law.

The contents of the legal profession are:

a) professional work, work consisting in the performance of professional duties;

b) official professional conduct;

c) off-duty professional conduct related either to being in a certain position or to the performance of the relevant assignment, including the maintenance of necessary communications.

Specific to the legal profession, to the professional legal activity is the implementation by a lawyer of his existing legal knowledge in the process of solving legal tasks.

This specificity determines the content of a lawyer's work, his entire professional career.

The main activities of a specialist for the judiciary are:

a) organizational and legal:

- work to organize and monitor compliance with the laws and other normative legal acts of the Russian Federation;

- informing and advising citizens and officials on the application of legislative acts in the field of social protection;

b) organizational and managerial:

- provision of organizational and managerial functions in the bodies and services of social protection of the population, in the bodies of the system of the Pension Fund of the Russian Federation, non-state pension funds;

- informing citizens and officials about the provisions of laws and other normative acts;

- identifying persons in need of social protection and assisting them in protecting their rights;

- control over compliance with legislative acts in the assignment, recalculation and payment of pensions, the completeness and timeliness of the payment of insurance contributions to pension funds;

- application of normative documents regulating the payment of contributions, repayment of arrears in payments;

- organization and maintenance of personified registration for the purposes of state pension insurance;

c) law enforcement.

Under these circumstances, we consider it extremely important to define the content of the concept of “in-demand specialist for the judicial system”, to highlight the conditions and factors influencing the demand.

In general, demand generally refers to being needed by someone or something.

or something. This term is often defined as “demand for a profession”, “demand for a specialist”.

There are the following ideas about this phenomenon:

-demand can guarantee success in the professional market, with those who have proven themselves in professional activities and are socially successful being in more demand;

-demandability can be an indicator of a specialist’s effectiveness;

-being in demand is a readiness to perform professional tasks.

The professional activity is the readiness to carry out the professional activity in accordance with the employer’s requirements.

Thus, the training of an in-demand specialist for the judicial system declares the formation of him as a person, while the main focus of the educational system is still paid to the formation of skills and abilities, which contradicts the requirements of employers.

The training process is still focused mainly on developing skills and competencies. There arises a need to bring the existing understanding of the competence of future lawyers in line with the expectations of the market.

The necessity of bringing the existing views on the competences of future specialists into compliance with the market expectations through methodological development of the category "specialist's demand for the judicial system" arises.

3. Results of the study and discussion.

In the course of the study:

1) the concept has been defined.
2) the key reasons for the issue defined have been identified.
3) the conditions and factors influencing the demand of the specialists have been highlighted.

Conclusion

The problem of professional training of specialists in judicial system of legal educational institutions acquires a special topicality in modern sociocultural conditions, since the considered training is an important instrument of foreign policy.

Practical significance of the work lies in the opportunity to apply the results of the work conducted in the process of professional training in the legal high school.

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UDC 81'271

Gorlysheva V. Principle of justice through the prism of Criminal law of the Russian Federation

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Abstract. *The article is devoted to the principle of justice in the context of criminal law. The important role of the principle of justice in criminal law and its significance for the implementation of criminal proceedings is stated. Attention is focused on the need to take into account the principle of justice in the system of principles of Russian law.*
Keywords: *the principle of justice, justice, criminal law.*

In the process of reforming the judicial system, the principle of justice in the context of criminal law in the organization of legal proceedings plays an important role. In this regard, this principle is the subject of research not only by philosophers (Cicero, Plato, I. Kant), but also by lawyers (D. I. Ryabykh, G. G. Pashkova, O. I. Myagkova).

As you know, the genesis of the concept of "justice" is rooted in the philosophy of ancient Rome. A. I. Novikov is convinced that the concept of justice was translated from the language of philosophical reasoning into the exact language of legal formulas. In the ancient Roman language, the concept of justice was expressed using two terms "justitia" and "aequitas". Justice in ancient Rome, taking into account the designated terms, was defined as "equality, proportionality and the natural order of things. It is these definitions that have developed into the concept of justice" [9].

Being a broad concept, justice affects different spheres of life, including philosophical and legal. When analyzing the philosophical sphere, it is advisable to highlight the traditional approach considered by Plato, I. Kant, T. Hobbes. It should be noted that each of these philosophers interpreted this concept in different ways. Plato defined justice as a "proper measure",Kant believed that justice is "a measure of the moral dignity of the coercive power, as a prerequisite for the moral recognition of power by subjects, respect and trust in it"[6]. Justice in Hobbes'understanding is "here is an unchangeable will to give each person his own"[7]. No less important is the relativistic approach based on methods and implying the rejection of the universality of moral duties. This approach was supported by the following philosophers: J. Rawls, R. Rorty. In this context, it is important to note the work of J. Rawls's "Theory of Justice" in which the concept studied in the article is defined "as honesty"[5].

It should be noted that in the moral context, justice acts as a social lever that not only regulates public relations, but also helps to distribute benefits, punishments and income.

In the legal context, the concept of justice and its principle in relation to criminal law is considered in a different way. The point is that justice in criminal law helps to reflect the proportionality of punishment and the committed act. It follows from this that criminal punishment can be considered fair only when the act is proportionate to the punishment. In criminal law, justice is reflected in the activities of specialists for the judicial system [1] who act in accordance with the Criminal Code of the Russian Federation in general, and Article 6 of the Criminal Code of the Russian Federation [8] in particular.

The relevance of the research topic is due to the need to clarify the principle of justice in the context of criminal law, taking into account its implementation during criminal proceedings.

The purpose of the study is to concretize the content of the concept of the principle of justice in criminal law.

The goal set in this article requires a detailed consideration of the concept of "justice" and the forms of implementation of the principle of justice within the framework of criminal law and its meaning.

Justice in the philosophical and social context is considered as "a constant and unchanging will to give everyone what they deserve" [3]. Concretizing the above, we note that justice at this level secures an equal distribution of all benefits. Meanwhile, it should be noted that in the legal context, justice is interpreted as a category designed to "proportionately punish the guilty, prevent the establishment of criminal sanctions for misconduct and deny the retroactive force of the law, fixing or reinforcing responsibility; impose only one punishment on the guilty person for one violation, provide compensation for the harm caused by the offense (if it is reversible)" [4]. In the indicated interpretations, there is a clear relationship that allows us to consider justice primarily as proportionality and equality. These two components of the content of the concept find their place in the context of criminal law.

The content of the principle of justice is set out in Article 6 of the Criminal Code of the Russian Federation [8]. According to this article, the establishment of a fair punishment is based on three components, firstly, the main point is the nature and degree of public danger. Secondly, the circumstances under which the crime was committed are taken into account, they can be mitigating or, conversely, aggravating. Thirdly, in order to impose a fair punishment, the identity of the person who committed the crime is taken into account directly. In addition, it should be noted such an important feature of this principle: "No one can be criminally liable twice for the same crime." This principle, like other principles of criminal law, is fundamental, because it characterizes a specific branch of law and determines its significance in law and society. Based on the above, the significance and fundamental necessity of the principle of justice for the practice of criminal proceedings is seen.

It is this principle that acts as the main tool that ensures the interaction of all parts of criminal law and regulates the social relations formed in this branch.

It should also be noted that the principle of justice has certain functions, as well as other principles of criminal law. These functions include [2]:

1) the function of separation and individuality of responsibility;

2) the function of maintaining the link between the norms of law and morality;

3) coordinating function;

4) restrictive function.

Taken together, all these functions allow us to conclude that the principle of justice, firstly, works in close cooperation with other principles of criminal law; secondly, criminal punishment is one of the tools for restoring justice; thirdly, it is concretized and implemented using the general principles of sentencing.

An equally important aspect in the implementation of the principle of justice is its relationship with the concept and purpose of punishment. It is the punishment that has a great influence on the correction of the convicted person. Based on the second paragraph of Article 43 of the Criminal Code of the Russian Federation, punishment acts not only as a tool for restoring justice, but also as a warning to the convicted person from committing new crimes. This article contains three main purposes of punishment. First of all, the restoration of justice, the correction of the convicted person at the expense of the punishment he bears, but also, of course, a warning from committing new crimes. A feature of punishment can also be considered the fact that it is the punishment that is the restoration of the rights and freedoms of the victim, which were violated by the crime committed.

Judicial practice has shown that the principle of justice clearly works in practice. The determination of the amount of punishment by the court is based precisely on the purposes of punishment among which, in this case, the main one is the restoration of justice. The individualization of punishment takes place taking into account the nature and degree of public danger, the crime committed, the identity of the perpetrator, consideration of mitigating and aggravating circumstances and the direct influence of the convicted person on the correction.

Research results:

In the course of the conducted research, the content of the concept of the principle of justice in criminal law is concretized, its significance and functioning are illustrated.

Conclusion

In conclusion, it should be noted that the principle of justice is one of the most important principles in the field of criminal law, its necessity and inseparability is due to the restoration of justice by punishing the guilty and clearly regulating the emerging relations in the context of criminal law.

Thus, justice helps to reflect the proportionality of the punishment and the committed act.

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SECTION 4. MARKETING MANAGEMENT

UDC 33

Saraev A. Ability of international companies to change consumer's behaviour

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Abstract. *This article examines whether the expansion of giant international companies into the new market can change consumer habits and preferences of the local community. The article is based on the analysis of the Russian Federation market in 2000s - the time when the key international players, major retailers like Auchan, Metro Cash and Carry, IKEA, etc. started their operations on Russian market. Good prospects due to the potential rise of the number of middle class representatives, plans for fast joining WTO were overshadowed by the consumer's behaviour which was formed during the time of Soviet Union and was represented by the popularity of open markets, bazaars, small convenient stores and the unpreparedness of the population to the new formats already popular on the west. During the analysis it is going to be sorted out whether key market players managed to avoid the main obstacle and change conservative habits of Russians.The methodology used in this article is a mixed-methods approach, covering quantitive and qualitative pieces of information. The necessary data was extracted from different sources: newspaper and scientific articles on retail, Russian trade laws. Regarding the quantitive approach, it was vital to gain all the essential statistics and numeric information which gives the opportunity to reach an answer if the main international companies expanding into new market were able to change consumer's habits.*

Keywords: *customer, consumer's habits, retail, international business, business expansion, IKEA, Auchan, Russian market*

The necessity of expansion

The expansion of a business operations of the company outside the domestic market is a logical continuation of the broadening of the range of activities, which sometimes becomes necessary not only to gain more popularity and increase profits, but also to maintain leadership positions in the chosen field. Concerning Western Europe, in the market of it in the 20th century, following the United States, there were significant changes associated with the The Glorious Thirty.

The period of a strong economical growth associated mainly with France and neighbouring countries was represented by the emergence of new trade formats, changes in consumer habits of buyers, various social benefits. The very concept of consumption, was changed because of appearing of the new formats of shopping. Due to the rise on income, people started going shopping for pleasure where a great range of products, good standards of quality and service, big space for customers started playing a huge role.(2) In accordance with it, economy used to become more and more prosperous.(3)

Such rise in consumption led to the boosting number of competitors. The necessity to explore new markets was due to the fact that by the 2000s French, German and some other markets of Western Europe countries had a large number of players in different fields of activity, and also monopolists which used to control more than the half of activities in certain markets.Consequent government restrictions on opening new outlets in areas where there was an over-the-top number of such types of businesses, was pushing foreign giants to enter new markets.

Attractiveness of Russian Market

While some businesses initially tried to rush to the United States, a market occupied by competitors who started their activities much earlier, and failed in this direction;(4) the main flow was directed to the less developed in this area, but nevertheless rapidly developing markets of Latin America, Asian countries, as well as countries of Eastern Europe.

The reasons for the interest of Western retailers in entering the Russian market were definitely not the scale of the market. According to the data for 2005, one of the most fruitful years for the retail sector due to the growth in the number of outlets in the country, the volume of Russian retail trade was only about 200 billion $, or approximately 2% of the world market.(5) This were the really low figures, since, for example, the Western European market at that time occupied about 30%. At the same time, an interesting feature of the market of the CIS countries, including Russia, was the concentration of retail trade, which was concentrated mainly in large cities.(6)

In terms of retail trade per capita, as well as the share of organized trade, the markets of such large Russian cities as Moscow, St. Petersburg, Nizhny Novgorod, Yekaterinburg were comparable or even surpassed some national markets of the CIS countries according to this indicator. Thus, unlike the markets of Western Europe, there is a certain division of the country into profitable and potentially rich areas, where a significant increase in indicators and a successful start of the operations is possible when entering them. Like in Western Europe's Glorious Thirty, the consumption system itself is changing in Russia, but mainly in the largest cities, namely Moscow and St. Petersburg. Unlike other Cities of the country, where people are extremely sensitive to price changes, new formats, and are also limited in their budget due to insufficient wages, a large population of large cities is taking on a new trend, so familiar to residents of Western Europe, namely, shopping for pleasure.

Convenient stores should due to some forecasts should have become less popular due to the growth in the number of cars and the rapid development of the transport system, the implementation of new formats of trade by international retail giants.(7) Moreover, the potential of the market was of particular importance. A country rich in huge deposits of natural resources, having good indicators of growth of economy and increasing incomes of the population, as well as a share of the middle class, which had a high development forecast from leading economists, began to attract more and more investors from European countries, as well as North America.(8)

Consumer's habits among the main obstacles

A large number of problems, which consisted in the lack of a developed infrastructure, any supply chains, the concentration of effective demand only in large cities, as well as administrative barriers, could not stop most companies that received the idea of developing a business in Russia.(9) The potential for growth in incomes of the population not only in the capital region, but also in remote cities, as well as a gradual increase in the share of the middle class, coupled with fairly low operating costs associated with a limited wage fund, reduced rental payments, and the absence of the need for a serious struggle with competitors who until they had time to master the market, overshadowed the existing problems.

The main obstacle to the existence of Western giants in Russia was represented by consumers. Despite some exceptions in large cities, consumer habits have remained formed since the days of the Soviet Union. Covered and open markets, bazaars, small convenience stores were the most popular in the eyes of consumers.(10) While the first hypermarkets appeared in Moscow, the focus of some of them was precisely on a rich and solvent audience with personal transport and certain conditions like spacious freezers for long-term storage of products.

The coming of retail key players into the Russia market was quite surprising due to an extremely strange retail landscape. It consisted of various famous brands which just started operations in the market like western retailers Zara, Benetton, Naf Naf, but there was a really small number of such stores.

In the meanwhile, the greatest popularity especially in the regions, had open-air bazaars, convenient stores and small kiosks with only necessary and day-to-day goods. Sophisticated retailer, huge, IKEA store appeared in Moscow in 2000 ,in the beginning, having some issues with the range of products available in store, which was more than just limited.

Marketing strategies of international companies

In the same year Metro cash-and-carry started operations in Russia with the first wholesale supermarket within the Moscow Ring Road. It was mainly focused on legal entities, and it was quite difficult for ordinary citizens to have purchases there. Auchan, representing the first hypermarket without any limitations and following a “one-stop shopping” strategy was opened in 2002. In order to gain popularity among customers, some players offered free bus expresses to the shops, and, concerning Auchan, hard discount strategy definitely played a key role in covering the target auditory.(11)

When calculating the entry into a new market, the marketing strategy of enterprises had truly long-term goals, since, despite huge investments, payback was only in the long run. While the issue with the small volume of personal transport could be solved by providing special express buses free of charge to the spots of purchase, the problem of a different area appeared with regard to the filling the grocery trolley. People didn’t have the whole trolley of goods which was a habit for customers in western Europe and used to spend around 20 euros per one visit of the shop which created issues for the businesses which got used to the completely different consumer’s habits.13 Thus, when planning activities, such giants as Ikea and Auchan counted on receiving any amount of profit after a certain period of activity in the market.(12)

By having a number of competitive advantages that were new to the Russian consumer, namely high standards of service, a wide range of goods due to the import of foreign brands, private labels, which helped to lower the price, the new players on the market created the necessary springboard for changing consumer preferences.

Thus, it can be seen that the largest players, entering the market of the Russian Federation, left the main features of their traditional approaches to expand foreign markets with adding some features to reach the representatives of the target audience that did not yet have personal transport to comfortably visit retail outlets located outside of the city centre.

Unafraid of ingrained consumer habits, companies have staked the eventual success of their business, focusing on the potential growth of the middle class, incomes, and, as a result, the increasing needs of consumers that the businesses would be able to satisfy.

Changing the consumer's habits

Due to the analysed statistics, international companies managed to change the main elements of consumer's behaviour. It is evidenced by the indicators of businesses in the Russian market. The second Moscow store, opened by Ikea in 'Mega Mall 'which was owned by Ikea and also gave space for Auchan's activities generated a huge number of sales by value even in comparison with stores in Western Europe and in domestic Sweden market.(13)

On the September 1, 2020, there were seventeen chain stores of Ikea in Russia, located mainly in large cities. With ever-increasing sales dynamics, Ikea has become one of the main places to buy furniture and home goods, showing decent performance even during the Covid-19 period.(14)

Having 93 malls as for the end of 2020, Metro Cash and Carry is showing positive momentum in the Russian market. In terms of revenue, Russia ranks fourth behind Western Europe (excluding Germany), Eastern Europe (excluding Russia), Germany with over 2,374 million euros in 2020-2021, well above the company's performance in Asian market.(15)

Auchan is very popular in Russia, having a stable income in the Russian market. Ranked fourth in terms of the number of stores after the home market, Romania and Spain, Auchan leads the foreign markets in terms of the format with which the company first entered the Russian market.(16) The largest number of hypermarkets immediately after the French market, namely 95 selling points, 1 testifies to the significant popularity of this format in Russia, which may indicate a change in the habits of Russians.(17)

Paying attention to the success of companies that have entered the Russian market, going against consumer habits, offering new, previously unknown formats, it can be concluded that consumer habits have been significantly changed. Consumers accustomed to convenience stores, market places, and detached from the European love for hypermarket formats, have completely changed their habits.

Thus, thanks to high quality standards, the preservation of the main elements of activity, as well as the courage to change the existing system, major market players were able to change the most important thing - consumer habits, and forever changed the retail market in Russia.

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SECTION 5. PEDAGOGY, LANGUAGE AND CULTURE IN EDUCATION

UDC 37

Alibekova A.O., Abadildayeva Sh.K., Iskakova A.T. The use of the theatrical method as an effective method of teaching english language

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Abstract. *This article is devoted to the analysis of the possibilities of using the theatricalization method and the means of theater in the development of the creative thinking of modern schoolchildren. The characteristic of understanding of theatricalization in the works of different authors and its form - dramatization is given. The influence of this technique on the educational and creative aspects of the learning process is described.*
Keywords: *interactive methods of education, subjects of the education process, objects of the education process, creative potential, theatricalization method, dramatization.*

The modern education system is directed to formation of the highly educated, intellectually developed and creative person. Currently, most of the developed countries of the world have come to the conclusion that the process of cognition itself, its forms and methods, and not just teaching, as has long been arranged in traditional learning, is important. Practical experience shows that the implementation of interactive forms and methods of education is undoubtedly not only relevant in the process of modern education, but also promising, since it creates the most suitable conditions for self-realization of students due to the maximum activation of communication resources. Such development is more effective when using non-traditional forms of organization of the educational process. Forms of this kind include the use of theatricalization elements in foreign language lessons.

The relevance of questions of introduction of a method of staging is that there is a need for the pedagogical technologies training to ability not only to perceive and remember information, but also creatively to process it into abilities [5], to see problems and to solve them. For implementation of these technologies at lessons of a foreign language, our way to opinion, it is necessary to involve a full range of feelings, emotions, the maximum realization of intellectual and creative potential, influencing by means of art. Synthesis of arts is most brightly reflected in theater.

L.S. Vygotsky defined the dramatized activity as the most widespread type of children's creativity, reflection of vital impressions is in the form of drama organic for the children's nature and is expressed spontaneously [2].

In works of many authors it is told about the high pedagogical potential of staging. P.Y. Ezhov causes it the resonant nature of emotional and figurative influence, synthesis art and real and also communicative and reformative opportunities of art [3]. Kononovich, A.A., for example, the pedagogical importance of staging is defined by high personal and motivated activity of participants of process of statement, the social importance, emotional and figurative and information logical levers [6].

T.V. Ryzhkova believes that staging — one of forms of the organization of interaction of the teacher with children as a result of which their relations become closer and confidential [9].

The analysis of works on this subject allowed to come to uniform, capacious definition of staging: staging is nothing but use in pedagogical process of expressive, communication, educational and esthetic means of theater.

In theatrics, introspection of participants is widely used. Students analyze not their activities, but also conduct an analysis of the activities of comrades. Analysis, not evaluation of the work, makes it possible to achieve the best result. The teacher monitors the analysis process so that a benevolent tone is maintained throughout it [8]. Thus, tolerance and respect develops, adequate self-esteem is formed, analytical activity contributes to the ability to form thoughts, concentrate on their competent presentation, the development of logical thinking.

Except creation of performances in the learned foreign language (dramatization) that is the most labor-consuming and difficult product of theatrical educational activity, it is possible to use in the course of training and the following theatrical receptions:

• personification – attraction of an image of the historical hero or character for participation in educational activity at a lesson;

• reading monological and dialogical texts on roles, in any image;

• the dramatized story about the character or the historic figure from his name in image, an episode instsenirovaniye from his life;

• the sketch - small role representation according to the scenario and with use of theatrical attributes, is more often - an instsenirovaniye of fragments from fairy tales;

• game theatrical exercises are etudes, a pantomime, games, both on physical, and on psychological liberation.

The use of such techniques contributes to the expansion of the horizons, the development of speech, plastic and playing abilities among students, overcoming the language barrier and psychological clamp [4].

Quite often there is an identification of concepts of staging and dramatization. However dramatization – a staging element. The game element is always the cornerstone of dramatization therefore staging is closest and clear to children as the leading activity of children is game activity. Theatrical activity also contributes to the esthetic development of pupils, the specifics of children's perception are considered, also transformation of imagination to creative imagination develops, and need of knowledge of the text by heart contributes to the development of emotional memory. Elements of theater give an opportunity to perceive a training material not only it is rational, but also emotionally.

Returning to a concept of dramatization, it should be taken into account in more detail process of creation of activity of the teacher and pupils when using this method.

Dramatization introduction as product of educational and theatrical activity, in turn, too consists of several stages (according to N.I. Nikonova.):

1) preparatory, the biggest, including perception, judgment of the text; performing analysis;

2) statement;

3) a reflection – reconsideration [8].

Children's performances, as well as other forms of theater productions, are of the exclusive value since this genre, more than other types of creativity, is under construction on game and on communicative activity.

As the learning of foreign language provides broad intersubject communications, attraction of the dramatized scenes at lessons is one of important aspects of realization of intersubject communications which promote formation of outlook of pupils, their esthetic development. The main objective of these lessons — removal of a language barrier and development of such qualities as memory, figurative thinking, the speech.

You can arrange a skill training to use the past time, each of the students should be in more detail and without repeating with the previous participant, the time for inventing can be limited, specific role tasks can be given. The game "Guess what I do" is designed to expand the possibilities of the imagination of the participants, as well as good for the practice of a newly learned effective vocabulary.

One presenter depicts an active action, the participants either guessing the action in a foreign language or repeating. A possible stage of the game - the host shows only part of this action, the next participant continues this action as he sees it and so on until the last participant, usually the word is either guessed or the team comes to a completely new awareness of the word. The exercise game "Director" is suitable for older participants, with a higher level of proficiency in a foreign language. The host, like the real director, will have to answer any questions from a foreign-language audience, the task is to come up with the most justified answer. "Study" is more an exercise or even training than the game itself, but this does not downplay interest in this activity. A condition is given under which participants will have to interact with each other, a speech situation is set, for example, in a cafe or in a hospital, one can be a visitor, and a second doctor or waiter. Such a situation has a beginning, development and end, a resolution of the situation to which students should come with the help of speech and effective improvisation based on their knowledge of the topic, possession of the necessary lexicon, speech structures, etc.

Each "Study" is like a separate small improvisational performance, incredibly interesting for observation from the outside and no less interesting for the participants themselves.

From our experience, we came to the conclusion that theatrical activity makes the educational process interesting. The atmosphere of passion and joy, the feeling of complacency of tasks makes it possible to overcome the shyness that prevents children from freely using the words of someone else's language in speech, and has a beneficial effect on the results of education. Language material is more easily absorbed, and at the same time there is a feeling of satisfaction from learning a foreign language.

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UDC 37

Baimagambetova M.S., Nurzhanova Zh.Zh., Tayar A.K. Techniques of working with texts to develop reading skills

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Abstract. *Reading is the most important skill in English language in comparison with other language skills in acquiring language. If students are good in reading, they will be good in other language skills (writing, speaking, and listening). For this reason teachers of English language should focus on this skill and know how to work on it, how to improve learners' reading skills and how to organize the process of acquiring the language at the lesson while working at the text, i.e to know the main stages of working at reading text to develop learners' reading comprehension.*

Keywords: *reading comprehension, stages of reading, reading strategies, improve reading skills, activities.*

Reading is a complex process of language activity. As it is closely connected with the comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison. Reading as a process is connected with the work of visual, kinesthetic, aural analyzers, and thinking. The visual analyzer is at work when the reader sees a text. While seeing the text he "sounds" it silently, therefore the kinesthetic analyzer is involved. When he sounds the text he hears what he pronounces in his inner speech so it shows that the aural analyzer is not passive, it also works and, finally, due to the work of all the analyzers the reader can understand thoughts. In learning to read one of the aims is to minimize the activities of kinesthetic and aural analyzers so that the reader can associate what he sees with the thought expressed in reading material, since inner speech hinders the process of reading making it very slow. Thus the speed of reading depends on the reader's ability to establish a direct connection between what he sees and what it means.

Some teachers complain that most students are not able to understand what they read. Reasons why students don`t understand reading text:

- Students hate to read, they only read the required textbook in order to be able to set for the achievement routine exams
- For most of the learners, reading is an extremely difficult task that requires integrated body of skills, which also does not get easier with the passage of time and the accumulation of experience.

Reading strategies

We distinguish but do not separate the technique of reading and the comprehension of the texts read. The technical and the comprehensive aspects of reading are inseparably bound tip together and the pupils must begin to acquire a mastery of both aspects concurrently from the 5th class. Striving to teach the children the technique of reading independently of the comprehension of what they read, to teach them rules for reading enabling them to read correctly words which they do not understand, is not only a waste of time, but also a sure means of infusing in them a dislike for the foreign language. It is well known, reading and spelling in English present considerable difficulties owing to the fact that in English orthography, historical spellings of words whose pronunciation has changed, such as take, book, night, laugh, heart, bird, are very frequent.

Finding effective methods of teaching to read English is therefore of special importance. The students must master the technique of reading for the most part in the 5th and 6th classes, though consolidation and improvement of habits of reading will continue throughout the course of instruction in the foreign language.

To have mastered the technique of reading English means to be able correctly, fluently and expressively to read aloud texts in that language.

This is obviously impossible without understanding the texts. But even if the teacher has previously familiarized orally the students with the syntactic structures and with the pronunciation and meanings of the sense units used in a text to be read, the task of teaching them to read that text demands the use by the teacher of special methods.

* Teachers have very important role to improve reading skills of their students and to improve other language skills. They can follow some stages and strategies when teaching reading text.

* Reading strategies are defined as the mental operations involved when readers approach a text effectively and make sense of what they read.

The stages and strategies of reading that teachers should promote for their students are: - pre-reading, - while reading. - post-reading stages

They are very important when teaching any reading text. Each of these stages has its own characteristics, although they are related to one another. That is, the pre-reading stage leads to the while-reading stage and finally to the post-reading one. These stages make the student understand and comprehend text reading. Here we give short descriptions of these stages:

Pre-reading stage:

- Teachers in order to enable their students to understand a reading text, without their looking up every single word, teachers, should employ the pre-reading stage, as it is important in building confidence and creating security within the learners before they approach a reading text.
- The pre-reading stage also helps to make the next stages of reading more easily adaptable for the reader

This stage includes some activities for example:

- Activate prior knowledge
- Set a purpose/focus
- Identify authors purpose/audience
- Preview (formulate hypothesis about the context, use titles, illustrations, headings)
- Pose questions
- Make predictions
- Get an idea of texts' organization/ genre
- Vocabulary review
- Mind mapping
- Skim/ scan
- Brainstorm

While - reading stages:

- The reading activities of while-reading stage help to encourage critical thinking of students and increase comprehension and easy retention.

- The reading activities of while-reading stage help to encourage critical thinking of students and increase comprehension and easy retention. Activities for this stage include:

- Read silently
- Re-read
- Read aloud
- Check predictions
- Clarify/verify comprehension
- Monitor/Adjust comprehension
- Analyze
- Guess
- Find answers
- Word associations and grouping
- Use context clues: semantic, syntactic, picture
- Use phonetic cues: sound patterns, affixes, word roots, word chunk, word division
- Dictionary use

Post - reading strategies:

- To check the students' comprehension and retention of the information of a text that they have already tackled, teachers should employ the last stage-the post-reading stage. This stage includes some activities for example:

- Summarize/ paraphrase
- Reflect on what has been learned
- Find relationships/mapping
- Associate new information with old
- Seek feedback
- Interpret text
- Make connections
- Confirm predictions
- Journals
- Reading logs
- Note-taking

Here we would like to give some recommendations a) **for all teachers to:**

- Read more and take courses about how to teach reading in a best way.
- Know the three main stages of reading and the strategies of each stage. Then try to apply what they know about them: **b) for all Students to**

- Take care of reading and try to improve their skills in reading.
- Do not depend on their teachers all time but they should try to read and read to become good readers.

When teachers apply these stages carefully, students learn how to use them in different texts they read without teacher. Also, encourage student to read different kind of material

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The content of texts, their ideological and political spirit influences students. We must develop in pupils such qualities as honesty, devotion to and love for our people and the working people of other countries, the texts our pupils are to read must meet these requirements. Reading ability is, therefore, not only of great practical, but educational, and social importance, too.

Reading is not only an aim in itself; it is also a means of learning a foreign language. When reading a text the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he also reviews grammar and, in this way, he perfects his command of the target language. The more the pupil reads, the better his retention of the linguistic material is. If the teacher instructs his pupils in good reading and they can read with sufficient fluency and complete comprehension he helps them to acquire speaking and writing skills as well.

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UDC 371.2

Nemchenko A. The secrets of a successful oratorical performance (on the example of the orator A.F. Koni)

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***Abstract**. The secrets of A.F. Kony's oratorical skills are explored. The peculiarities of A.F. Konya's linguistic personality are revealed. Analyzes the key techniques used in the practice of A.F. Konya's oratorical speech.*
***Keywords**: linguistic personality, peculiarities, communicative qualities, oratory.*

Introduction

A. F. Koni is a prominent lawyer and public figure, writer, honorary academician of the St. Petersburg Academy of Sciences, an excellent teacher and practitioner. His public speeches in the jury trial, notes of a judicial figure and memoirs became particularly famous. These works comprised 5 volumes of collections under the general title "On the Path of Life" (1912-1929). Speaking about the significance of the literary and oratorical heritage of A. F. Koni, it should be borne in mind not only his works, but also his brilliant talent as a court speaker and lecturer. Koni has always strictly adhered to professional ethics, was a principled lawyer both as a prosecutor and as chairman of the court, senator, member of the State Council.

Materials and methods

Characteristic of the entire collection of the speaker's speeches is the variety of speeches, the multiplicity of forms and the breadth of content. The famous lawyer K. K. Arsenyev wrote that A. F. Koni's gift of psychological analysis was connected with the artist's temperament. Contemporaries noted that A. F. Koni did not have a sonorous voice, catchy appearance, acting skills, but he conquered with logic and clarity of reasoning. This prosecutor did not put pressure on the judge and the jury, did not accuse the defendant of all mortal sins, but skillfully presented the history of the issue, summed up the legislative framework, grouped evidence, analyzed the crime, eliminated possible doubts with the help of indisputable facts and logical conclusions. His accusatory speech proved the defendant's guilt word by word, fact by fact. The culprit's guilt became obvious and indisputable.

A. F. Koni was creative about the legislative framework and precedents related to the case under consideration. He always opposed the mechanical application of the articles of the law, considered it necessary to carefully study each case. In the address of the Imperial Academy of Sciences on the occasion of the 50th anniversary of the official and public activities of A. F. Koni noted that in judicial activity, this outstanding lawyer brought the creativity of a teacher: a teacher of justice, a teacher of deep psychological analysis, without which understanding of human actions is unthinkable, a teacher of humanity, without which a right court is unthinkable, a teacher of that true eloquence that finds simple but real words penetrating into the heart and mind of a person [2].

His accusatory speeches in criminal cases remain masterpieces of Russian judicial eloquence. These performances to a certain extent resemble an action-packed novel or a psychological novel. In the defensive and accusatory speeches of P. A. Alexandrov, A. F. Koni and many others are brilliant experts in human psychology.

In the case of V. Protopopov on charges of abuse of power, A. F. Koni presents a brief, accurate and exhaustive description of the main character of the criminal drama. Having found out the main "spring" of V. Protopopov's abuses – the authorities – A. F. Koni in a simple conversational style draws us a firm and malicious character of the accused, reflects on the causes of abuse and their psychological background [3].

"The government has a lot of attractive things in itself. It gives the person clothed with it a consciousness of power, it distinguishes him from among powerless people, it creates for him a position to be reckoned with. It is tempting for self-love to be able to order, decide, carry out one's will and, at least in a very narrow sphere, punish and pardon; for vain doubt, the sight of restrained anxiety, poorly concealed apprehension, searching and perplexed glances is gratifying... Therefore, people who are serious about the idea of power, receiving this power into their hands, treat it carefully, and those called to manifest it in noble embarrassment call to mind not only their rights, but also their duties and moral tasks. But there are other people. Seduced first of all by the contemplation of themselves fully armed with the power they have dissociated, they only think and care about it and are excited by the consciousness of their relative strength. For them, power turns into a sweet drink, which quickly causes intoxication harmful to power. The wine of power rushed to Protopopov's head as well. We do not know what he thought about his new position when the possibility of obtaining it first rose before him, nor do we know how he prepared for it from the time of appointment to the day of entry, but he entered, obviously, with a firm idea that he needed to exercise power in the simplest and, in his opinion, a means that does not arouse any doubt."

Useful for a modern speaker will be the "Advice to Lecturers" by A. F. Koni, in which he managed to outline the basics of rhetoric in a concise, elegant and accessible form. In these "Tips", A. F. Koni tells the young speaker about preparing a speech (collecting material, drawing up a plan, writing a speech), the speech plan must be mentally run through before each speech [1]. The fear of an audience of listeners for a young speaker can be compensated by the thoroughness of preliminary preparation. A. F. Koni wrote that a speaker should speak loudly, clearly, distinctly and rhythmically, it is desirable to have good diction.

A. F. Koni paid special attention to the sound of speech, the moment of the action. It is necessary to periodically change the tone of speech, it should not be monotonous and irritated. It needs to be raised, then lowered, you can change: thoughtful to cheerful, sincere to officious. Gesticulation enlivens speech, but it should be used carefully, gestures should correspond to the meaning, and not distract from the speech itself.

All speech should be original and diverse. You can choose a group of listeners and speak specifically to her: listeners look at the lecturer, they are pleased if the lecturer looks at them – this wins the audience's favor, the main thing is that this look is unobtrusive [4].

The speaker needs self-control and the ability to focus on speech, no interference can knock him down. He is removed from the rustling of newspapers, industrial noises, camera flashes, crying children and other interference.

The form of speech should be simple and understandable, foreign words are acceptable, but if necessary explained. The lyrics may be in the speech, but there should be little of it and it should be sincere, like the whole speech. There may be an element of touching, pitiful in speech, but it is necessary to speak touching in a dry protocol tone, coldly, dispassionately, otherwise the listeners will not be touched.

The secrets of a successful oratorical performance, according to A. F. Koni, are as follows:

1) to win the attention of listeners;

2) keep your attention until the end of the speech.

You can attract the initial attention of the audience with a simple, interesting and dynamic story, the content of which would be close and evoke a sense of empathy [3].

You can keep your attention:

1) by brevity of speech – the absence of everything superfluous;

2) a quick movement of thought so that there are few words, and a lot of thoughts and feelings;

3) brief refreshing and explanatory digressions (examples, stories).

The end of the speech should harmoniously complete the speech, that is, a connection with the beginning is possible, so that it is clear not only by the content, but also by the voice of the lecturer that there is nothing further to say.

Already in retirement, in his eighth decade, A. F. Koni found his new vocation – he began to engage in teaching and lecturing educational activities. Libraries and hospitals, factories and factories, the Proletkult and the Baltic Fleet — wherever he spoke, he was listened to with the greatest interest. The lectures were on a variety of topics: about A. Pushkin, L. Tolstoy, A. Pirogov, about the upbringing of children.

Research results

In the course of study:

1) the linguistic personalityhas been examined;

2) the manner and techniques, used by A.F. Kony in the course of court sessions have been studied.

3) the secrets of A.F. Kony's oratorical skills have been revealed.

Conclusion

The secrets of a successful oratorical performance, according to A. F. Koni, are as follows:

1) to win the attention of listeners;

2) keep your attention until the end of the speech.

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UDC 37

Przhanova A.A. Non-traditional forms of the lesson, their use in the foreign language learning process

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Abstract. *The article focuses on nontraditional lessons as to special form of education and teaching and their use in the foreign language learning process.*
Keywords: *non-traditional, non-standard lessons, creative improvisation, variability of structure, signs, features and application possibilities.*

The modern level of social development determines the assimilation of large amounts of knowledge, the complication of independent educational and educational activities of students. Purpose of teaching consists not only in accumulating the amount of knowledge of skills and skills, but also in preparing schoolchildren as a subject of their educational activities. All this requires a revision of co-retention, enrichment of forms and methods of training. This ensures the emergence of appropriate forms of education, namely, non-traditional lessons.

One of the first scientists who turned to revising the traditional foundations of conventional learning aimed at the sensual sphere and developed the foundations of semantic learning was K. Rogers [9]. He identified two types of training: traditional, providing simple knowledge of facts, and significant teaching that gives learners the knowledge they need for self-change and self-development. Thanks to this division, a figurative concept appeared in humanistic pedagogy - "student activity," i.e., the organized work of the student in a special way. It represents the usual learning process from an unusual side: as an organization of interaction between a teacher and students. But at the same time, it becomes important not to reflect the knowledge of the teacher, but to reflect on them.

The development of the form of the lesson is also caused by the desire to resist the dangerous tendency to reduce the interest of schoolchildren in classes.

Back in the 80s, M.I. Makhmutov [6] pointed out the importance and importance of new approaches in the development of the lesson. V. Okon in ― Introduction to general didactics ‖ (90s) considers four ways of developing education. The first way is based on the assimilation of knowledge by students in a ready-made form. The second path contributes to the development of student thinking in the course of solving problems. The third way develops the operational activities of students, develops the ability to act. Further, "we are talking about a new (fourth) path of study, which forms the feeling and behavior of the lodge. This path is connected with emotional processes during study, when some moral and ethical, social values are distinguished so that students develop their own attitude towards them and at the same time stubbornly create their own system of values and develop the direction of their own behavior "[7, 47]. This approach affects, first of all, teaching methods, and is also largely embedded in an unconventional approach to designing lessons.

M.I. Makhmutov gave a theoretical justification for the construction of non-traditional lessons, based on the didactic structure of the lesson. The author notes that "if the number of components of the didactic structure is constant, then the number of elements of the methodological substructure is an alternating value. This also determines the large variability of the methodological substructure of the lesson. The methodological substructure, the number of elements in it, their nomenclature and sequence are determined by the teacher based on the general didactic structure of the lesson and the didactic goals of education, development and education. It is here that the teacher's work, his erudition and methodological skill are manifested. However, the nature of the methodological substructure of the lesson depends not only on the content of its general didactic structure. The latter reflects the main stages of training and organization of the modern lesson. The link between these two structures is the internal logical and psychological substructure of the lesson "[6, 91]. Thus, creatively approaching the construction of the methodological and logical-psychological substructures of the lesson, the teacher largely ensures his unconventional, novelty, attractiveness, maximum productivity in achieving any goals of learning, development or upbringing.

As the analysis of practice shows, most teachers today continue to adhere to the structure of the traditional lesson when performing any didactic task, whether it is the formation of new knowledge or the development of skills. This is explained not only by the theoretical inexperience of the structure of the modern lesson. The mental skill of building a traditional lesson, developed by teachers over the decades, has become a kind of psychological barrier, overcoming which is possible only by realizing that polling, presentation, consolidation is not the main goal of the teacher and that the lesson can be built on the basis of other goals according to a different didactic scheme. In addition, the views of teachers on non-standard lessons differ: some see them as the progress of pedagogical thought, the right step in the direction of democratization of the school, while others, on the contrary, consider such lessons a dangerous violation of pedagogical principles,forced retreat of teachers under the pressure of doused students who do not want and do not know how to work seriously [2].

What is the characteristic of an unconventional lesson? In modern methodological literature, we find many definitions that reveal this concept from different angles.

"A non-standard lesson is an impromptu educational lesson of an unconventional (not used) structure" [4].

"Non-standard forms of the lesson are rethinking the construction of its main stages with a sufficient level of creativity, using the transfer of other forms of extracurricular activity, the use of modern information technologies and integration with other subjects of the school curriculum" [1, 29].

Analysis of pedagogical literature allowed us to distinguish several dozen types of non-standard lessons. Their names give some idea of the goals, tasks, methods of conducting such activities. Let's list the most common types of non-standard lessons: immersion lessons, business games, press conferences, competitions, theatrical, computer lessons, lessons with group forms of work, lessons in student mutual education, creative lessons, auctions, lessons taught by students, credit lessons, creative reports, contests, binary lessons, generalization lessons, fantasies, games, "courts," lessons in the search for truth, lectures, seminars, concerts, dialogues, "The investigation is conducted by experts," "Field of Miracles," role-playing games, conferences, integrated lessons, excursions, travel, etc.

The following groups of non-standard lessons can be distinguished by the form of conduct:

1. Creative lessons: lesson-fantasy, lesson-fairy tale.
2. Lessons based on the unconventional organization of educational material: a lesson in wisdom, revelation.
3. Lessons based on imitation of the activities of institutions and organizations: court, investigation, tribunal, circus, patent office, academic council, editorial council.
4. Lessons reminiscent of public forms of communication: press conference, auction, benefit, mini-ting, regulated discussion, panorama, TV show, teleconference, report, dialogue, "live newspaper," oral magazine.
5. Lessons based on the use of modern information technologies: Internet project, web quest.
6. Lessons based on forms, genres and methods of work known in public practice: research, invention, primary source analysis, commentary, brainstorming, interviews, reporting, review.
7. Lessons in the form of competitions and games: competition, tournament, relay, duel, business game, role-playing game, crossword puzzle, quiz.
8. Integrated lessons.

The above forms of lessons are widely used in teaching foreign languages.

During the study, we were also able to identify the main signs of non-traditional second lesson:

- such a lesson carries elements of a new one, the external frames, the venue are changed;
- extra-program material is used, collective activity is organized in combination with individual one;
- people of different professions may be involved to organize the lesson;
- through the design of the office, boards, the use of video, music, emotional uplift of students is achieved;
- it includes the organization and performance of creative tasks, moreover, the creativity of students should be aimed at their development, mandatory introspection during the preparation for the lesson, in the lesson and after its conduct;
- often a temporary initiative group of students is created to prepare the lesson.

A non-traditional lesson opens up the following opportunities for students and the teacher:

- students can develop their creative abilities and personal qualities, evaluate the role of knowledge and see its application in practice, feel the relationship of different sciences, develop independence and a completely different attitude to their work;
- non-traditional forms of conducting lessons make it possible not only to raise the interest of students in the subject being studied, science, as well as to develop their creative independence, to work with various, most unusual sources of knowledge;
the very organization of such a lesson leads students to the need for a creative assessment of the studied phenomena, especially the results of human activity, that is, contributes to the development of a certain positive attitude towards the world around them;
- in the process of conducting these lessons, favorable conditions are formed for the development of skills and abilities of quick thinking, for the presentation of brief but accurate conclusions;
- interest in work is also caused by an unusual form of lesson, which removes the traditional lesson, revives the thought;
- Such activities allow wider introduction of elements of entertainment, which increases interest in the subject;
- non-traditional forms of lessons contain unlimited opportunities in eliminating the overload of students with homework by using various methods of learning new material in the lesson.

When conducting open lessons, this form is always advantageous, because it presents game moments, original presentation of material, employment of students not only in preparing lessons, but also in conducting the lessons themselves through various forms of collective and group work.

The tasks that children receive in non-traditional lessons help them live in the atmosphere of creative search. The organizational moment, the course of the lesson, and the physical minute can be unconventional. It depends on professionalism, the creative talent of the teacher.

Non-traditional forms of a foreign language lesson are implemented, usually after learning a topic or several topics, performing the functions of training control. Such lessons are held in an unusual, unconventional environment. Such a change in the usual situation is expedient, since it creates an atmosphere of a holiday when summing up the results of the work done, removes the mental barrier that arises in traditional conditions due to fear of making a mistake.

Non-traditional forms of a foreign language lesson are carried out with the obligatory participation of all students of the group/class, and are also implemented with the indispensable use of auditory and visual aids. In such lessons, it is possible to achieve a variety of goals of a methodological, pedagogical and psychological nature, which can be summarized as follows:
- control of knowledge, skills and skills of students on a certain topic is carried out;
- a working atmosphere, a serious attitude of students to the lesson;
- minimum participation in the teacher's lesson is envisaged.

Let's consider the possibilities of a lesson-excursion (travel). In the context of the wide development of ties between different countries and peoples, acquaintance with the Kazakh national culture and with the culture of the country of the language being studied becomes a necessary element in the process of learning a strange language. The student should be able to conduct a tour of the city, tell foreign guests about the identity of Kazakh culture, etc. He should present himself as a representative of another culture and conduct a tour or travel around the country, cities, museums, etc. of the language being learned. The principle of cultural dialogue involves the use of cultural material about the native country, which allows developing the culture of representing the native country, as well as forming ideas about the culture of the countries of the language under study.

Thus, the teacher's use of non-traditional lessons ensures novelty, attractiveness, maximum productivity in achieving any goals of learning, development or upbringing.

The purposeful use of carefully selected types of non-traditional lessons in teaching a foreign language of younger students contributes to the further development of the child himself, formation of its communicative competence, ability to work with additional sources, broadening their horizons, stimulating children to be active, developing cognitive interest in them, creative imagination, independence, and, ultimately, contributes to the achievement of the main goal of modern schooling - the preparation of a student as a subject of his educational activity.

At the same time, teachers warn that non-traditional lessons should not be taught too often, as they will become traditional and their effectiveness will decrease.

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Tanirbergenova A.Y. Research problems of modern Kazakh anglicisms

Қазіргі қазақ тіліндегі англицизмдердің зерттелу мәселелері

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арналған мамандандырылған сыныптары бар мектеп
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Abstract. *This article analyzes anglicisms in the modern Kazakh language.*
Keywords: *anglicisms, loan words, classification, transliteration, expansion*
Аннотация: *Бұл мақалада қазіргі қазақ тіліндегі ағылшынизмдер талданады.*
Түйін сөздер: *англизмдер, кірме сөздер, классификация, транслитерация, экспансия*

Кез келген халықтың тілі жеке - дара өмір сүрмейді. Қандай да бір тілге басқа тілден кірме сөздердің енуі сол тілдің дамуына қажетті табиғи үдеріс болып табылады. Өзге тілдердің ықпалына ұшырамаған ешқандай тіл жоқ десе де болады.

Соңғы жылдар бедерінде англицизмдер қазақ тіліне де қарқынды енуде. Бұл құбылысты біріншіден, қоғамдағы ашық халықаралық қарым-қатынас пен ағылшын тілінің халықаралық тіл ретіндегі мәртебесінің өсуімен байланыстыра қараған жөн. (әсіресе, ағылшын тілінің американ нұсқасына қатысты).

Тіл өзі қызмет атқаратын қоғаммен бірге өмір сүріп, сол қоғаммен бірге өзгеріп отырады, әрі оның ішкі заңдылықтарына сәйкес дамиды.

Жалпы тілімізге енген ағылшын сөздерін мынадай мағыналық топтарға бөліп қарастыруға болады: саясат / экономика / лауазым атаулары-саммит, брифинг, спикер, рейтинг, холдинг, электорат, ваучер, импичмент, имиджмейкер, спичрайтер, инвестиция, спонсор, баррель, медийный, рецессия, маркетинг, лизинг, тендер, ретейл, оффшор, прайс-лист, (топ) менеджер, промоутер, дистрибьютер, диллер, бизнесвумен, менталитет; азық-түлік өнімдері / киім / сауда-саттық- хот-дог, чизбургер, гамбургер, фишбургер, барбекю, поп-корн, (апельсин) фреші, йогурт, пудинг, фаст фуд, ланч, шорты, бутсы, бандана, топ, мультибренд, юнисекс, кэжуэл, кэтеринг, шоппинг, sa1e, Kodak Exprеss, гель. SPA - салон, супермаркет, VIP - зал, сэконд хэнд, дисконт; спорт- шейпинг, фитнес, дайвинг, серфинг, бодибилдинг, сноуборд, фитбол, пейнтбол, фрисби, фристайл, рестлинг, пауэр лифтинг, боулинг, тренинг, скейтинг- ринк, форвард, голкипер, байкер, снайпер, турбослим, овертайм, степ-класс, контест, скутер; өнер / радио / теледидар - триллер, вестерн, видео клип, клипмейкер, ньюсмейкер, мюзикл, блокбастер, бестселлер, андеграунд, pop - art, (хад) рок, рок-н- рол(л), кастинг, шейк, брейкданс, брейн ринг, (ток) шоу, хит - парад, метеотайм, суперстар, супермен, скинхэд; тұрмыс / үй шаруашылығы / іс-қағаздары-кондиционер, кулер, миксер, тостер, блэндер, сайдинг, антифриз, булет мэджик, Head & Shoulders, Dove, Tide, Safeguard, файл, парфюм, скраб, спрей, колор, памперс, степлер, скотч; бұқаралық ақпарат құралдары- компьютер, монитор, дисплей, презентация, калькулятор, ноутбук, принтер, сканер, CD, DVD, процессор, девайс, хакер, обгрейд, Интернет, сайт, блог, смайлик, SMS, т.б.

Ағылшын сөздерінің тілімізге ену себептерін қарастырайық.

1. .Негізгі себеп - тілімізде сол ұғымды алмастыратын баламаның болмауы: компьютер, плеер, тостер, импичмент, ваучер, чартер, баррель, серфинг, т.б.

2. .Матаса байланысқан анықтауыштық мәндегі сөз тіркестерін алмастыратын кірме сөздер: автотуристерге арналған қонақүй – мотель; журналистерге арналған қысқаша пресс- конференция – брифинг; жоғары деңгейдегі кездесу – саммит; шаңғымен мәнерлеп сырғанау – фристайл; жалдамалы жаналғыш – киллер; қысқа қашықтықта жүгіру – спринт, көлік тұрақтарына арналған орын – паркинг; өндірістің құлдырауы – рецессия; бөлшек сауда – ретейл және т.б.

3. .Заттар мен құбылыстарды арнайы кітаби лексикаға қатысты өзге тілдерден енген сөздердің тілімізде қалыптасқан синонимдік қатары баршылық. Атап айтсақ: акцент беру – басып айту, ерекшелеп айту; аналогиялық – ұқсас; дезинформациялау – жалған мәлімет тарату, шатастыру; декорациялау – безендіру; идеалды – үлгілі, жетілген; инфекциялық – жұқпалы; мемуар – естеліктер; перманентті – үздіксіз, тұрақты; реконструкция – қалпына келтіру т.б.

4. .Қазақ тіліндегі экспрессивтік мәнді сөздік қорын толықтыру мақсатында енген өзге тілді стилистикалық синонимдер қатары: қызмет көрсету – сервис; күзет – секьюрити; сауда жасау, сатып алу – шоппинг; мотоциклист – байкер; түнгі ойын-сауық – пати; би – дансинг; жолы болмаған адам – лузер; дос (қыз бала) – гёлфренд; дос (ер бала) – бойфренд; спектакль – перфоманс; қонақтарды қабылдау – ресепшн т.б.

5. .Семантикалық және морфологиялық жағынан өзара ұқсас сөздердің қатар түзуі. Айталық, XIX ғасырда орыс тіліне ағылшын тілінен джентльмен, полисмен сөздері енсе, орыс тілі арқылы XIX ғасырдың аяғы мен XX ғасырдың басында тілімізге спортсмен, рекордсмен, яхтсмен кірме сөздері енген. Адамға қатысты ұғым атаулары мамандық атауларына «мен» жұрнағы бар сөздер қатары да қалыптасқан. Оған қоса зат есімнен

жасалған туынды түбір сөздер қатарын айтуға болады: бизнесмен, конгрессмен, шоумен, супермен. Сондай-ақ, футбол, гандбол, бейсбол, мотобол;

Өзге тілдің лексикасын игеру және оны қабылдау үдерісі сол тілдердің фонетикалық жүйелерінің өзара күрделі байланысы болып табылады.

Кірме сөздер тіліміздің ішкі заңдылықтары мен нормаларына бейімделе отырып сан алуан өзгеріске ұшырайды. Кірме сөз құрамындағы қазақ тіліне жат дыбыстар онымен ұқсас дыбыстармен алмастырылады. Мысалы, қазақ тілінде ағылшын тіліндегі [h], [w] дыбыстары жоқ. [h] дыбысы бар ағылшын сөздері бірде [х], бірде [г] дыбыстарымен алмастырылып беріледі: [hockey - хоккей, hall - холл, дегенмен Hamlet - Гамлет, handball – гандбол). [w] дыбысы бірде [у], бірде [в] дыбыстарымен берілген: [weekend – уикэнд, Wales – Уэльс, дегенмен woman – бизнесвумэн, western – вестерн). Сөз ішіндегі тіл алды дыбыстары (альвеоляр дыбыстар) тіс дыбыстарымен, ал дифтонгтер [ай], [ой], [ей] дыбыстарының тіркесімен алмасып келіп отырады: дайвинг, бойфренд, тинэйжер және т.б. Сондай-ақ ағылшын сөздеріне сөз сонындағы мысалы: тч, дж тіркестері, матч, скетч, менеджер, имидж, джем; сөз соңындағы –инг, -мен, -ер, тіркестері тән: митинг, рейтинг, шоппинг, бизнесмен, супермен, таймер. Айта кетер жайт, кейбір кірме сөздер өздеріне тән фонетикалық ерекшеліктерін ұзақ уақыт бойы сақтап қалды. Мысалы, бірнеше сөздерде **е** дыбысының алдынан келетін дауыссыздар жуан болып айтылады: коктейль, майонез, термос, бизнесмен, вестерн, компьютер,теннис.

Кірме сөздерді графикалық жағынан игеру дегеніміз - оларды қазақ әріптері арқылы жазу болып табылады. Басқа тілден орыс тілі арқылы енген сөздердің біразы тіліміздің графикалық нормасына сәйкес жазылып, сөздік құрамынан өзіндік орнын алады. Дегенмен, «бөтен» сөздер тіліміздің жазу жүйесіне бірден кіріге алмай, біршама уақыт өз қалпын сақтап қалды. Мысалы, орыс тілінде бифштекс сөзі әлі графикалық тұрғыдан кірікпегендіктен, әрі орысша, әрі ағылшынша қатар жазылып келді. Орыс энциклопедиялық сөздігіне бифштекс сөзі алғаш рет 1834 жылы енгізіліпті.

Шетел тілі сөздерін транслитерациялаудың нақты ережелері жоқ. «Офис» сөзі XX ғасырдың басында «оффис» болып жазылса, кейінірек бір ф әрпі жазылмайтын болды, сондай- ақ «футбол» сөзіндегі қатар тұрған екі л әрпі түсіріліп жазылып келеді. Жаңа мыңжылдық қарсаңында орыс тілінде пайда болған «миллениум» сөзі белгісіз себептермен бір *л*-сыз жазылып жүр (салыстырыңыз: ағылшын және латын тілдерінде: millennium). «о'кей» тіркесі түпнұсқада жоқ апострофпен жазылып жүр: OK/Okay. Кейде кірме сөздердің екі вариантта қолданылып жүргенін аңғаруға болады: риэлтор/риэлтер; Сонымен қатар екітілді қос сөздердің қолданысы да кездеседі: Fun-парк, drees-код, SPA-процедура, IQ балл.

Ал кірме сөздерді морфологиялық тұрғыдан игеру дегеніміз өзге тілдің ішкі құрылымдық элементтерінің тіліміздің морфологиялық жүйесіне кірігуі болып табылады. Мысал ретінде «интернет» сөзінің орыс тіліне енуін алып көрейік. Бұл сөз ағылшын тілінің американ нұсқасынан 20 жыл бұрын орыс тіліне компьютерлік технологияны білдіретін жаңа ұғым ретінде енген. Кейбіреулер бұл сөзді орыс тілінде септік жалғауынсыз Internet, без Internet, с Internet деп қолданса, қайсы біреулері септік жалғауларымен жаза бастады: в Internet'е, без Internet'а, с Internet'ом. Ал басқалары бұл сөзді орысша графикамен жазғанымен, оған қандай да бір жалғау түрін жалғауға түбегейлі қарсы болды: с Internet, без Internet, тіпті интернет (бәлкім, бұл сөздің ғаламдық мәніне құрметтен болса керек). Ал төртіншілері бұл сөз орысша жазылса, онда бұл сөз де басқалар сияқты септелуі қажет деп есептейді: в Интернете, без Интернета, с Интернетом . Мұндай ала-құлалық ұзақ уақыт бойы сақталып келді. Қазіргі кезде бұл сөздің орыс тіліндегі жаңа сөздер сөздігіне енгені мәлім. Бұл сөз сөздікте орыс тіліндегі ер тектегі зат есім және басқа сөздер секілді айтылады әрі түрленеді деп көрсетілген: Интернет, Интернета, Интернету, т.б. Сондай-ақ бұл сөзден екі сын есім сөз жасалған: интернетный және интернетовский, яғни өз кезегінде бұл сөздің негізгі сөздік құрамға енгенін байқатады. Қазақ тілінде бұл сөз ғаламтор атауына ие болды.

Лексикалық тұрғыдан кірме сөздердің игерілуі деп олардың лексикалық бірліктер ретінде кірігуін айтамыз. Лексикалық жағынан игерілген кірме сөзден обьективті шындық өмірге қатысты заттар мен құбылыстардың атын атап, түсін түстеп берумен қатар, өзінің шығу тегі білінбей, сіңісіп кеткен сөздерді танимыз. Мысалы, спорт сөзі ағылшын тілінен енген. Бірақ бұл өмірлік құбылыс ретінде тілімізге сіңісіп кеткені соншалық, бұл сөзді айтқанда ол сөздің шығу төркінін аңғармаймыз. Демек бұл сол сөздің лексикалық тұрғыдан сіңісіп кеткенін көрсетеді. Сондай-ақ пиджак, жакет, комбайн, ринг, теннис, футбол, волейбол, рельс сөздерінің де бөтендігі сезілмейді. Англицизмдердің біраз бөлігі өздерінің өзге тілдік белгілерін сақтай отырып, тілімізде белсенді қолданылады: джем, джаз, джинсы, смокинг, мюзикл, импорт, бизнес және т.б.

Кірме сөздер арасында әр түрлі этникалық топтарға тән ерекшеліктерін танытатын және тілімізге жат құбылыстарды бейнелейтін экзотизмдердің алар орны айрықша, бұлардың орыс және қазақ тілдерінде синонимдік қатарлары болмайды, сондықтан оларға қатысты қаратпа сөздер арнайы атаулармен беріледі: мисс, миссис, мистер, сэр, джентльмен, фунт стерлинг, лорд, скаут, сквайтр, скваттер квакер, пэр, паб, Скотланд Ярд және т.б.

Сонымен қатар өзінің өзге тілді фонетикалық және графикалық шығу тегін сақтап қалған орыс тілі арқылы тілімізге енген варваризмдер де өз алдына топ құрайды. Олар орыс тілі лексикасында бірден ерекшеленетін, шетел тілі сөздіктеріне енбеген бөтен сөздер қатарына құрайды. Олардың белсенді қолданылуы бүгінгі өміріміздің негізгі белгілерінің бірі болып табылады: фейс-контроль, дресс-код, ноу-хау, ху из ху, мессидж, респект, бэтл, хэппи энд, уикэнд, тинэйджер, ресепшн, мэйкап, слэм, релакс, юзер, он-лайн, геймер, бэйби, бакс, гамблер т.б.

Англицизмдер әсіресе теледидар бағдарламалары, дүкен мен клуб аттарына қатысты жиі қолданылады: ток-шоу, дог-шоу, стрип-шоу, брейн-ринг, Банк Хоум кредит.

Ағылшын тілін оқымаған және сол тілді түсінбейтін көптеген адамдар англицизмдерді тілдің әдеби нормасын бұзып, өз зиянын тигізеді деп есептейді. Ал кейбір тіл мамандары ағылшын тілінің экспансиясына қарсы дабыл қағуда. Шынында да, бұл құбылыс бізді бей-жай қалдырмауы тиіс.

Десек те, соңғы уақыттағы кірме сөздердің жаппай енуін бірыңғай кереғар құбылыс ретінде қарамаған жөн. Уақыт өте келе кірме сөздер тілдік қолданыстан шығып қалып, біртіндеп ұмытылады немесе өзінің бөтен қалпын жоғалтып, тілдің негізгі сөздік қорына еніп, тілді байытады. Ақиқатында қоғам мүшелерінің сөз мәдениетінің төмендеуі мен тіл шұбарлауына жол бермеу - көкейкесті мәселелердің бірі.

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Zhampeisova Zh.M., Kaldybay N.S. Conceptual analysis

Концептуалдық талдау

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Abstract. *The article describes the essence of conceptual analysis.It was recorded how wide the scope of its application is, what important activities it performs for the nation.The structure, type, and components of the conceptual analysis were written according to the instructions highlighted by scientists*

Keywords: *Concept, conceptual analysis, universal concept, National concept, individual concept, textual analysis, etymological analysis, paremiological analysis, interviewee, questionnaire, explanatory analysis*

Аннотация. *Мақалада концептуалдық талдаудың мән-маңызы жазылды.Оның қолдану аясы қаншалықты кең екені,ұлт үшін қандай маңызды қызмет атқаратыны жазылды.Концептуалдық талдаудың құрылымы,түрі,компоненттері ғалымдар бөлген нұсқаулық бойынша жазылды*

Кілт сөздер: *Концепт,концептуалдық талдау,әмбебап концепт,ұлттық концепт,жеке концепт, мәтіндік анализ,этимологиялық анализ, паремиологиялық талдау,сұхбаттық, сауалнамалық, түсініктемелік талдау*

Қазіргі тіл білімінде концептуалдық талдау маңызды қызметке ие. Концепттер арқылы адамда белгілі бір білім қоры жиналады. Адамдар дүниені танып, біліп оған мағыналы атау беріп ұғымдар қатарына қосады. Адамдар тарапынан ойлап табылып, сөздің мағынасының жалпы түсінігі. "Концепт - бұл адамның өмірді тану барысындағы анықталған фактілердің көрінісі." [1, 23 б.] Концепт деген идея сиқты болу керек. Концептің бойында жалпы мағына туралы нақтылық болу керек және ол сөзді айтқанда адамда эмоциялық түсінік қалыптасу керек. Адамзаттың бүкіл іс-әректін қамтитын және бүкіл әлем көрінісін көз алдына әкелетін қасиеті бар. Адамның жеке және халықтық тәжірибесі арқылы жүзеге асады. Аскольдов өзінің "Концепт және сөз" деген еңбегінде концепт мағынасын ашықтайды. Концепті танымдық және көркем деп бөледі. Танымдық негіздегі концепт анықталмаған көптеген бірыңғай ұғымдарға ортақ мағына беріп, алмастырады. Ал көркем концепт сезімдерді,эмоцияларды,қиялды қосу арқылы адам ойына бір бейне туғызады. Көркем концепт бойына көп ақпаратты қамти алу қабілеті бар. Адам ойында қосымша ассоциацияларды туғызады. Көркем концептте мүмкін болатын мағыналар ықтималдығы көбейеді. Ғалымдар бұл сөзді 1970- жылдардан бастап еңбектерінде жаппай қолдана бастады.

З.Д. Попов пен И.А. Стернинаның пікірінше концепт адам ойында адам әрекетінің нәтижесінде, тәжірибе жинақтау арқылы, адамдармен қарым-қатынас жасау арқылы пайда болады. Атап айтар болсақ:

1) Адамның ағзалары арқылы әлемді кенеттен қабылдауы;

2) Өз саласы бойынша әрекет етуі;

3) Ой жүгірту арқылы қалыптасып қойған концептерді талдауы;

4) Тілдік білімі әсер етеді;

5) Өз бетінше сөз бірліктерін талдауы.

Тіл мәдениетін зерттеушілер концепттерді үш түрлі компонентке бөледі:

1) Әмбебап коцепт- семантикалық белгілердің жиынтығы және жалпы барлық тілдердің концептерінің жиынтығы

2) Ұлттық концепт-лингвомәдени және этносемантикалық ерекшеліктерімен ерекшеленетін және ана тілінде сөйлейтіндердің менталитетімен немесе ұлттық тілдік тұлғаның менталитетімен байланысты концепттердің жиынтығы

3) жеке концепт-адамның жеке тәжірибесіне байланысты пайда болған белгілер

"Концептуалдық көркем мәтінді талдау-бұл мәтінді талдаудың ерекше түрі, онда зейін қойылады және сол аймақта көркем концептісі пайда болады" [2, 42 б.]. Концептуалдық талдау негізінде пайда болған концептттер ұлт жадында мәдени сөз ретінде қалыптасады және жаңа көркем шығарма жазуда қолданылады.

"Жеке концептуалды құрылымдарды зерттеуде автор әлемінің жеке бейнесін құрайтын көркем мәтіндерді тұжырымдамалық талдау ұсынылады." [3, 46 б.]. Ол көп қырлы және тұлғаға бағытталған болуы мүмкін. Концептуалдық талдаудың ең тиімді әдісі- өз бетінше талдау жасау болып табылады. Мағынаны ассоциациялық түрде талдау адамға көркем мәтінге талдау жасауда жеке авторлық құқық береді. Поэтикалық жұмысты талдау барысында зерттеуші құрылымданған сөздік элементтерді өз ассоциацияларымен байланыстырады және мағынасын анықтайды. Ал әмбебап концепті талдау авторлық концепті талдаудан өзгеше.

Көркем мәтінді талдауда концептінің жоспарын былай қолдануға болады:

1) біреуінің концепті сөздері бар контекстерді зерттеу. Ол концептерді етістіктер, сын есімдер, үстеулер, сондай-ақ зат есімдер бойынша зертттеу.

2) Концептінің басқа да болуы мүмкін түрлерін зерттеу.

Жалпы концептуалдық талдаудың әдістері:

1) Мәтіндегі жинақталған кілт сөздерді талдау;

2) Кілттік сөздер арқылы берілетін мәліметтер арқылы концептуалды талдау жүргізетін орынды анықтау;

3) Концептуалдық талдау жасалып жатқан жердегі негізгі концептерді бақылап, талдау жүргізу;

Концептінің негізгі қасиеттерін анықтауда бүкіл мәтінді концептуалдық талдау жүргізетін орында зерттеу өте маңызды.

Концептінің мағынасының жетілуіне көмектесетін талдау алгоритмі:

1.Мағынаны негіздеу,мағынасын жалпы түсіну үшін жетілдіру;

2. Қосымша зерттеу арқылы тілдегі бар концептердің мағынасын кеңейту;

3. Мағынаның жалпы болуын белгілеу;

4. Концепт сөздердің қолдану аясының қаншалықты шектеулігін зерттеу;

5. Мағынасына бойлап, үңілу;

6.Концепт мағынасының жалпылылығын нақтылау;

7.Концепт мағынасының түсінікті болуын жеңілдету.

Концептуалды талдаудың келесі әдістемесі мәдени маңызы бар концептерді зерттеу үшін өзекті:

1.Қолданылып отырған концептінің қай жағдайда қолданылуын анықтау;

2.Энциклопедиялық және лингвистикалық сөздікке қарау арқылы ұлттардың арасында қолдану аясын анықтау;

3.Этимологиялық көздердегі мәліметтерге жүгіну;

4. Поэтикалық,ғылыми,публицистикалық сөздерді пайдалану;

5. Мағынаға қойылатын нақты сөз бұрынғы тәжірибеге қарай қойылу керек.

Концептуалдық талдаудың арқасында әлем бейнесін авторлық тұрғыда шығару өте нәтижелі болады.Осылайша оқушылар өздерінің тілдік сезімдерін дамытумен қатар ауқымды ойлап үйренуге дағдыланады. Кез-келген автордың шығармасымен толықтай зерттеп үйренеді.

Ал концептуалдық талдаудың өзін бірнеше түрге бөлуге болады.

1) Мәтіндік талдау;

2) Этимологиялық талдау;

3) Паремиологиялық талдау;

4) сұхбат, сауалнама, түсініктеме түріндегі талдау.

Концептуалдық талдаудың мектеп өмірінде және жоғары оқу орындарында,жеке адамның зерттеуінде маңызы зор. Концептуалдық талдау арқылы жаңа ұғымдар пайда болады. Мағынасы бар жайттарды сипаттау үшін концептер жетпей жатады. Ал, бұл жетіспеушілік шығармашылық жұмыстың аяғынан тартатыны мәлім. Әрине бұрындары ол мағыналардың көрініс табуы мүлде басқа сөздермен белгіленген шығар. Бірақ уақыт өте келе,ұрпақтар сабақтастығының үзілуінің кесірінен мағыналар жойылады. Алайда мағыналар болып жатқан оқиғаларға қатысты пайда болмай ма? Демек адамзат өмір сүріп тұрғанда ол мағыналар қайта жаңғырады. Енді сол мағыналрға әсем киім кигізу арқылы оны меншіктеуге болады. Шығармашылық еңбектерде де концептуалдық талдаудың негізінде жаслған концепттер мәттіннің түсініктілігін арттырады. Ол концепт адамның құлағынан өткенде адам ойында сол мағына туралы сан алуан түрлер пайда болуы керек. Яғни, бұл адамның дүниетанымын кеңейтеді әрі көп, сапалы материалдарды жинақтауға көмектеседі. Концептуалды талдаудың оқушылар дүниетанымына әсері зор. Енді қалыптасып келе жатқан балалар белгілі бір мағынаның ұғымын түсініп саналарына мықтап бекітеді. Концептуалдық талдау лингвистика саласында орны бөлек әдіс. Оны алмастыруға, онсыз мәтін талдауға болмайды. Мәтін мағынасы ашылуы үшін концептуалдық талдау жасау маңызды.

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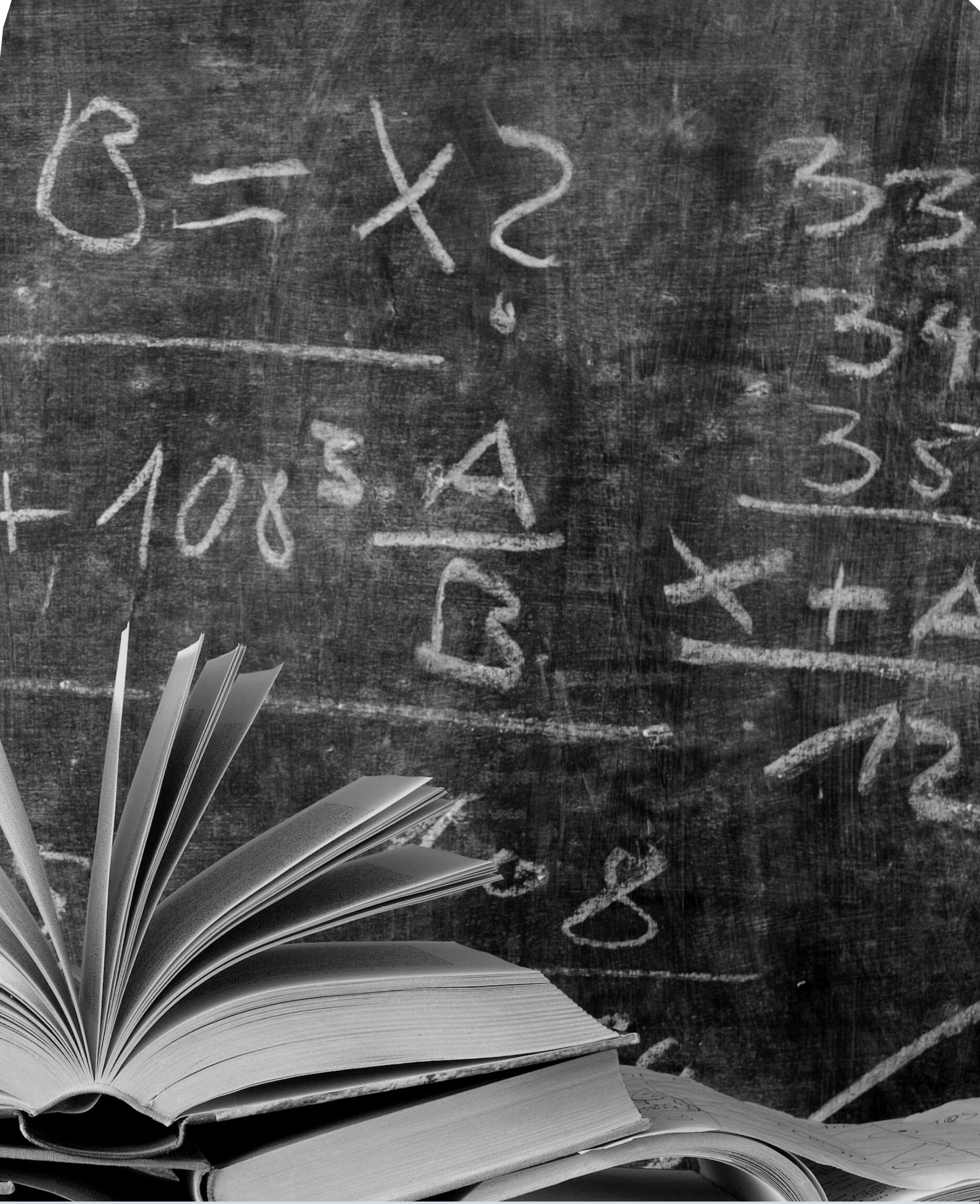

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