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SYNTHESIS OF A SMALL LIBRARY OF 2,3-DISUBSTITUTED 6-IODOQUINAZOLIN 4(3H)-ONES AND THEIR ANTIBACTERIAL PROPERTIES

Hovasyan Z.A.
Poghosyan S.H.
Hakobyan M.R.
Stepanyan H.M.
Muradyan R.E.
Harutyunyan A.A.
Scientific and Technological Center of Organic and Pharmaceutical Chemistry of the National Academy of Sciences of the Republic of Armenia, Yerevan, 0014 Armenia

Background. It is known that substituted quinazolines exhibit a wide range of versatile biological activity and are considered as one of the important classes of heterocyclic compounds for designing new biomedical preparations [1]. In this regard, the derivatives of substituted quinazolines, which have combinations of substituents in the pyrimidine and benzene fragments of the molecule, deserve attention.

Purpose of the study. Previously, we described the synthesis and biological properties of substituted quinazolines and bis-quinazolines [2–5], some derivatives of which exhibited antibacterial and antimonoamine oxidase properties [6]. Continuing research in this direction, in this communication we describe the synthesis of previously undescribed derivatives of 6-iodoquinazolines substituted in positions 2 and 3 of the pyrimidine fragment of the molecule.

For the synthesis of target compounds, the starting 2-amino-5-iodobenzoic acid **1** was introduced into reaction with substituted isothiocyanates **2** to give 3-substituted-6-iodo-2-thioxo-2,3-dihydroquinazolin-4-(1H)-ones **3a-i**, which are alkylated in an alcoholic solution of KOH with the corresponding alkyl halides **4** to give 2-(alkylthio-6-iodo-3-alkyl(aryl)quinazolin-4-(1H)-ones **5a-w**, according to the scheme:
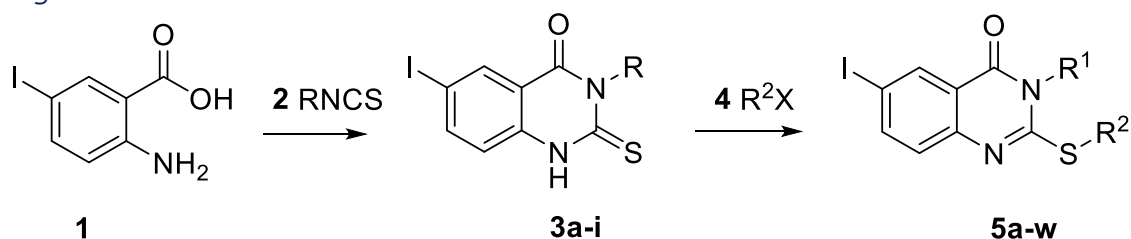
3a-i: R = Me (**a**), Et (**b**), All (**c**), Cy (**d**), Bn (**e**), 4-MeC$_6$H$_4$ (**f**), 4-MeOC$_6$H$_4$ (**g**), 3-MeC$_6$H$_4$ (**h**), 3-MeOC$_6$H$_4$ (**i**).   **5a-w:** R^1,R^2 = Me,Me (**a**), Et,Me (**b**), All,Me (**c**), Bn,Me (**d**), Ph,Me (**e**), 4-MeC$_6$H$_4$,Me (**f**), 4-MeOC$_6$H$_4$,Me (**g**), 2-MeC$_6$H$_4$,Me (**h**), 2-MeOC$_6$H$_4$,Me (**i**),Me,Et (**j**), Et,Et (**k**), All, Et (**l**), Cy,Et (**m**), Bn,Et (**n**), Ph,Et (**o**), 4-MeOC$_6$H$_4$,Et (**p**), 2-MeOC$_6$H$_4$,Et (**q**), Me,Pr (**r**), Et,Pr (**s**), All,Pr (**t**), Bn,Pr (**u**), Ph,Pr (**v**),), 4-MeOC$_6$H$_4$,Pr (**w**).

The structure of the synthesized compounds was confirmed by NMR and IR-spectroscopy. The antibacterial activity of compounds **3a-i**, **5a-w** was studied by the methods of "diffusion in agar" and "two-fold serial dilutions" in meat-peptone broth (pH 7.2-7.4) at a bacterial load of 20 million microbial bodies per 1 ml of the medium according to the described method [6]. To study the antibacterial activity, standard reference strains of microorganisms were used, which differ in sensitivity to antibacterial drugs: two strains of gram-positive rods (Staphylococcus aureus 209p and Bacillus subtilis 6633) and gram-negative rods (Shigella flexneri 6858 and Escherichia coli 0-55). The well-known antibacterial drug furazolidone was taken as a control drug for comparison. The data obtained are shown in the table.

*Antibacterial activity of synthesized compounds **3a-i, 5a-w**.*

Compounds	l LogP*	No-growth zone diameter (mm)			
		S. aureus 209p	Bac. Subtilis 6633	S. flexneri 6858	E.coli 0-55
3a	2.62±0.69	10	10	15	10

3b	3.15±0.69	11	11	14	13
3c	3.44±0.70	12	10	14	12
3d	4.68±0.70	13	14	14	12
3e	4.39±0.70	15	15	15	15
3f	4.83±0.70	14	14	12	10
3g	3.46±0.71	14	13	12	10
3h	4.83±0.70	14	14	10	12
3i	4.44±0.70	14	14	13	10
5a	2.74±0.67	12	13	13	10
5b	3.27±0.67	15	15	15	15
5c	3.57±0.68	15	15	12	12
5d	4.52±0.67	15	15	17	17
5e	4.49±0.67	10	10	15	11
5f	4.95±0.70	13	11	13	14
5g	3.58±0.68	10	13	13	13
5h	4.95±0.67	10	10	10	10
5i	3.79±0.68	13	13	12	10
5j	3.27±0.67	13	13	12	15
5k	3.80±0.67	15	14	15	13
5l	4.10±0.68	17	17	12	13
5m	5.33±0.67	20	18	14	14
5n	5.86±0.67	11	13	14	14
5o	5.02±0.67	10	12	11	13
5p	4.12±0.68	10	10	13	14
5q	4.33±0.68	10	12	15	12
5r	3.80±0.67	10	13	13	14
5s	4.33±0.67	14	15	15	14
5t	4.63±0.68	11	13	12	14
5u	5.58±0.67	10	14	11	13
5v	5.56±0.67	10	10	12	11
5w	4.65±0.68	10	12	10	12
Furazolidone	-0.04±0.41	25	24	24	24

*LogP (partition coefficient) obtained using the program ACD / ChemSketch (version ACD / Labs 6.00)

Among the quinazoline derivatives, only compound **5m** with cyclohexyl substituent showed some antibacterial effect on gram-positive rods, while its parent compound **3d** is naturally less active however. In any case, the activity detected is significantly inferior to the control drug furazolidone. No relationship has been established between the values of the lipophilicity coefficient and the antibacterial activity of the compounds.

Conclusions. 2,3-Disubstituted derivatives of 6-iodo-dihydroquinazolin-4-(1H)-ones have been synthesized and their antibacterial properties have been studied. The resulting compounds did not show significant antibacterial activity.

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Economic sciences

REGIONAL POST-CONFLICT PROBLEMS AND WAYS TO SOLVE THEM BY THE STATE

Amirova Ulviya Nadir
Azerbaijan State University of Economics (UNEC)
https://orcid.org/0000-0002-5624-9177

Abstract
The purpose of the study is to note the post-conflict problems associated with socio-economic development in the regions and the measures implemented by the state. The main task is to determine the direction of the strategy and policy of regional development, as well as practical solutions for the restoration and development of the liberated areas. The article notes the theoretical approaches to the need for state regulation of regions, the practical significance of state regulation of territories liberated from occupation is studied. During the study, methods of observation, comparative analysis and grouping were used. The proposed measures for the restoration and reconstruction of economic regions liberated from occupation can be used by state bodies and entrepreneurs. The study shows that although there are disagreements in theoretical approaches to the socio-economic development of regions, in the end, development, restoration and reconstruction work should be actively carried out by the state. To ensure recovery and reconstruction, especially in the liberated territories, innovative management and coordination mechanisms based on new digital technologies are needed. The proposed measures for the management, organization and planning of economic regions liberated from occupation reflect the scientific novelty of the article.

Keywords: region, state, regulation, types of regions, management, policy.

Relevance of the problem: The post-conflict period is a period that requires great efforts to solve many of the problems inherited from the conflict. Because in the post-conflict period, the implementation of the issues agreed on paper requires the adoption of measures. From this point of view, it is advisable to consider each of the problems and approaches to them separately. Analyzing the post-conflict period, the UN (22) identifies important problems in many countries (Afghanistan, El Salvador, Guatemala, Rwanda, Angola, Liberia, Bosnia and Herzegovina, etc.):

- the judicial system is not able to solve the problem;
- gaps in the police system are a common problem;
- prisons are overcrowded with convicts;
- the local population is in fear and the population has very few resources;
- corruption and organized crime rise to a high level;
- mines buried in the ground and a large number of weapons pose a constant threat, etc.

The following are the most discussed issues in post-conflict countries over the past five years:

• the formation of institutions of power, the strengthening of existing and the implementation of the ideas of statehood;

• strengthening the interaction of local government bodies, public and international organizations;

• determination of the direction and timing of work on post-conflict reconstruction and restoration and decision-making;

• financial, infrastructural, social, environmental and legal problems that arise during the transition from a military economy to economic development.

Well-studied problem: In the post-conflict period, many burdens fall on the institutions of power, which can be overcome thanks to strong state building and high loyalty to the ideas of statehood. The theoretical "state capacity building" approach considers foreign aid to strengthen state institutions. However, the confirmation of the high degree of influence of sociocultural and political mechanisms in recent studies has reduced the importance of this theoretical approach as a justification tool. Also, empirical studies show that such a tool has become commonplace, has a general managerial character

and is aimed at organizing social behavior. Over time, the state acts as an executor of practices that promote the ideas of statehood (Alex Jeffery, 2006). Much of the literature linking governance and conflict is based on national explanations based on institutional norms and expectations, as well as idealized typologies of politics that are difficult to comprehensively and systematically measure in different social contexts (Clionadh Raleigh, Andrew Linke, 2018). Research also includes the idea of having a strong state to make the transition from a military economy to economic development (C. Cramer, J. Goodhand, 2002). One of the main issues to be solved by a strong state is ensuring multinationality. When we pay attention to the international post-conflict map, it becomes clear that this is a change in the national composition before and after the conflict, that is, a transition from a multinational to a homogeneous composition. As noted by K. Dahlman and G. O. Tuateil (2004), the philosophy of ensuring national security through a homogeneous territory contradicts "the really existing structure of everyday life and the security of the functioning of multinational life." During the conflict in Bosnia, there were not only attacks on the population, but also the destruction of the symbol and cultural heritage that embodies cultural multi-ethnicity (Alex Jeffery, 2006). The Western Azerbaijani community puts forward the concept of eliminating the problem of ethnic cleansing and notes: "On the territory called Armenia, historical and cultural heritage belonging to Azerbaijanis, including mosques, cemeteries, were destroyed everywhere, geographical names were changed, systematic racial discrimination was carried out against Azerbaijanis. People who participated in ethnic cleansing and other crimes against Azerbaijanis in Armenia and their actions are praised at the state level in Armenia" (26).

Thus, during the conflict, it is obvious that there is a deformation of the three main functions of the state (Milliken J., Krause K., 2002):

    - ensure internal and external security,
    - presence of at least relative representation and legitimacy,
    - concern for the well-being of the population.

The post-conflict period is moving forward as a peacemaking process, taking into account instability and military-political sensitivity, the acuteness of socio-economic, environmental, national and ethnic problems. Usually 3/1 of stopped conflicts can flare up in the next 5 years, which requires acceleration and sustainability of the peacebuilding process (Mack A., Nielsen Z., 2008). This is possible by addressing ambiguities both in the host country and internationally, and by supporting post-conflict reconstruction and reconstruction programs. Depending on the scale and results of the conflict, in many cases the local government apparatus of the country is not effective enough to eliminate them, institutional shortcomings increase the role of international organizations in the peacebuilding process (M. Sakalasuriya, 2017; J. Ernest, 2015; M. Saul, 2012; And V. Abakumova, E. N. Ryadinskaya, 2016; N. Muzaffarli, E. Ismailov, 2009) and, as a result, led to a delay in the search for a solution to the conflict. The experience of post-conflict reconstruction in Bosnia and Herzegovina (Bieber B., 2002, Michael Lund, 2003) shows that local state institutions interact with NGOs (Belloni R, et al., 2001), international organizations and support the return of refugees and displaced persons. a person interested in restoring the cultural landscape. The experience of the Bosnian region of Brcko demonstrates how international and local government organizations work together to create a sustainable experience of multinational government in post-conflict Bosnia. However, studies (Karpovich O.G., 2014, Shcherbak I.N., 2019) also reflect the lack of influence of international organizations. Thus, in Nagorno-Karabakh, "the activities of the OSCE Minsk Group are ineffective in the process of conflict resolution" (Agil Aslan, 2017).

Often, when analyzing behavior during conflict, economic models analyze agents that determine their choice based on incentives (Eric O. Kimbrough, Kevin Laugren, Roman Sheremeta, 2017). So, in economic models, when a conflict occurs, a change in the price of disputed resources (this leads to additional profit from the forced monopolization of these resources) or a change in the ability of a certain group to protect available resources (this reduces costs) occurs. Similarly, conflict duration and intensity models determine the dependence on the size of the winnings of participants from winning (and the probability of winning) (Eric O. Kimbrough, Kevin Laugren, Roman Sheremeta, 2017).

One of the issues under discussion is related to the direction and timing of post-conflict reconstruction and restoration work. Basically, the discussion of investment, infrastructure reconstruction, rehabilitation and other similar economic issues is based on two approaches. On the one hand, the relevance of humanitarian assistance in conflict zones justifies the start of reconstruction and restoration work in a short time, on the other hand, researchers have focused on improving the political and economic situation (J. Schwartz, P. Halkyard, 2006) call for caution in investments and

implementation of large infrastructure projects and risk minimization require waiting. However, the post-conflict period is already such a level of reduction in the scale of hostilities that it is possible to begin restoration and reconstruction (Forman S., Salomons D., 2000). Unlike development, post-conflict development faces complexity, bias, vulnerability, and governance dilemmas, while post-conflict reconstruction and recovery becomes a process of rebuilding the entire region and achieving sustainable peace in the context of security, political governance, socio-economic development, gender, and justice. Also, as a result of the research, it is shown that various political decisions and reconciliation between the subjects of the conflict can increase the speed and scale of recovery and reconstruction in the post-conflict period, and high economic growth, increase in income and incentives can prevent conflict and its re-emergence in the future (Y .Jabareen, 2013)

S. Forman, S. Patrick and D. Salomon's see the way to resolve conflicts in a model consisting of 3 main blocks: political, social and economic. The questions in these 3 blocks are grouped into 7 areas: redistribution and resettlement of the population, public security, restoration of infrastructure, food security, restoration of agriculture, healthcare, education and social protection, governance and civil society, ensuring macroeconomic stability (S. Forman, S., Patrick, D. Salomons., 2000).

Solving problems on the territory of the Republic of Azerbaijan in the post-conflict period

In the post-war period, as a result of the redistribution of the territorial units of the Republic of Azerbaijan, 13 economic regions were formed. The Karabakh economic region consists of 1 city and 8 regions, mostly occupied cities and regions. Residents of these regions still cannot fully return to their homes. When considering from the position of methods of institutional regulation, the main attention is drawn to the mechanism for coordinating the activities of the state through the relevant legal acts, special services and development institutions. One of the main national priorities set before many state bodies regarding the socio-economic development of Azerbaijan until 2030 is to ensure a large return to the regions liberated from occupation. On this basis, the following institutional coordination mechanisms have been implemented:

- *In 1996 and 2020, a special State Commission was formed for the restoration and reconstruction of areas liberated from occupation and areas affected by hostilities, which included 16 politicians (deputy prime minister and ministers, chairmen of committees, etc.) . compound.;*
- *For the centralized solution of issues of the liberated regions, a Coordinating Headquarters was created, which included 17 working groups;*
- *special representatives of the President of the Republic of Azerbaijan were appointed in the liberated regions, each of which has more than twenty-five duties.*

Thus, in the post-conflict period, problems and actions are observed mainly in the following areas:

*- **In the economic direction**. These include the restoration and reconstruction of infrastructure and economic facilities. Studying the impact of armed conflict on renewable energy financing using data from conflict countries for 1996-2018, it is concluded that the impact of armed conflict on renewable energy financing depends on the level of economic development and investment in renewable energy. The study also notes that armed conflict has heterogeneous linear and non-linear impacts on financing for wind, geothermal and solar energy, and that armed conflict reduces environmental innovation through renewable energy financing (Qi-Cheng Yang, et.al, 2022). To avoid these problems, post-conflict programs must be supported by a clear vision based on sustainable infrastructure development (R.H. Brown, 2005). In the current conditions in Azerbaijan, the use of programs, plans and forecasts by regulatory mechanisms has become widespread. Mostly on the agenda is a program that plays an important role in ensuring the socio-economic development of the regions in 2023. However, the introduction of foresight would allow more advanced management. Foresight allows not only to predict the development of the economy, but also to plan this development. Thus, taking into account a number of development options, regional foresights can lead to the choice of optimal measures, both in terms of resource conservation and efficiency of use. In fact, this is one of the most advanced tools in the hands of the state in the formation and implementation of the "road map" of regional development, and includes both expert opinion, various tools and methods of analysis, writing scenarios, technological roadmaps, interaction analysis, etc. since it combines, we currently consider it necessary to apply this element in management.*

*- **In the ecological direction.** One of the challenges to be considered in the post-conflict period is the protection and restoration of an ecosystem that has been severely damaged during the conflict. In addition to being the most targeted and destroyed ecosystem during conflict, it can also be neglected during post-conflict recovery and reconstruction. This leads to more severe consequences. For example,*

the reconstruction of infrastructure in post-war Iraq did not take into account its impact on the environment, which led to large-scale damage in the form of unmanaged oil spills into the desert, widespread water pollution and the destruction of wetlands (Maheshika M. Sakalasuriya, et al., 2018). Before implementing a reconstruction project in the post-conflict Karabakh region, it is important to consider the impact on the environment and take measures to minimize damage. Thus, only 18 percent of the territory of the Aghdam region was cleared of mines. In total, 8 percent of the Karabakh economic zone has been cleared of mines. Landmines are the biggest obstacle to reconstruction" (3). Landmines, deforestation, forest burning and other similar types of environmental terrorism are legacies that must be combated in post-conflict times.

- **In the social direction.** People affected by fragmented identities may experience further inequalities in the distribution of resources between different communities after conflict, especially during protracted ethnic conflicts. This can lead to reoccurrence of conflicts. The West Azerbaijani community came up with the concept of eliminating the problem of ethnic cleansing and notes: "The complete expulsion of Azerbaijanis from the territory of Armenia, where they once constituted an absolute majority, ended in 1991. As a result of ethnic cleansing, only Armenians live in the area. Ethnic cleansing against Azerbaijanis in most cases was the result of the systematic activities of state authorities and was carried out through violence, massacres and other crimes against humanity, as well as gross violations of human rights. This process was especially difficult and cruel in 1905-06, 1918-21, 1948-53 and 1987-91. The sending of many regions to Armenia, including Zangezur, who signed the racist decision on the deportation of one hundred thousand Azerbaijanis from Armenia and the Armenian SSR in 1987-91, is still felt" (26). Such a non-discriminatory approach can solve social problems. but that's part of the problem. another problem is related to the provision of housing, health care, education and other social services. It should serve to eliminate discrimination in the post-conflict direction. In post-conflict reconstruction and recovery, resource exploitation and social and economic disparities often lead to heightened social tensions and the recurrence of acute problems.

- **In the political direction.** International experience (for example, South Korea) shows that post-conflict societies and states suffer from corruption and lack of political will. N. Muzaffarli notes that the development of reconstruction and reconstruction programs in post-conflict areas becomes more difficult if the parameters of a political exit are not defined or not fully defined (N. Muzaffarli, E. Ismailov, 2009). In this regard, the indicator of public confidence in the political leadership is of great importance. To do this, the problem of using both domestic and foreign investments should be addressed and measures to combat corruption should be strengthened. "National Action Plan for the Development of Open Government for 2020-2022" and "Action Plan for Strengthening the Fight against Corruption for 2022-2026" dated 04.04.2022, approved by Decree of the President of the Republic of Azerbaijan No. 1859 dated February 27, 2022. .2020 confirms that this is necessary in the National Action Plan for the years. Because cases of the theft of humanitarian and development aid by officials are reflected in government responses (28, 29). Another point to consider at the political level is that international players compete for political advantage in post-conflict reconstruction. Therefore, differences between different donors can create conditions for such a competitive and dynamic environment, which must be taken into account.

Result

Although four main categories (economic, environmental, social and political) are identified for the purposes of the analysis, local practice should take into account external systemic experience. The high growth achieved during post-conflict reconstruction and reconstruction is difficult to sustain in the coming years. Therefore, post-conflict reconstruction must be strategically linked to development planning. The negative or positive aspects of the impact of government intervention on post-conflict reconstruction and recovery processes should also be taken into account in planning, and effective international experience should be used.

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UNDERSTANDING THE DETERMINANTS OF ONLINE SHOPPING USAGE IN ALBANIA

Brunela Trebicka
University "Aleksander Moisiu", Faculty of Business,
Department of Statistics and Applied Informatics
Taulant Kullolli
University "Aleksander Moisiu",
Faculty of Business, Department of Marketing

Abstract
The rise in global internet usage has caused a shift in consumer focus towards online shopping. Consumers are increasingly confident in using technology, information and communication tools, and online payment methods, which is causing them to move away from traditional buying methods. Albania is experiencing a positive trend in online shopping, which can be attributed to the COVID-19 pandemic, which forced domestic and foreign retailers to offer their products online. The aim of this research was to examine the online shopping behaviour of individual customers in Albania. The research objectives were to identify the advantages and obstacles of online shopping, the most frequently purchased items, and the most commonly used websites. Additionally, the study aimed to determine the demographic and socioeconomic variables that affect online shopping usage, the experience with online shopping, and the frequency of online shopping. The collected data from 213 participants were analysed using descriptive analysis and binary logistic regression analysis. The results demonstrated that age, region, and income level had a significant impact on online shopping usage. Age and income level had a significant impact on the experience of online shopping, while marital status and income level had a significant effect on the frequency of online shopping. These findings offer insights for online shoppers, delivery companies, and online retailers regarding market segmentation and marketing strategy planning.

Keywords: *Online shopping; Consumer behavior; E-commerce; Market segmentation; Socioeconomic factors*

Introduction
The advent of the internet has brought about significant changes in the shopping behavior of customers worldwide, and online shopping has revolutionized the retail industry by providing a platform for customers and businesses to exchange goods and services electronically (Singh & Rana, 2018). The convenience and wider product choice offered by online shopping have made it more popular than traditional shopping. However, concerns about security and after-sales service continue to make online shopping riskier than traditional shopping (Orubu, 2016; Makhitha et al., 2019). According to (Panday and Parmar 2019), several factors influence consumer behavior when shopping online, such as demographic and social factors, online shopping experience, website design, social media, situational factors, facilitating conditions, product characteristics, sales promotional schemes, payment options, and delivery of goods. The inability to personally inspect the product before purchase and doubts about after-sales service have changed the customer shopping process (Farhana et al., 2017). Trust, protection, and security in online business are important factors that influence consumer behavior when shopping online (Mapande & Appiah, 2018). (Nittala 2015) found that perceived risk and price positively influence online shopping behavior, whereas positive attitude, product risk, and financial risk negatively affect it. Consumer attitudes toward online shopping are particularly affected by privacy and security risks (Makhitha & Ngobeni, 2021).

In Albania, despite the increasing accessibility of the internet, many consumers are still reluctant to shop online due to perceived risks. The number of internet subscribers with access to broadband and mobile networks has been steadily increasing, with 506,000 active subscribers with broadband access and 2 million active subscribers with mobile network access reported in the first quarter of 2021 by the Electronic and Postal Communication Authority in Albania (EPCA, 2021). While the number of consumers using online banking and purchasing with bank cards has also increased, concerns about security and after-sales service continue to hinder online shopping in Albania. The (Bank of Albania 2021) reported

that there were 1,083,243 debit cards in circulation in 2020, an increase of 5.6% from 2019, and 108,897 credit cards, a decrease of 4.3% from 2019. The number of electronic money cards increased by 7.5% to 72,080 in 2020. Debit card usage in Albania has reached maturity (Braimllari and Mezini, 2018).

Consumer segmentation and understanding changes in shopping behavior is essential for businesses. Demographic variables such as age, gender, marital status, income, education, employment, location, race, ethnicity, religion, and family size can be used to identify homogeneous groups within the target consumer population. Consumer demographics can help businesses understand who purchases their products and how their shopping behavior for online products may differ from traditional methods.

The growth of online shopping has made it crucial for managers to understand various factors that influence consumer behavior. This study aims to analyze the online shopping behavior of consumers in Albania, including identifying the benefits and challenges of online shopping, the most frequently purchased products, and the popular websites used by consumers. Additionally, the study aims to determine the factors that influence consumer usage of online shopping in Albania, as well as factors affecting their experience and frequency of online shopping within the past three months.

Literature review

Numerous factors impact online shopping behavior, including demographic variables. Age is a crucial demographic factor that affects online shopping behavior since buying decisions change as people age. Younger shoppers are more inclined towards online purchasing, while older shoppers tend to spend more on health-related expenses, while younger shoppers allocate their budgets for lifestyle, entertainment, and fashion products. Before purchasing online, older customers are more likely to consider the country of origin, while younger customers prioritize computer skills and internet experience (Nittala, 2015). In contrast, (Pinca 2015) observed that the younger age group's unwillingness to shop online was due to financial constraints and skepticism towards online shopping. (Baubonienė and Gulevičiūtė 2015) discovered that 24-34-year-olds frequently opt for online shopping due to lower prices and greater product variety. (Lian & Yen 2014) discovered that the major drivers for online shopping among older customers were performance expectations and social influence, while the primary obstacles included value, risk, and tradition, which differed from those of younger customers. (Makhitha & Ngobeni 2021) discovered that age moderates the relationships between products, security, and privacy risks and attitudes towards online shopping. Finally, (Soopramanien 2011) found that younger consumers had a more favorable view of online shopping than their older counterparts.

Gender impacts online shopping behavior significantly, with different findings among studies. (Mehrotra et al. 2019) found that male consumers make more online purchases and spend more money online than female consumers. Meanwhile, (Jindal et al. 2021) found that females shop online more than males. (Pinca 2015) indicated prevalence in females than males in buying online and declared that female customers are more shopping addicted than male customers in online shopping. (Venkatesh et al. 2012) revealed that gender impacts consumers' online behavior significantly, and (Kalia et al. 2016) argued that women are more risk-taking and exhibit highly exploratory behavior when making purchases online than men. Marital status may also impact online purchase intention, with mixed findings among studies. (Singh & Kashyap 2015) found that unmarried respondents buy more online compared to married customers, while (Sethi & Sethi 2017) showed that unmarried people have a stronger online purchase intention compared to married and divorced people. The location or residence of the customer is an important factor that influences online shopping behavior, with consumers of rural areas more likely to shop online to save time traveling to stores (Ren & Kwan, 2009). Education is also a significant factor in shopping online, with educated customers more likely to participate in online shopping (Mehrotra et al., 2019; Devi et al., 2019).

According to research, income is a significant factor that impacts online shopping, with individuals with higher incomes being more likely to engage in online shopping (Mehrotra et al., 2019; Fogg et al., 2001). However, (Jindal et al. 2021) reported that a majority of online buyers have lower incomes, and Panday and (Parmar 2019) found that lower-income consumers are frequent online shoppers. (Brashear et al. 2009) showed that online shoppers in six countries desire convenience, are more impulsive, have more favorable attitudes toward direct marketing and advertising, and have higher incomes.

Experience in years also plays a crucial role in online shopping, with customers who have more experience with online shopping tending to purchase more online. (Rahman et al. 2018) found that about 78% of the respondents had less than 2 years of experience in online shopping, while (Pratminingsih et al. 2013) revealed that the majority of respondents have one to three years of experience purchasing online. (Devi et al. 2019) found that 42.5% of respondents have 2 to 3 years of online shopping

experience. After having an online shopping experience, people are less skeptical about using the internet to make purchases (Soopramanien, 2011).

In terms of the frequency of online shopping, (Panday and Parmar 2019) revealed that more than half of the respondents (63%) shop online monthly. (Rahman et al. 2018) showed that the majority of customers occasionally shop online, and (Braimllari and Sala 2017) found that only 20% of young customers buy products online monthly. (Devi et al. 2019) found that about half of the respondents often shop online. Gender also impacts the frequency of online shopping positively (Riccha, 2012).

(Dominici et al. 2021) investigated the factors that impact the likelihood of customers ordering food online. By applying a logit model, they revealed that consumers who buy food online are likely to be young, well-educated, female, living in a small family, with a very good or adequate overall economic condition. Working time, being obese, experiencing health issues, and participating in regular sports activities all positively impact the likelihood of buying food online.

Metodology

Data was collected through a self-administered questionnaire in October-November 2020. Out of the 400 questionnaires distributed via email, only 213 valid responses were obtained. The questionnaire was divided into two parts, with the first part collecting socio-demographic information of the respondents. The second part of the questionnaire consisted of questions about online shopping usage, including benefits and challenges, frequently purchased products, frequently used websites, years of experience with online shopping, frequency of online shopping in the last three months, online shopping expenses, and satisfaction level with online shopping.

Descriptive analysis and binary logistic regression analysis were used to analyze the data. Binary logistic regression analysis was used because the dependent variable had only two categories, coded as 1 and 0, and estimated the probabilities of a certain category occurring (Hosmer et al., 2013). The first binary logistic regression model was used to examine the relationship between socio-demographic variables and online shopping usage. Two additional binary logistic regression models were used to examine the relationship between years of experience with online shopping and frequency of online shopping in the last three months. Respondents who had been using online shopping for at least 5 years were considered experienced online shoppers, while those who had used online shopping at least 5 times in the last three months were considered frequent online shoppers. Data analysis was conducted using STATA12 software.

Results

Out of the 213 participants, 60% were from Tirana, 57.3% were female, 55.4% were aged 18-24, and 26.8% were aged 25-35. Approximately 60% of the respondents were employed in the private sector, state administration, or were self-employed. The majority (63.4%) held a university diploma, and 39% had a monthly income of ALL 30,000 or less, while 26% had a monthly income of ALL 30,000-50,000. Of the participants, 120 (56.3%) reported using online shopping. According to the 2020 INSTAT Survey, 19.5% of the population made online purchases in the last 12 months. Among online shoppers, 37.5% had 1 to 2 years of experience, 26% had 3 to 4 years, and 25% had 5 to 6 years. Approximately 28.34% of online shoppers reported being satisfied or very satisfied, while 41.67% were neutral about their online shopping experience. The most commonly purchased products among online shoppers were apparel/accessories (89.34%), electronics (36.89%), cosmetics (30.33%), personalized products (23.77%), and domestic appliances (14.17%). According to the INSTAT Survey 2020, the most purchased category was clothing, shoes, and accessories (84.8%), with a slight increase compared to 2019. In a previous study by Devi et al. (2019), clothing, books, and electronic gadgets were the most purchased products. Another study by (Luca et al. 2017) found that fashion, electronics, and various types of accessories were the most purchased items online.

Conclusions

The COVID-19 pandemic has driven the digitalization of Albania's economy, leading to a surge in online shopping. With the widespread accessibility of the internet, online shopping has become increasingly popular. However, many Albanian consumers remain hesitant to shop online due to perceived risks. As e-commerce continues to grow, it is important to understand the factors that influence online shopping behavior. Demographic segmentation can aid in developing effective marketing strategies by identifying the impact of demographic factors on buying behavior. By leveraging demographic information, online businesses can efficiently categorize their products and services and determine their target audience. The results of our study show that 56% of respondents made online

purchases, with time and cost savings being the main benefits. Only 28.34% of online shoppers were satisfied or very satisfied with the online shopping experience.

Based on the findings of logistic regression analysis, the use of online shopping was significantly linked to age, region, and monthly income level. Additionally, experience in years with online shopping was significantly linked to age and monthly income level, while the frequency of online shopping was significantly associated with marital status and monthly income level of the respondents.

These findings offer valuable insights for online retailers, delivery companies, and marketers when planning promotion strategies. Understanding the various factors that affect consumers' online purchasing behavior is crucial for managers, and this knowledge can be used to create effective marketing strategies that help retain existing customers and attract new ones. Addressing product or service issues is also crucial to succeeding online and drawing more customers to shop online. To improve infrastructure in Albania, the World Bank (2020) has recommended a variety of interventions, including Customs, payment systems, postal services, and streamlining e-commerce.

However, this study has some limitations. Firstly, other factors beyond those identified in this study may influence the usage, experience, and frequency of online shopping. Secondly, the sample used in this research was not representative of the entire country. Finally, the data collection method used non-probability sampling, which was chosen for its low cost and time-saving benefits. Future research could focus on other factors that affect the usage, experience, and frequency of online shopping, such as performance, product quality, service quality, safety, and product return processes, among others. Additionally, future studies could investigate the factors that affect customer satisfaction with online shopping.

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Medical sciences

THE CLINICAL SIGNIFICANCE OF THE MANDIBULAR CANAL

Huseynova Gulgiz

Department of Human Anatomy and Medical Terminology,
Azerbaijan Medical University, Baku, Azerbaijan, Prof.Dr.

КЛИНИЧЕСКОЕ ЗНАЧЕНИЕ НИЖНЕЧЕЛЮСТНОГО КАНАЛА

Гусейнова Гюльгиз

Кафедра анатомии человека и медицинской терминологии
Азербайджанского медицинского университета, Баку, Азербайджан, профессор

Abstract

Morphological features of the maxilla and mandible are of great importance in the treatment of dental diseases. However, the analysis of literature data showed that a number of clinically significant features of the mandibular canal are not sufficiently studied, taking into account individual, genital differences and using modern functional methods with complete and partial loss of a tooth in adults. Considering the above, the aim of the investigation was to study the morphological features of the mandibular canal in adults, as well as persons with complete and partial loss of teeth. The 45 mandibles from the museum collection of the Department of Human Anatomy and Medical Terminology of the Azerbaijan Medical University were studied. In the Only Dent and White Dental clinics used data of X-ray panorams and CT of the 40 pacients mandibles. The dimensions of the mandibular canals of different sides were compared. The mandibular canal of an adult is characterized by individual, gender and age characteristics. Individual features due to its location and morphometric dimensions characterize the mandibular canal. Depending on the location, the mandibular canal is located in the upper positions in more than 50% of cases. In adult women, the mandibular canal is located higher than in men in 25% of cases. Sometimes the mandibular canal bifurcates, i.e. there are additional canals. The additional mandibular canal starts from the upper wall of the mandibular canal and is shorter and narrower than the main mandibular canal. The location of the mandibular and additional mandibular canal is of practical importance in endodontic treatment, intraosseous osteotomy and dental implantation. Since surgical interventions at the level of the third molar may be accompanied by damage to the branches of the lower alveolar nerve due to the presence of the additional mandibular canal in upper posision.

Аннотация

Морфологические особенности верхней и нижней челюсти имеют большое значение в лечении стоматологических заболеваний. Однако анализ литературных данных показал, что ряд клинически значимых особенностей нижнечелюстного канала недостаточно изучены с учетом индивидуальных, генитальных различий и применения современных функциональных методов при полной и частичной потере зуба у взрослых. Исследовано 45 нижних челюстей из музейной коллекции кафедры анатомии человека и медицинской терминологии Азербайджанского медицинского университета. В клиниках Only Dent и White Dental использованы данные рентгеновских панорам и КТ нижней челюсти 40 пациентов. Сравнивали размеры нижнечелюстных каналов разных сторон. Нижнечелюстной канал взрослого человека характеризуется индивидуальным, половым и возрастным особенностям. Индивидуальные особенности, обусловленные расположением и морфометрическими размерами, характеризуют нижнечелюстной канал. В зависимости от локализации нижнечелюстной канал располагается в верхних позициях более чем в 50% случаев.

У взрослых женщин нижнечелюстной канал располагается выше, чем у мужчин в 25% случаев. Иногда нижнечелюстной канал раздваивается, то есть появляются дополнительные каналы. Добавочный нижнечелюстной канал начинается от верхней стенки нижнечелюстного канала короче и уже основного нижнечелюстного канала. Расположение нижней челюсти и добавочного нижнечелюстного канала имеет практическое значение при эндодонтическом лечении, внутрикостной остеотомии и дентальной имплантации. Так как оперативные вмешательства на уровне третьего моляра могут сопровождаться повреждением ветвей нижнеальвеолярного нерва в связи с наличием дополнительного нижнечелюстного канала в верхнем положении.

Keywords: *mandibular canal, individual gender characteristics, additional mandibular canals.*

Ключевые слова: *нижнечелюстной канал, индивидуально-половые особенности, дополнительные нижнечелюстные каналы.*

Pedagogical sciences

THE USE OF INTERACTIVE TECHNOLOGIES IN THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS

Kadyr F.
Student «6B01701- Training of foreign language teachers», Ablai khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan
Ossokina D.
PhD, Associate professor Ablai khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan

Abstract
Interactive technologies in forming foreign language communicative competence of foreign language learners are one of the most effective ways to improve the quality of teaching foreign languages. This article discusses the advantages of using interactive technologies in forming foreign language communicative competence of students and specific methods that can be used in teaching foreign languages.

Keywords: foreign language communicative competence, innovations, education, modern, equipment, foreign languages, technologies, language learners, foreign language teaching (FLT).

Modern education has become more interactive and technologically advanced, allowing teachers to use various teaching methods and tools to build new skills and knowledge in students. Interactive technologies are modern equipment that can significantly increase teaching effectiveness and stimulate students' interest in learning a foreign language. The search for new forms and methods of education is a necessary condition for successful modern education, which should be aimed at the formation of a diversified personality capable of living and working in a constantly changing world. The need to form a foreign language communicative competence among students makes it necessary to pay special attention to the search for active methods and forms of learning in the methodology of teaching foreign languages, with the help of which a high level of activity of students' educational activity would be achieved. The main methodological innovations today are associated with using interactive methods of teaching a foreign language. This trend towards transitioning from the communicative approach to its variety, the interactive approach, is also observed in the Kazakhstan educational space.

The issue of interactive technologies is of interest among researchers in Kazakhstan. Thus the work of Elubayeva P. and Mustafina A. "Developing Kazakh students' intercultural awareness and communication through collaborative technologies," reveals that Kazakhstan has become more globally connected, and there is a growing need for Kazakh students to develop intercultural competencies and communication skills. They suggest that collaborative technologies, such as online discussion forums, video conferencing, and social media platforms, can effectively promote intercultural communication and awareness. The researchers conducted a study with Kazakh university students who participated in a collaborative online learning environment with students from other countries. They found that the use of collaborative technologies helped to increase students' intercultural awareness and communication skills and helped to promote a sense of community and social connectedness. Overall, the work of Elubayeva P. and Mustafina A. highlights the potential benefits of using interactive technologies for promoting intercultural communication and awareness among students in Kazakhstan and suggests that further research in this area could help to enhance the effectiveness of these technologies for intercultural education and communication. [1]

Using new technology in foreign language teaching can bring a number of benefits. Some of them are:

- More effective language learning. Interactive technology can help students understand and learn the language more quickly and effectively.

- Greater motivation to learn a language. Language learning can become more exciting and engaging for students through modern technology, increaing their motivation.

- Greater focus on learning. This method can increase students' attention to the language learning process, contributing to better progress.

- Improved communication skills. This way of teaching

- Students practice various communication skills such as listening, reading, writing, and speaking.

One of the main benefits of using technology in foreign language communication competence is to master a foreign language more effectively and quickly. Modern technology allows students to understand the language and memorize instructional material faster. In addition, using technology helps to increase students' motivation to learn a foreign language. [2,4]

An essential advantage of using them in teaching is also to increase students' attention to the learning process. Furthermore, they can attract students' attention and make the learning process more exciting and engaging, contributing to a better understanding of the material.

Interactive technologies can significantly improve the formation of foreign-language communicative competence in elementary school students. Here are some ideas on how this can be done:

- Using video conferencing to communicate with native speakers. Students can communicate with native speakers who live in another country through video conferencing. Video conferencing will help them improve their listening, pronunciation, and speaking skills.

- Using different online games to learn the language. Many online games help students learn a foreign language. These games can include grammar, vocabulary, listening, and pronunciation exercises.

- Using multimedia resources for language learning. Students can use multimedia resources such as video lessons, audio lessons, interactive exercises, and games to improve their reading, writing, listening, and speaking.

- Organizing project activities related to language. Students can work in groups on language-related projects, such as making a short film in English or creating a presentation about the culture of English-speaking countries. The abovementioned method will help them improve their language skills and increase their motivation to learn the language.

- Organizing exchanges. Students can participate in discussions with other schools to practice their foreign language skills and experience different cultures.

Several studies have been conducted on the use of interactive technologies in the formation of foreign language communicative competence of students. In a study titled "Interactive Technologies and Language Learning: A Review of the Research", by Robert Godwin-Jones, the author concluded that interactive technologies could enhance language learning outcomes, especially when combined with traditional instruction. [5]

Traditional teaching and interactive learning differ in the system of formation of communicative competence of students in the study of a foreign language. Formal education with its traditional learning methods and interactive learning have several differences in the system of formation of communicative competence of children in learning a foreign language.

Traditional learning	Interactive learning
1. Traditional learning tends to be passive, where students listen to lectures and read textbooks while teachers teach the material. 2. Mostly based on textbooks, paper notebooks, and traditional learning materials. 3. Traditional teaching is more focused on individualized learning. 4. It is based on testing and assessing students' knowledge based on paper tests and assignments.	1. Modern learning is more active, where students participate in discussions, debates, games, creating projects and other activities that help them develop communication skills in a foreign language. 2. Various technologies such as interactive whiteboards, computer programs, online resources, and others are used to make lessons more interesting and engaging for students. 3. Promotes interaction between students, which is an important aspect of building communicative competence. 4. Often uses real-time assessments such as instant tests, games such as Kahoot, which help teachers and students assess learning.

Interactive learning technologies contribute as much as possible to one of the main goals of teaching a foreign language - developing skills to express thoughts in a foreign language both orally and in writing, thus forming the main components of communicative competence.[3]

In addition, using interactive technologies to form foreign language communicative competence can help students improve their motivation and confidence in using a foreign language in real life.

This article is devoted to the use of interactive technologies in the formation of foreign communication competence of students. It should be noted that interactive teaching methods allow students to actively participate in the pedagogical process, to form and develop the student's cognitive activity. Interactive methods contribute to forming a creative, active personality capable of changing in a changing world. Considering everything mentioned, it can be concluded that the use of interactive technologies in shaping students' foreign-language communicative competence can be an effective teaching method that creates more interesting and attractive lessons, and helps students better understand and use the language in real-life communicative situations.

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THE NATIONAL-REGIONAL COMPONENT AS A MEANS OFFOORMING SOCIO-CULTURAL COMPETENCE IN TEACHING A FOREIGN LANGUAGE

Zhanggirbay D.B.

2ⁿᵈ year master student of speciality 7M01703 KazNPU named after Abay, Almaty,050002, Republic of Kazakhstan
Scientific supervisor: cand.of phil.sciences, Associate Professor **Tankibayeva M.H.**
Kazakh Ablai Khan University of International Relanions and World LanguagesAlmaty,050002, Republic of Kazakhstan

НАЦИОНАЛЬНО-РЕГИОНАЛЬНЫЙ КОМПОНЕНТ КАКСРЕДСТВО ФОРМИРОВАНИЯ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Жангырбай Д.Б.

Студентка 2 курса магистратуры специальности 7М01703 КазНПУ им. Абая, Алматы,050002, Республика Казахстан
Научный руководитель: канд.филол.наук, доцент **Танкибаева М.Х.**
Казахский университет международных отношений и мировых языков им. международных отношений и мировых языков Алматы, 050002, Республика Казахстан

Abstract

The article is devoted to the main ways of forming the socio-cultural competence of students through the integration of the national-regional component in the process of teaching a foreign language. The author studied such authentic materials as translations of fiction, foreign articles about culture, video materials. The article offers practicalrecommendations on the use of these materials in English lessons, in particular, options for working with proverbs of English, Russian origin as one of the methods of socio-cultural development of the student's personality.

Аннотация

Статья посвящена основным способам формирования социокультурной компетенции обучающихся посредством интеграции национально- регионального компонента в процесс обучения иностранному языку. Автором были изучены такие аутентичные материалы, как переводы художественной литературы, зарубежные статьи о культуре, видеоматериалы. В статье предложены практические рекомендации по использованию этих материалов на уроках английского языка, в частности варианты работы с пословицами английского, русского происхождения как одного из методов социокультурного развития личности обучающегося.

Keywords: authentic materials, methods of teaching foreign languages, national-regional component, socio-cultural competence.

Ключевые слова: аутентичные материалы, методика обучения иностранным языкам, национально-региональный компонент, социокультурная компетенция.

In the modern world, the purpose of teaching a foreign language cannot only be the transfer of linguistic knowledge and the development of students' speech skills. In the context of global globalization and integration of languages and cultures, the socio- cultural component,which plays an important role in the development of the student's personality and its general expansion, has taken a central place in foreign language lessons.

Socio-cultural competence, presented in the state standard of basic general education in aforeign language, is defined as a set of knowledge about the country of the language being studied, the national and cultural characteristics of their speech behavior and the possibility of using this knowledge in the process of dialogue of cultures [On the approval of state mandatory standards of education at all levels of education// Minister of Education and Science of the Republic of Kazakhstan].

However, being an important element of the theory of intercultural communication, socio-cultural development also includes the ability to express one's country, region and culture. It isat this stage of the formation of socio-cultural competence that the teacher faces certain problems:

1) *A low level of cognitive interest in local history.*
2) *The inability to introduce the culture of the native land through the English language.*
3) *The inability to identify and compare the national and cultural characteristics of the region of residence and the countries of the studied language [1].*

One of the possible ways to increase the level of socio-cultural development of students in the process and as a result of solving these problems may be the introduction of a national- regional component in English lessons.

Since the new State Obligatory Standard of Education standards emphasize the national and regional content of education, which implies the need for personal and socio-cultural development of students, the use of means and forms of education, taking into account the historical and cultural identity of the region, is currently coming to the fore [2]. After all, it is knowledge that helps to respect patriotism, one's own culture and the culture of other countries,to be tolerant, ready for intercultural dialogue and cooperation.

The implementation of the national-regional component is constantly associated with interdisciplinary integration, as it leads to the use of materials on geography, history, literature,music and other components of the culture of the native land in the lesson. A foreign languageas an academic subject is open to such content modification due to its "indiscipline" [3]. In otherwords, the purpose of his training is not education about the objective world, but the implementation of contact and speech activities, the topic of which can be diverse and can be introduced from the outside. In addition, the use of local history information in teaching Englishallows you to personalize learning, as it brings foreign communication closer to the personal experience of students and allows them to use the information and facts they encounter in everyday life in oral communication.

Taking into account the national-regional component, the content of the educational material should meet the following criteria:

1) The socio-cultural value, which contributes to increasing the level of general cultural knowledge of students, the formation of a base of national and cultural competencies, is an integral system of knowledge about the basic customs, traditions of the language being studied,about the realities of the country.

1) *Country-specific value.*
2) *Relevance, i.e. the degree of its modernity and orientation to the surrounding reality.*
3) *The attractiveness of the educational material.*
4) *Functionality-the ability to use all aspects of speech activity in teaching [4].*

The main material used in the process of teaching a foreign language in order to form socio—cultural competence is an educational text, including artistic, country and thematic texts,poems, songs, dialogues, interviews, video and audio materials. In addition, the educational text should be realistic, since this factor significantly increases the motivation of students.

With the introduction of a national-regional component in teaching English in schools ofthe Republic of Kazakhstan, wide opportunities open up for teachers.

Translations of such works of outstanding writers and poets of the Republic of Kazakhstan as Abai Kunanbayev ("poems of the Kazakh poet Ibrahim Kunanbayuly") can be used as literary texts [5] and Magzhan Zhumabayev ("poems of Magzhan") [6].

The group of original country materials may include articles and individual excerpts from the following textbooks: "Ethnic Groups of Europe: encyclopedia"[7], "ethnocultural foundations of the ancient history of the Great Steppe" [8], "Native Peoples of the World: an encyclopedia of groups, cultures and contemporary issues" [9],"Talas memories of ancient Turkic writing"[10],"The Secret of Runics: Graphic design in the esoteric runic concept of GodTengri, hidden in the knowledge of runic writing, in generic tamgas and in symbols of geometricgenesis " [11].

Particular attention should be paid to the use of images that help to increase the interest of students and improve the quality of assimilation of the material. During the research work, we noted such video materials as "Travelstan"[12], released by the Pacific Asia Tourism Association within the framework of the state program "Rukhani Zhangyru". Using the exampleof the first video, let's consider how to use a video with a national-regional coloring.

Before watching the "Travelstan" video, it is recommended, first of all, to reveal the semantic meaning of proper names and other unfamiliar words and phrases used in it, as well as to work out their pronunciation in choral mode.

After watching the video, students are asked to answer questions that test their general understanding of the text:

What is your ideal Travelstan? How Travelstan can help you?

As for watching the video for the second time, its purpose will be a detailed understanding of the text, which is checked using the following questions:

What is the Kazakhstan? Who are the Kazakhstany people?

The last work in the video involves repetition using new vocabulary aimed at developing prepared speech.

The study of folklore of English-speaking countries and, as a result, its comparison with Kazakh and Russian folklore also plays an important role in the formation of socio- cultural competence of students. One of these components of folklore are proverbs that allow you to get acquainted with the mentality and way of thinking of other people, and also perform an important educational function.

Working on proverbs in the audience may include searching for their translation and correspondence in Kazakh and Russian. Here are some examples:

Chase two hares, catch neither. — Екі кеменің басын ұстаған суға кетеді. — За двумя зайцами погонишься, ни одного не поймаешь.

A friend in need is a friend indeed. — Кімнің адал дос, кімнің жалған дос екенін — басыңа іс түскенде білерсің. — Друг познается в беде.

Make hay while sun shines. — Темірді қызғанда соқ. — Заготавливайте сено, пока светит солнце.

A honey tongue, a heart of gall. — Тілі тәтті, көңілі қатты. — Мягко стелет да жестко спать.

Another way to integrate the national-regional component into the process of teaching a foreign language is project activity, which allows you to develop speech competence, increase the level of knowledge about your native land, as well as learn how to work in microgroups and master search skills. Any project work begins with setting goals. Considering the project as a way of working with national and regional material, we noted as an educational goal the formation of students' idea of a small homeland, the purpose of training is to consolidate knowledge on the topic and acquire skills to work with various sources of information, and the purpose of education is to facilitate the interaction of students with peers of their nationality and representatives of other nationalities. The stage of defining goals consists of an organizational part, during which the class is divided into microgroups and the topics of projects are distributed among them. Students may be offered the following topics to complete project work:

a) "My Motherland";
b) "My lovely city";
c) "My village";
d) "Famous people of Kazakhstan";
e) "Cultural monuments of the Republic of Kazakhstan"
f) "History of my Homeland";
g) "Nature of my native land";
h) "National diversity of the Republic of Kazakhstan".

The presentation and protection of projects can be carried out in various forms, such as a video report, newspaper article, poster, interview, etc.

Conclusion

Thus, the formation of socio-cultural competence among students cannot be imagined with-out the use of a national-regional component in the content of teaching a foreign language. One of the main ways to integrate it into the educational process is to work with original material, as well as familiarity with the folklore of the language being studied, comparing folklore with the mother culture. The implementation of such approaches in teaching has a positive effect on the overall motivation of students, provides an opportunity to get acquainted with another country and better understand the culture of their native land and prepares for intercultural dialogue.

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Philological sciences

TRENDS IN THE ACQUISITION OF THE GEORGIAN VOCABULARY BY THE RUSSIAN LANGUAGE

Akhvlediani Merab
Batumi Shota Rustaveli State University (Georgia)
Associate Professor

ТЕНДЕНЦИИ ОСВОЕНИЯ ГРУЗИНСКОЙ ЛЕКСИКИ РУССКИМ ЯЗЫКОМ

Ахвледиани Мераб
Батумский государственный университет Шота Руставели (Грузия)
Ассоциированный профессор

Abstract
Our article is about an attampt to find ways for adaptation of foreign vocabulary by Russian language.

As example, the paper discusses the travel essays of the Russian ambassador Fedot Yelchin (1639-1640) and the notes of Countess Uvarova published in Moscow in 1891.

In the Russian language, words ending in a vowel (except for -a) today function as indeclinable nouns. In the analyzed records, nouns ending in a vowel (-o, -u, -e) are often combined with one or another turn, thus, they acquire a grammatical paradigm, eg: Риони – Рьян, Хуло – Хула, Ахалцихе – Ахалцых, Сатлели – Сатлель; Вахушти – Вахушт, Еристави - Еристов; азнаури –азнаур, додопали - додопал; лобио – лобия и т.д.

The strong tendency of the assimilation of Georgian words by the Russian language is clearly felt in all texts created from the Middle Ages to the beginning of the twentieth century.

From the observation of the text of Fedot Yelchin and P.S. Uvarova's travel notes, it is visible that there did not exist any norms of transferring foreign words into Russian language, until the 20th century. Often, fixatotrs of Georgian vocabulary relied only on their hearing perception, linguistic intuition, which caused phonetic distortion of Georgian words.

In the 30-s of the XX century, with the help of the governmental statements, the transference of Georgian toponimes to the Russian language was partly managed,the main principle became the maximal convergence of Russian pronunciation and writing with Georgian pronunciation. But it should be mentioned that it is still the confused aspect, which is not still decided in the Russian Language, because the selection of the Russian form for this or that Georgian word is often influenced by extralinguistic factors.

Аннотация
Взаимопроникновение грузинского и русского языков прослеживается с давних времён. Анализ текстов, так или иначе связанных с Грузией, выявил в них наличие большого количества грузинской лексики, высветил тенденции её освоения русским языком.

Попадая в ткань русского текста, многие грузинские слова приобретают грамматическую парадигму: они подводятся под существительные 1-го, 2-го или 3-его склонения: Батуми (город) – Батум, в Батуме; Чорохи (река) – Чорох, в Чорохе; лобио (фасоль) – лобия; Сатлели (река) – Сатлель и т.д.; и под топонимы, имеющие форму только множественного числа: Кобулети (город) – Кобулеты, Кеда – в Кедах.

До начала XX века адаптации подвергались также те грузинские слова, оканчивающиеся на гласные -о, -е, -и, которые сейчас везде употребляются в качестве несклоняемых существительных, например: Вахушти (имя) – Вахушт, Эристави (фамилия) – Эристов; Хуло – до Хулы, в Хулу, Ахалцихе – Ахалцых.

Однако рядом с освоенными часто встречаются несклоняемые формы грузинских слов или же заимствованное слово адаптируется по-разному. Такой разнобой в употреблении различных форм одного и того же слова свидетельствует об отсутствии в те времена каких-либо норм употребления грузинской лексики в русском языке.

Сильная тенденция приспособления произношения грузинской лексики к нормам русского словоупотребления прослеживается во всех дореволюционных русскоязычных текстах. Со временем она могла стать правилом. Однако в тридцатые годы прошлого века рядом специальных правительственных постановлений этот процесс был приостановлен. Была упорядочена система передачи грузинских топонимов на русский язык. Основным принципом этой системы стало максимальное приближение русского произношения и написания к грузинскому произношению.

Этот принцип успешно действовал в русском языке на протяжении десятилетий. Но в последнее время большую роль в деле освоения грузинской лексики стали играть экстралингвистические факторы.

Keywords: *trend, observation, analysis of the text, adaptation, the main principle, indeclinable nouns.*
Ключевые слова: *тенденция, наблюдение, анализ текста, адаптация, основной принцип, несклоняемые формы.*

Взаимообщение грузинского и русского народов прослеживается уже со средних веков. Следствием этого процесса стало и взаимопроникновение их языков. Грузинская лексика сначала появляется в русских официальных документах, в художественную же литературу она проникает позже (в основном с первой половины XIX века), когда с Грузией стали общаться не только дипломаты и путешественники, но и представители интеллигенции, литературы, живописи, музыки.

Анализ текстов, так или иначе связанных с Грузией, выявил в них наличие большого количества грузинской ономастической и нарицательной лексики, высветил те тенденции освоения грузинской лексики русским языком, которые существовали ещё в средние века и особенно в 19 - начале 20 вв. после присоединения Грузии к России.

Ярким образцом освоения грузинской лексики русским языком являются написанные в разные эпохи очерки русских путешественников «Посольство Федота Елчина в Грузию» (1639 г.) и опубликованные в 1891 году в Москве Русским императорским географическим обществом «Путевые заметки графини Уваровой», явившиеся результатом её экспедиции по южному Кавказу.

Наблюдения над языком этих очерков, показывают, что в дореволюционной России большая часть грузинских слов, попадая в ткань русского текста, осваивалась, т.е. обретала категории рода, числа и падежа.

Так, в путевых очерках первой половины 17 века «Посольство Федота Елчина в Грузию» уже имеется большое количество грузинской ономастической (топонимической и антропонимической) лексики: Тюфлис, Зубдиди, Хони, Рьян (Риони), Моргули, Дидьянская земля, Гурьельское царство, Шуайский монастырь; Темраз (Теймураз), Рустем (Ростом), Гаврил (Габриэл) и другие. Здесь же встречаем грузинское нарицательное слово «азнаур» (азнаури – дворянин).

В современном русском языке грузинские слова, оканчивающиеся на гласный звук, кроме «–а», функционируют как несклоняемые существительные. Однако в очерках Елчина почти все существительные приобретают грамматическую парадигму.

Самым распространённым приёмом адаптации грузинских слов русским языком, которым пользовались авторы «Посольства Федота Елчина в Грузию», является приём отсечения у заимствованного слова конечного форманта и отнесение грузинского топонима или антропонима к какому-либо типу склонения. Примеры: 1. Поп Гаврила сказал: «Есть де у нас река Рьян (Риони)»… А в селе в Путцкуре стоит церков деревеная… 2. Февроля в 7 день начавали в деревне в Пщехапе, а во 8 день начавали в деревне в Китоуле. 3. А в Дидьянскую землю пришли ноября 13 день, в деревню в Худоню («Сокровища древнерусской литературы» 1988: 276, 277, 271).

Примеры, взятые из путевых очерков Федота Елчина, свидетельствуют также о том, что при отсутствии всяких языковых норм передачи на русский язык иноязычной лексики, грузинские топонимы и антропонимы передавались на русский язык по-разному: в одних случаях фиксаторы, помощники Елчина, (предполагают, что сам Елчин был неграмотным) опирались

только на своё слуховое восприятие, языковое чутьё, что нередко приводило к фонетическим изменениям грузинских слов. Порой фонетический и грамматический облик грузинских слов так искажался, что трудно или вовсе невозможно установить их связь с оригиналом. Например: Марта в 1 день послал Левонтей царь в Кабарду посла своего азнаура _Кучелянского_ роду, а имя ему _Тавей_…(«Сокровища древнерусской литературы» 1988: 279). Понятно, что здесь речь идёт о грузинском дворянине, но определить оригинальные формы его фамилии и имени невозможно.

В других случаях, когда слова фиксировались профессионально подготовленными писцами, в записках закреплялись или вполне правильные формы грузинских слов или же отклонения от оригинала были минимальными. Например: А те грузинские земли, _Темразова_ и _Тюфлисское_ и _Гурьельское_ царства, крещены после нашия _Дидьянския_ земли («Сокровища древнерусской литературы» 1988: 284, 285, 282).

Что касается передачи имён по-разному бытующих в русском и грузинском языках, но имеющих общее происхождение, то в анализируемых нами очерках авторы употребляют русские варианты этих имён (Леван – Левонтий, Манучар – Мануил, Габриэл – Гаврил и т.д.). Используемый в очерках топоним Тюфлис (Тифлис) в дальнейшем прочно закрепился в русском языке и употреблялся вплоть до советского периода. Например: А грузинских царей царство _Тюфлис_, а владеет им ныне шах… («Сокровища древнерусской литературы» 1988: 275, 283).

После присоединения Грузии к России в XIX веке грузинская лексика стала регулярно использоваться в русских письменных текстах. По своему жанру эти тексты разнообразны: государственные документы, путевые очерки, этнографические работы, художественные произведения и т.д. Попадая в них, грузинские слова так же, как и в предыдущие века, интенсивно начали подвергаться фонетическому, грамматическому и семантическому освоению. Ярким примером этого являются «путевые очерки» графини П.С.Уваровой.

Обилие грузинской ономастической и наличие грузинской нарицательной лексики в данных заметках высвечивает те тенденции освоения грузинской лексики русским языком, которые существовали в русскоязычных текстах 19 - начала 20 вв.

Освоение грузинской лексики в путевых заметках П.С.Уваровой осуществляется по-разному:

1. грузинские слова подводятся под существительные 1-го склонения: (Батуми (город) – Батум, в Батуме); Чорохи (река) – Чорох, в Чорохе; Ахалцихе (город) – Ахалцых, Адигени (город) – Адиген, Дандало (село) – Дондол, Вахушти (имя) – Вахушт, Эриставиы (фамилия) - Эристов и т.д.); джоджохети (ад) – джоджохет и т.д.;

2. под существительные 2-го склонения: Агара (село) – в Агаре, возле Агары; Схалта, Зарзма, Хуло –Хула, лобио (фасоль) – лобия, лобии и т.д.);

3. под существительные 3-его склонения (Сатлели (река) – Сатлель, Саткепели – Саткепель);

4. под топонимы, имеющие форму только множественного числа Кобулети (город) – Кобулеты, в Кобулетах; (Кеда –Кеды, в Кедах).

В заметках адаптируются и те грузинские слова, которые сейчас однозначно употребляются в качестве несклоняемых даже в разговорной речи, например: Вахушти (имя) – Вахушт, Эриставиы (фамилия) – Эристов; Хуло – до Хулы, в Хуле, в Хулу.

Однако рядом с адаптированными часто встречаются несклоняемые формы или же один и тот же топоним осваивается по-разному. Такой разнобой в употреблении различных форм топонимов свидетельствует об отсутствии и в 19 веке каких-либо норм употребления грузинской лексики в русском языке. Например: Около деревни **Хихадзири** у нас был намечен замок и церковь (Уварова 1891: 243). Из **Хихадзиры** пробираемся левым берегом реки… (Уварова 1891: 244). На существование строительного искусства указывают постройки, сохранившиеся в **Тбете, Опизе, Кедах, Дондоло, Цацихури, Хирхат** и др. Топоним **Кеда** адаптируется то под 2-ое склонение имён существительных (Кеду, Кедой, Кеде и т.д.), то он мыслится как существительное _pluralia tantum_ (Кеды, Кедах, Кед и т.д.).

В своих заметках Уварова в разных стилистических целях употребляет ряд грузинских нарицательных существительных: насакдрали (место бывшей церкви), чарухи (вид обуви), додопали (царица), джоджохети (ад), лобио, духан и др. В основном это экзотическая или непереводимая лексика. Часто она подвергается адаптации аналогично ономастической лексике. Например: Виднеются цветущие тыквы и **лобии** (Уварова 1891: 213). Турки переняли от грузин уважение к царице, прозываемой ими «**додопал** Тамара» (Уварова 1891: 306).

Таким образом, многочисленные примеры из «Путевых заметок…» Графини Уваровой свидетельствуют о том, что большая часть грузинских слов, попадая в ткань русского текста, подвергалась освоению.

Описанные выше приёмы адаптации грузинских слов очень удобны для русского языка, поэтому они широко применялись в различных текстах 19 - начала 20 вв. и продолжают успешно применяться и в наши дни.

Сильная тенденция приспособления произношения иноязычной, в том числе грузинской, лексики к нормам русского словоупотребления прослеживается во всех дореволюционных русскоязычных текстах. Со временем она могла стать правилом. Однако в тридцатые годы прошлого века рядом специальных правительственных постановлений этот процесс был приостановлен. Была упорядочена система передачи грузинских топонимов на русский язык. Основным принципом этой системы стало максимальное приближение русского произношения и написания к грузинскому произношению: Тбилиси, Телави, Кобулети, Чорохи, Батуми и т.д. Немаловажную роль сыграла и позиция большинства грузин, выступающих против адаптации грузинской лексики (особенно ономастической) в русскоязычных текстах.

Этот принцип успешно действовал в русском языке на протяжении десятилетий. Но в последнее время большую роль в деле освоения грузинской топонимической лексики стали играть экстралингвистические факторы. В современных русскоязычных публикациях, выходящих за пределами Грузии, а также на оккупированных Российской Федерацией грузинских территориях всё чаще появляются адаптированные формы грузинских нарицательных слов и топонимов типа Сухум, Цхинвал, Ткварчал, Гал, Кодор и т.п. Данные грузинские топонимы имеют почти вековую традицию их употребления в несклоняемой, близкой к грузинскому произношению, форме. Их адаптация не имеет ничего общего с лингвистическими категориями и вызвана только лишь политическими мотивами.

Однако пока ещё трудно сказать, имеем ли мы дело с временным явлением или же это возрождение дореволюционных тенденций?!

Время покажет.

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SECOND LANGUAGE TEACHING: PERSPECTIVES ON LEARNING AND LANGUAGE THEORIES

Talibova Aygun Nofer
Teacher, Ph.d. in Philology, Ganja State University, Azerbaijan

ПРЕПОДАВАНИЕ ВТОРОГО ЯЗЫКА: ПЕРСПЕКТИВЫ ОБУЧЕНИЯ И ЯЗЫКОВЫЕ ТЕОРИИ

Талибова Айгюн Нофер
Преподаватель, кандидат филологических наук, Гянджинский государственный университет, Азербайджан

Abstract

The historical antecedents of contemporary language teaching methods are premised upon notions about human learning. Language teaching is influenced by the fields of linguistics and psychology and, by extension, second language teaching methods are closely related to concepts and theories about the ways in which humans learn in general, along with the ways in which linguists define language. The following sections briefly review theories of learning, followed by theories of language, and their relationship to second language teaching. Teaching English became a professional and academic field a half century ago. Many researches for teacher education and teacher training have been conducted in order to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. During the 3rd millennium of speedily globalized world, teaching English as a common communication tool has become even more significant than two decades ago. For introducing the history, teaching methodologies, and pedagogies of teaching English as a Second/ Foreign Language, this work is composed as a reference for English teachers. This dissertation can be a study, which deals with the preparations and professional developments of English teachers, containing diverse ideologies for English teaching. Being an English teacher, based on your characteristic, you might be able to find appropriate pedagogies of teaching and interpretations for English teaching fitting your personality. At the same time, you will have an access to understand the other English teachers' particular ways of teaching. Besides identifying the terms and types of Teaching English as a Second Language, or as a Foreign Language, this book explains to English teachers what are the general issues in the area of teaching English nowadays. The history of teaching English from the Ancient time to the beginning of our second millennium will be described. Traditionally, how English was originally taught, and alternatively how it was suggested in the present time will be mentioned.

Аннотация

Исторические предпосылки современных методов преподавания языков основаны на представлениях о человеческом обучении. На преподавание языка влияют области лингвистики и психологии, и, следовательно, методы преподавания второго языка тесно связаны с концепциями и теориями о способах обучения людей в целом, а также с тем, как лингвисты определяют язык. В следующих разделах кратко рассматриваются теории обучения, за которыми следуют теории языка и их связь с преподаванием второго языка. Преподавание английского языка стало профессиональной и академической областью полвека назад. Было проведено множество исследований в области педагогического образования и переподготовки учителей с целью повышения знаний и способностей учителей английского языка, а также преподавателей иностранных языков в проведении эффективных уроков в классах изучения английского языка. В течение 3-го тысячелетия стремительно глобализирующегося мира преподавание английского языка как общего средства коммуникации стало еще более важным, чем два десятилетия назад. Для ознакомления с историей, методиками преподавания и педагогикой преподавания английского языка как второго / иностранного, эта работа составлена в качестве справочника для учителей английского языка. Эта диссертация может быть исследованием, посвященным подготовке и профессиональному развитию учителей английского языка, содержащим различные идеологии преподавания английского языка.

Будучи учителем английского языка, основываясь на ваших характеристиках, вы могли бы найти подходящие методы преподавания и интерпретации для преподавания английского языка, соответствующие вашей индивидуальности. В то же время у вас будет доступ к пониманию особенностей преподавания других учителей английского языка. Помимо определения терминов и типов преподавания английского языка как второго или как иностранного, эта книга объясняет учителям английского языка, каковы общие проблемы в области преподавания английского языка в настоящее время. Будет описана история преподавания английского языка с древнейших времен до начала нашего второго тысячелетия. Традиционно будет упомянуто, как первоначально преподавался английский язык, и, в качестве альтернативы, как это было предложено в настоящее время.

Keywords: learning, teaching, cognitive, theory, method;
Ключевые слова: изучение, преподавание, когнитивный, теория, метод;

Learning Theories and Second Language.
Teaching Learning theories can best be described as conceptual or philosophical orientations about ways that human beings learn. These include behaviorist, cognitive, and sociocultural perspectives. Behavioral learning theory views learning as a response to stimuli in the environment; the learner is a "creature of habit" who can be manipulated, observed, and described (Brown, 1994; Gass & Selinker, 1994; Skinner, 1957). Behaviorist influences in second language teaching can be observed in methods such as the audio-lingual approach and situational language teaching (described later in this article). Cognitive learning theories attempt to explain deeper, complex psychological phenomena such as motivation, schemas, and other processes for learning. This orientation can be described as comprising two branches, developmental cognitive learning, from the work of Piaget (1974), and socio-constructivist, based on the work of Vygotsky (1978) and Bruner (1996). Developmental approaches propose that learning occurs in stages and follows a sequence, whereas socio-constructivist approaches propose that "development occurs because of learning" and because it is "scaffolded" (Bruner, 1996) or supported through interaction of some kind. Sociocultural views of learning, which build upon constructivist approaches, are often linked together in the psychological and pedagogic literature, and they include the premise that second language teaching and learning take place within the social interactions of learners and more capable others and seek to understand the cultural and historical influences on learning (Faltis & Hudelson, 1998; Lave & Wenger, 1991; Wertsch, 1991)[5.117]. A sociocultural theory of learning "begins with assumption that action is mediated and that it cannot be separated from the social milieu in which it is carried out" (Wertsch, 1991, p. 18)[5.18].

Second language educators must be knowledgeable about the development of learning theories both in terms of their historical development and in terms of their analogous relationship to language teaching. The next section reviews theories about language that will be briefly defined in order to apply them later in the review of second language teaching methods.

Language theories fall into broad categories: those that are structural, cognitive, functional, and interactional. Structural language theories are those that view language as composed of interrelated linguistic features of language, such as the phonological, lexical, and syntactical components.1 Cognitive approaches to language learning (also called "mentalist" approaches) were reactions to structuralist views that language learning primarily requires knowledge of the surface level of forms. The biological and generative ability to produce language, as proposed by Noam Chomsky (1957), advanced the notion that humans are innately predisposed to create and use language. Chomsky also coined the term "language acquisition device" (LAD)—a concept that Krashen would later apply to second language acquisition theory and practice. According to McNeil (1967), the LAD consists of four internal linguistic properties:

1. The ability to distinguish speech sounds from other sounds in the environment; 2. The ability to organize linguistic events into various categories that can be refined; 3. The ability to recognize that only certain types of linguistic structures are possible and others are not; and 4. The ability to evaluate language production to determine accuracy of production.

These properties come together to form a new theory of language learning that views all languages as having the same underlying principles (called Universal Grammar), but differing from each other in

the application of different rules for sentence structure, pronunciation, and word insertion. Chomsky's generative grammar theory posited two levels of grammatical structure: deep structure and surface structure. Although generative grammar did not result in widely used methods, the application and use of cognitive code, a language teaching method that involved the application of innate rules of grammar through explicit generation and analysis of new language structures, had an impact on language-teaching methods through the 1960s and '70s. Most notably, the influence of Chomsky in contemporary second language teaching is evident in methods such as the natural approach [4. 410-412]. Functional language theories view language as the medium within which to achieve specific purposes or meanings. Communication, and not just the grammar and structure of a language, is the essential characteristic of language. Key theorists who influenced language teaching through this approach were Halliday (1970), Wilkens (1976), and Widdowson (1978). The extent to which communication is considered a function of language is the point of intersection between functional and communicative language theories. Additionally, both functional and communicative approaches represent a significant historic shift from prescribing forms of language (such as in the structural approach) to describing the conditions for meaningful uses of language. Consequently, communicative language theories evolved from the functional language theories of the 1970s and have greatly influenced contemporary language teaching methods. Interactional views of language are those that view language as the means to achieve relationships and performances (internal/innate features) between people [5. 17]. While not directly linked in the literature, there is at least some correspondence between interactional views of language and sociocultural views of learning. The degree to which there is a requirement for social exchanges and "transactions" between beginning and experts in the language is one such commonality. Another similarity is the way in which language learning is studied (for example, conversational analysis).

Theories of language focus the understanding of the key constructs that provide the foundation for second language learning theories. Consequently, specific methods proceed from combinations of theories of learning and theories of language. The next section provides a brief chronological review of language teaching methods, which are categorized according to the theories of language (structural, functional, and interactive). Included in the descriptions of second/foreign language teaching methods are: (a) the learning theory (ies), and (b) the key instructional practices for each specific method. Communicative Language Teaching. Drawing from notional-functional language theorists such as Wilkens (1972), Halliday (1975), and Hymes (1967/1974), communicative language teaching (CLT) focuses on learning language to communicative notions of language (time, sequence, quantity, location, and frequency) for specific functions (requests, denials, offers, complaints). Baco Finocchiaro and Brumfit (1983) point to the complementary nature of the approaches. Thus, communication as the ultimate goal of language learning is achieved through interaction with others. Because of this blend, CLT is classified here as following the interactionist theory of learning and is now considered to be essential for effective second language teaching. Communicative competence, defined initially by Del Hymes (1967/1974), is a central tenet of CLT. Expanding on Chomsky's notions of language competence to include pragmatic and sociolinguistic aspects of language (Celce Murcia & Olshtain, 2001), and elaborated upon originally by Canale and Swain (1980), communicative competence underscores the importance of "discourse connected thoughts"—orally or in writing—in four critical areas:

1. Strategic competence—engages other competencies in order to promote production;

2. Sociolinguistic competence—includes cultural knowledge as it informs ways to use languages appropriately in terms of formality, politeness, turn taking, interrupting, asking questions, and so on;

3. Discourse competence—the selection, sequencing, and arrangement of oral or written words, structures, and utterances or sentences;

4. Linguistic competence—basic elements of language (phonology, lexicon, sentence patterns, and morphological inflections [3. 16].

An example of the ways in which second language learners engage in acquiring strategic competence in the L2 is revealed in ways they seek to "compensate" through:

• Paraphrasing—elaborate descriptions to fill in missing words;

• Transfer—inverted grammar, or trying to making it "sound right";

• The creation of new words.

Thus, the tasks that language learners engage in CLT emphasize meaningful, learner-centered activities in all four language areas. As the most widely used method for language teaching, CLT focuses on all four skills of language— listening, speaking, reading, and writing—and does not specify a prescribed grammatical or structural sequencing. Most significantly, CLT focuses on meaning through

contextualized interaction over form. Total Physical Response. An outlier sandwiched between the more traditional approaches and those that are more communicative is total physical response (TPR). Developed by James Asher (1977), TPR espoused delayed production through actions as prompted by the imperative (commands). Its use has been limited more to beginning levels of language learning [1.98-99]. From a behaviorist learning approach, TPR follows a gradually more complex sequence of grammatical structures enacted by the teacher's use of verbal commands. The learner's role is to physically respond to the commands, although she or he is not required to speak. Concern about the learner's emotional affective state is a consideration for the teacher. Tracy Terrell and Stephen Krashen (1982) later extended and incorporated the concept of delayed production from TPR to the natural approach. The Natural Approach. Krashen and Terrell (1983) developed the natural approach following Krashen's observations of Tracy Terrell's teaching practices. Krashen's views of language emphasize second language learning as following a similar developmental sequence as first language development. A focus on communication through meaningful input, as manifested in Krashen's five hypotheses, include some of the initial practices from TPR.

Teaching English as a Second Language

Sociocultural Issues Teaching and learning English in the US are complex processes that are not explained by language theories or methods alone. Concepts such as the relationship between language majority groups and language minority groups, language status, immigration, economics, and language planning and policies add to the complexity of the language learning situation [2. 656-657]). Accordingly, scholars have identified key sociocultural notions of additive and subtractive bilingualism as approaches to learning English that either seek to eliminate (subtractive approaches) the first language of students versus those that seek to augment the home languages of students (additive approaches). Cummins's theories of language threshold and minority status, influenced by Skutnabb-Kangas, have provided educators with a framework for understanding the complex relationship between the development of the primary language and the second language from the standpoint of language status.

Cummins' fifth principle refers to issues of status, not only of the language of immigrant students, but status as embedded in the daily interactions between teachers and students, and between students and students. Thus, effective language learning for English learners is not only a matter of quality instruction, teacher expertise, and appropriate instructional programs; it also must address the micro level contacts that English learners have with others in schools every day. These interactions are laden with subtle and often not so subtle messages about the learner and the learner's first language and culture. Institutional factors, such as the types of instructional programs available to English learners, access or barriers to a rigorous curriculum, and other institutional mechanisms that signal the types of opportunities for equitable learning for these students, all are considered important in understanding academic success for this population (see Walqui, 2000a). More recently, Tsuda (as cited in Skutnabb-Kangas, 2000, pp. 656-657) posited "language ecology" as a useful paradigm for examining the balance or inbalance of monolingualism versus bi-or multilingualism at the more global levels. The language ecology model can be extended to the examination of schooling structures and classroom practices that promote or hinder monolingual or multilingual outcomes. History, however, points to the language ecological balance's being tipped much more toward the diffusion of English at the expense of the languages of immigrants as a result of schooling (Fishman, 1983/1991; Romaine, 1999; Veltman 1983). The next section identifies the types of instructional programs available for K-12 English learners in the US, along with a brief review of legal precedents for instruction of English learners.

Conclusion

Teaching and learning English in education are complex processes that are not explained by language theories are methods alone. This work provides a review of the language, learning, and language learning theories and practices for second language teaching, focusing on sociocultural theories and practices.

Teaching English became a professional and academic field a half century ago. Many researchers for teacher education and teacher training have been conducted in order to raise the English teachers'

as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classroom of English learning.

Teaching foreign languages has been performed via different methods, especially for adults who are learning language in higher education and require teaching methods proper to their age and educational condition.

Language teaching in higher education is sensitive since learners are adult and specific approaches meeting their age and adolescent condition should be applied. Previous teaching approaches were based on conditional and behavioral methods forgetting psychological and cognitive aspects of learning. However, psychological and cognitive approaches are missing theoretical foundation. Incorporating behavioral teaching strategies and metacognitive methods, in this study two general dimensions of teaching as physical and mental patterns are introduced. The physical pattern refers to mechanical approaches such as repetition, memorization and active learning, while mental process emphasizes on teaching and learning patterns and practices in aiming at reducing learning obstacles and developing learners' autonomy in managing the process of learning.

Language theories fall into broad categories: those that are structural, cognitive, functional, and interactional. Structural language theories are those that view language as composed of interrelated linguistic features of language, such as the phonological, lexical, and syntactical components.

The historical antecedents of contemporary language teaching methods are premised upon notions about human learning. Language teaching is influenced by the fields of linguistics and psychology and, by extension, second language teaching methods are closely related to concepts and theories about the ways in which humans learn in general, along with the ways in which linguists define language.

Learning the second language has always been associated with learning efforts, while acquisition of the first language is automatic and dynamic. Scholars believed that learning after formation of first language is that not facing psychological obstacles since the age of puberty is the age of mental consciousness. Language learning is an activity that requires both physical and mental aspects.

This article can be a study, which deals with the preparations and professional developments of English teachers containing diverse ideologies for English teaching.

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