

Volume 2, Issue 2, Apr.-Jun. 2016

ISSN 2411-2461

Eurasian Journal of
Social Sciences
and **Humanities**



Al-Farabi Kazakh National University

Eurasian Journal of Social Sciences and Humanities is a peer-reviewed academic journal covering all branches of social and humanitarian areas: historical; philological; philosophical, social, psychological, educational and legal sciences.

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Editor-in-chief : K.I. Baizakova

Certificate № 15155-Ж Registered on March 12th, 2015 in the Ministry of Cultural and Information of the Republic of Kazakhstan.



Computer page makeup: *G. Shakkozova*

Cover designer: *A. Kaliyeva*

IB №9991

Signed to publishing 29.09.2016. Format 60x84 1/8. Offset paper.
Digital printing. Volume 5.8 printer's sheet. Edition: 300. Order No4117
Publishing house «Kazakh Universiteti»

www.read.kz Telephone: +7 (727) 3773330, fax: +7 (727) 3773344

Al-Farabi Kazakh National University

KazNU, 71 Al-Farabi, 050040, Almaty

Printed in the printing office of the Publishing house «Kazakh Universiteti».

The Phenomenon of Responsibility in the Russian and English Languages and its Applied Relevance

Abstract. The key role of individual's responsibility determination in the Russian language is in world predictability or, vice versa, unpredictability. Although in English, the responsibility is likely born by an individual rather than by external factors.

In this presentation, mostly we deal with the responsibility of individual persons. Moreover, basing on the definition of the word in two languages we can see that there is a divergence in understanding responsibility.

Key words: definition, etymology, word, duty.

Introduction

Language proficiency implies world conceptualization. Then, the speaker as a matter of course perceives the ideas' configurations enclosed in the word meaning of the native language, and s/he gets an illusion that so goes all life. However, when comparing different linguistic worldviews considerable divergence between them is revealed. Besides, nontrivial ones are found occasionally.

The key role of individual's responsibility determination in the Russian language is in world predictability or, vice versa, unpredictability. Although in English, the responsibility is likely born by an individual rather than by external factors.

Methods we should briefly consider the etymology of the word. In Russian, the word 'responsibility' – 'ответственность' derives from an adjective 'ответственный' and a noun 'ответ', further from 'от-+ -вет', then from Protoslavlic *vĕtjo, from which also derived such words as: Old Russian. ВѢТЬ «совет, договор» 'advice, agreement', Old Slavic вѣтъ (Old Greek βουλή «решение, воля, совет» 'decision, will, advice'). From here is Russian навет, извет, ответ, привет, обет, совет, вече, ответить, отвечать, завещать etc.

Its definition is following,

1) obligation and willingness of someone to answer for their actions, deeds and their consequences;

2) ability and willingness of a person to recognize that s/he is the cause of anything;

3) colloq. conscientiousness and discipline.

Surprisingly, the word 'responsibility' is rather modern in English. The original philosophical usage of 'responsibility' was political [1] and reflected the origin of the word. In all modern European languages, 'responsibility' settled at the end of the eighteenth century. In the etymology of 'responsibility', the *Oxford English Dictionary* cites the debates on the U.S. constitution in the *Federalist Papers* (1787), and the Anglo-Irish political thinker Edmund Burke (1796) [2]. In the middle of the nineteenth century, when John Stuart Mill writes of responsibility he does not mean 'free will' yet. At the end of the nineteenth century, Max Weber who was the most notable thinker to speak of responsibility propounds an ethics of responsibility for the politician.

Therefore, 'responsibility' has a place in eighteenth and nineteenth century thought, although in political contexts, where it concerns responsible action and the principles of representative government. In twentieth century philosophy, on the other hand, the emphasis was placed on questions of free will and determinism.

Merriam-Webster dictionary gives following definition:

1) the state of being the person who caused something to happen;

2) a duty or task that you are required or expected to do;

3) something that you should do because it is morally right, legally required, etc.

Oxford dictionary definition:

1. The state or fact of having a duty to deal with something or of having control over someone;
2. The state or fact of being accountable or to blame for something;
3. A moral obligation to behave correctly towards or in respect of;
4. The opportunity or ability to act independently and take decisions without authorization;
5. A thing, which one is required to do as part of a job, role, or legal obligation.[3]

In this presentation, mostly we deal with the responsibility of individual persons. Moreover, basing on the definition of the word in two languages we can see that there is a divergence in understanding responsibility.

Main body

World unpredictability in Russian

One of the most crucial constituents of linguistic worldview is world unpredictability idea. It means that the human cannot neither predict the future nor affect it. In the Russian language, there are many linguistic means, which describe the human's life as some mysterious process. As the result, it seems that the person does not act himself but is affected by some external forces. Apparently, the person declines all responsibility and shifts it on chance, fate, god, universe—whatever you would like.

One just looks around and shrugs one's shoulders like:

- *так сложилось (вышло, получилось, случилось)*

When one feels annoyed/ is vexed: *вот угораздило!*

- or one is happy: *повезло*
- or one got himself in trouble/ got into difficulties and hopes that it will all come out in the wash/ come round somehow: *образуется*

Hope for external circumstances is inherent in both Russian and Western civilizations. As an example, the hope for good fortune (external circumstances) lies in the base of Western civilization, like in a Cinderella story. Everyone may be lucky, may have a good fortune. Nevertheless, the reality proves that the basis of success is in constant work, not in luck or good fortune.

The idea of the future's unpredictability can be expressed by famous Russian word 'авось'. *However, it seems as if nowadays-young people use 'авось' much less than our parents and grandpar-*

ents did. Also, in the meaning of a row of specific words and expressions there are such connected with the idea of probability as *а вдруг?*, *на всякий случай*, *если что*. All these words are based on the idea that the future cannot be foreseen, and thus people cannot neither completely hedge against troubles nor exclude that anything good may happen against any expectations.

The idea of world unpredictability leads to unpredictable results, especially one's own actions. The Russian language possesses an amazing wealth funds, providing the speaker with the opportunity to absolve themselves of responsibility for their own actions: enough to say *мне не работается* instead of *я не работаю* (*I do not work*) or *меня не будет завтра на работе* instead of *я не приду завтра на работу* (*I am not coming to work tomorrow*), or use *постараюсь* (*I will do my best*) instead of *сделаю* (*I will do*); *не успел* (*I had no time*) instead of *не сделал* (*I have not done*); *мне не повезло – я провалился* (*I failed*).

In the Russian language, there is a whole layer of words and syntactical constructions wherein there is a notion of such possibility that some things occur by themselves 'как бы само собой'. It should be regarded that 'как бы' is linguistically specific and its idea is characteristic to Russian linguistic worldview. One can feel the sense of epistemic uncertainty: maybe A, maybe not A, maybe both yes and no, moreover, it even does not matter. This serves double function: on the one hand, it eliminates a responsible agent if he exists in reality. Therefore, it can be said *постараюсь* (*I will do my best*) instead of *сделаю* (*I will do*) or *не успел* (*I had no time*) instead of *не сделал* (*I have not done it*). On the other hand, things and circumstances endowed with sense of pseudeactivity, pseuderesponsibility when comparing such phrases like *образуется я, обойдется, успеется*, constructions like *мне не работается* etc. In other words, in 'как бы само собой' formula there are two constituents both equally deviating from rational scientific point of view on things and mutually exclusive:

1) I don't have to take effort to do something (because ultimately nothing depends on me) and

2) If I do nothing, anyway something will happen.

The idea of «как бы само собой» is so strong in the Russian language system so that it can be expressed not only by means of words and syntactical constructions, but also with special word derivational models like: *зачитался, заработался, засиделся в гостях* – therefore one has not done

something one had to do, although as if against one's will, and thus it is not in one's fault.

In case, when one had not done what he was supposed to do he can use an exquisite formula *he успел*. When 'Я не успел', one shifts his responsibility for not doing something to external forces (as lack of time), simultaneously alluding to the fact that one indeed took efforts.

To my regret, I frequently tried to use such fine formula when explaining the absence of my homework on French courses. While ascending a staircase I brushed up on my future excuse. It was right there, where I understood for the first time in my life that in French I cannot excuse myself without admitting my fault. As the result, my explanation was so simple «Je ne les ai pas fait» – «I have not done it». Here I meant that it was me who was not responsible enough to take the time and do homework just on time.

It should be noted, that the opacity of the relation between cause and effect, absence of differentiation of probabilistic, random phenomena occurring with a person from his own actions, which he produces and which he should bear the responsibility for. Indifference to this difference leads to the fact that in some cases the Russian language imposes responsibility where one actually does not have it. To compare 'угораздило, умудрился'.

Increased responsibility in English

People tend to evaluate other people as responsible or not, depending on how seriously they take their responsibilities. Often it is done informally, through moral judgment. Sometimes this is done formally, in legal judgment.

The most important factors for evaluating responsibility are: general responsiveness to others (e.g. via moral reasoning or feelings such as sympathy); a sense of responsibility for one's actions (e.g. so that we may offer reasons for our actions or feel emotions of shame or guilt); and tendencies to regard others as responsible (e.g. to respect persons as the authors of their deeds and to feel resentful or grateful to them).

In English philosophic and linguistic worldview, there is a division of responsibility into retrospective and prospective.

Firstly, we consider retrospective responsibility. In assigning responsibility for an outcome or event, one may simply be telling a causal story. This might or might not involve human actions. For example, the faulty gasket was responsible for the car breaking down; his epileptic fit was responsible for the accident. Such usages do not imply any assignment of blame or desert, and philosophers often distin-

guish them by referring to «causal responsibility.» More frequently, however, responsibility attribution is concerned with the morality of somebody's action(s). Among the many different causes that led to an outcome, that action is identified as the morally outstanding one. If we say the captain was responsible for the shipwreck, we do not deny that all sorts of other causes were in play. But we do single out the person who we think ought to be *held responsible* for the outcome. Retrospective responsibility usually involves, then, a moral (or perhaps legal) judgment of the person responsible.

This topic is an old concern of philosophers, predating the term «responsibility» by at least two millennia. The classic analysis of the issues goes back to Aristotle in the *Nicomachean Ethics*, where he investigates the conditions that justify, rehabilitate us from blame and the circumstances where blame is appropriate [4]. Among conditions that excuse the actor, he mentions intoxication, force of circumstances, and enforcement: we cannot be held responsible where our capacity to choose was suppressed or where there was no effective choice open to us, (though perhaps we can be blamed for getting into that condition or those circumstances). We can be blamed for what we do when threatened by others, but not as we would be if enforcement were absent. In each case, the issue seems to be whether we are able to control what we do: if something lies beyond our control, it also lies beyond the limit of our responsibility.

A different use of «responsibility» is as a synonym for «duty». When we ask about a person's responsibilities, we are concerned with what she ought to be doing or attending to. Sometimes we use the term to describe duties that everyone has – for example, «Everyone is responsible for looking after his own health.» More typically, we use the term to describe a particular person's duties. He is responsible for sorting the garbage; she is responsible for looking after her baby; the Environmental Protection Agency is responsible for monitoring air pollution; and so on. In these cases, the term singles out the duties, or «area of responsibility,» that somebody has by virtue of their role.

Now, we can analyze prospective responsibility. This usage bears at least one straightforward relation to the question of retrospective responsibility. We will tend to hold someone responsible when s/he fails to perform her duties. A captain is responsible for the safety of the ship; hence, he will be held responsible if there is a shipwreck. The usual justification for this lies in the thought that if he had taken his responsibility more seriously, then his ac-

tions might have averted the shipwreck. In some cases, though, when we are charged with responsibility for something, we will be held responsible if harm occurs, regardless of whether we might have averted it.

Applied relevance of the phenomenon of responsibility

Examples:

1. It is widely known, that the British apologize for any reason, even if they have done nothing serious. For example, if a person standing before entrance/exit of the store noticed your momentary confusion about whether you or he should pass one another forward (give way/ make way) – the British will apologize. However, the reverse side of the coin is that British people are very sensitive. If you accidentally touched someone and did not apologize, then you will be reproached that you are poorly educated and reminded of the need to say sorry in such cases. This example presents to which extent the British consider themselves responsible for their actions. The answer is that they are ready to answer for their own actions, at least in word. It also demonstrates that fact that they would like to apply these moral values to others.

2. Taken from real-life experience. In most cases, when a reviewer here, in Kazakhstan (probably, in Russia too) analyses a lesson given by a teacher or a teacher-trainee s/he is likely to reproach:

- You did this or that wrong.
- You must fix this or that, correct this or that mistake.

- You are wrong.
- Here you have made such mistake.

While his Western colleague will probably say:

- In your place, I would have done so, because...

- In order to avoid this flaw, error, mistake

They would like to admit their responsibility for the future success of their testee rather than frustrating his/her ambitions and motivation. The Russian language worldview speakers, who inclined to shift their obligations to external factors, would rather blame any external circumstances, e.g. some specific person – testee or his or her tutor, than make some efforts to share trainee's responsibility to some extent and try to help him or her using his/her life or professional experience.

3. In my opinion, English speakers and Russian speakers imply different amount of certainty and responsibility for their statements in terms of their outcome. I would like to examine word 'prob-

ably'. As Aristotle said, 'The probable is what usually happens' [3]. Descartes in his work 'Discourse on Method' expressed his thought as. 'It is a truth very certain that when it is not in our power to determine what is true we ought to follow what is most probable.' [5] Finally, as Cicero said, 'Probability is the very guide of life.'

Merriam-Webster dictionary definition of 'probably':

1. very likely : almost certainly
2. insofar as seems reasonably true, factual, or to be expected : without much doubt [3].

In English the word 'probably' indicates on a higher degree of probability of an event than 'perhaps', 'maybe' and 'possibly'. 'Perhaps', 'maybe', 'possibly' indicate that something may happen or may not happen or that there is a possibility that something will happen/will not happen. 'Probably' also has a similar meaning, but the likelihood that something will happen is quite high.

In Russian, their analogues have slightly another shade in connotation. When in the Russian language the words 'может быть, возможно, вероятно' are used—they leave a loophole, so as not to make a final decision. 'Maybe I will go to the gym', 'Maybe I will start a project next month' – they are all hidden excuses, when in the face of choice a person still does not want to do something. It is hard to admit this fact; therefore, it is better to provide a solution to someone or something, i.e. decline responsibility.

Even saying 'probably', we tend to decrease the degree of probability that an event will happen. So, in Russian only 100% sure statement can be taken under someone's responsibility. The rest that is lower than even 99.9% cannot be said for sure.

Conclusion

For people with different views on 'responsibility' notion different criteria of responsibility evaluation should be applied.

How can we impute or impose liability on those whose language worldview rather implies declining them from all responsibility by external factors, along with those who imply responsibility as an attribute of the actor. If Russian-speaking people should fall under the same standards with representatives of Western civilization, the essence of responsibility in a common understanding should be conveyed to all of them. Conversely, it seems difficult to explain to a British why he should not take all responsibility or to a Russian, why he should bear responsibility.

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UDC 811.512.122'373.49

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The Language Peculiarities of Internationalization of Higher Education in Modern Kazakhstan

Abstract. In article the directions of internationalization of education in the Republic of Kazakhstan, which have their own features, are considered. Progress of the al-Farabi Kazakh national university that has completely adopted educational programs, conforming to the international standards is noted. The university shows positive dynamics in the sphere of expansion of the international cooperation, the academic mobility, and development of social partnership that caused advance of al-Farabi KazNU in a world rating and its occurrence in top-300 best universities of the world. Prospects of development of the academic mobility promoting further successful inclusion of al-Farabi KazNU in global scientific and educational space are outlined.

According to the State program of development and functioning of languages and the project «Trinity of Languages», the Kazakh language surely raises the positions in communicative and language space of the republic, and in education. Besides, teaching in English is developed promptly at schools and higher education institutions of Kazakhstan; Russian, despite reduction of volume of its use, keeps an important role in the sphere of the higher education that causes language features of internationalization of education in the republic.

Key words: internationalization of education, the Kazakh national university, the project «Trinity of Languages», features of a language situation in RK, languages in the sphere of the higher education of Kazakhstan.

Introduction

Internationalization of higher education which is considered to be a process of international and intercultural aspects integration, as a rule, has two main trends in its aim and ways of granting higher education. The first aspect, called *internal internationalization*, is supposed to create such an atmosphere and culture in the higher institution maintaining and enhancing international and intercultural mutual understanding, feasible programs, research and projects which meet the requirements of international standards and are carried out cooperatively with foreign specialists. The second aspect—*external internationalization*— is a process of trans-border provision of educational products and services to foreign countries with the help of educational technologies and administrative agreements (on students' academic mobility, academic exchanges, etc.). Thus, tens of thousands of students from Kazakhstan are studying at Universities of the Russian Federation, the People's Republic of China, Western Europe, and North America.

To internationalize higher education it is necessary to actively enter the global scientific and educational space where the dominant position belongs to the English language, the study of which is considered the index of internationalization of education by the international educational community.

With reference to the Republic of Kazakhstan this trend of internationalization of higher education is in the trail head at present, nevertheless, it is rapidly developing: new specialized English teaching schools have been established, students of some leading universities of the Republic are getting knowledge exclusively in English (Nazarbayev University, KIMEP University, Kazakh-British Technical University), academic mobility—international exchange of students and professors— is being practised. First, it is related to the Bolashak International Scholarship, which was set up in 1993, thanks to which thousands of Kazakhstan students have received and are getting higher education abroad or are able to continue their study for the Master's degree and PhD in leading universities of the world.

The president of the RK N.A.Nazarbaev in his speech at the jubilee forum of the International scholarship program «Bolashak» on November 29, 2013 mentioned the figures that over past years of Independence more than 10 thousand students received higher education abroad thanks to this program [1].

A great amount of work on internationalization of higher education is done at Al-Farabi Kazakh National University, one of the biggest higher educational institutions of the Republic. It has fully transferred into educational programs, which meet the requirements of international standards; the teaching staff actively lead scientific research and accomplish innovative projects jointly with foreign specialists. The number of scientific articles of scholars in publications with high impact factor and citation is increasing year by year. The University shows positive dynamics in the sphere of extension of international cooperation, academic mobility and the development of social partnership. Al-Farabi Kazakh National University pays particular attention to the implementation of joint scientific and educational projects and programs with foreign universities.

Methods

All of this determined the rapid promotion of Al-Farabi Kazakh National University in the world ranking and its entry into the top 300 universities in the world based on study of rating agency QS (the UK). The objective is to improve the position of Kazakh National University in the world ranking in the future, for that purpose it is crucial to increase the volume of Kazakh scientists' publications in leading international scientific journals, to introduce educational courses in English, to invite well-known foreign scholars to conduct lectures and research programs, also to promote the departure of Kazakhstan professors as invited experts in foreign universities.

Main body

It should be noted nevertheless that the tendency to realize teaching in English at universities might have a number of negative consequences, as it often leads to the decline of the role of academic process in other languages [2], including the mother tongue. Thus, in Kazakhstan there are mutually exclusive, at first sight, language peculiarities of internationalization of education which require a comment.

It is well-known that the Republic of Kazakhstan is a multi-ethnic, multicultural and multi-confessional state, where more than a hundred ethnic groups speaking languages relating to different genetic structural groups and classes reside. Historically, it

is accounted for many reasons, the main ones being famine in 1923-1933, which reduced the number of Kazakh population more than twice as less, massive deportation of the repressed peoples to Kazakhstan in the pre-World War II years: Germans, Ingush, Chechens, Koreans, Crimean Tatars, Greeks, Poles and others; evacuation of the population from the front areas to Kazakhstan during the WW II years; development of virgin and fallow lands. All of these historical events caused the increase of Russian speaking population in Kazakhstan. These processes turned the Kazakh population into an ethnic minority in their historic territory until the collapse of the Soviet Union and the Republic getting sovereignty¹.

All of these factors, as well as Russification policy led to the fact that during the Soviet period communicative language area of Kazakhstan, as well as of other Soviet republics, was dominated by the Russian language which had huge prestige for « language proficiency in Russian offered opportunities ... to receive all kinds of education and for any kind of career» [3,104]. Via the Russian language, people could be introduced to the world culture and they could practise interethnic communication. All this actually resulted in strengthening the position of the Russian language at the expense of others. [4, 309].

The Kazakh language, thus, was expelled out of the formal political and public arena.

Following the Kazakhstan gaining independence, one of the first acts adopted in 1989 was the Act «On Languages in the Republic of Kazakhstan», which established the status of the Kazakh language as the official language, Russian as a language of interethnic communication. The new version of the Act of 1997 defines the status of the Russian language as the language officially used on a par with the Kazakh language.

Since the beginning of reformation period in the country the largest migration processes have taken place, both external and internal, which dramatically affected the ethno-linguistic situation² [5]. A particu-

¹ According to the census of 1989 the Kazakhstan population number was 16.2 mln people, out of them 6496,900 – Kazakhs, 6062,000 – Russians, 946,900 – Germans, 876,000 – Ukrainians, 331,000 – Uzbeks, 320,700 – Tatars, 181,500 – Uighurs, 177,900 – Belorussians, 100,800 – Koreans, 89,000 – Azerbaijanis, 616,500 other ethnic groups

² At the beginning of 2012 the Kazakhstan population number was 16 675,400 people, out of them 64,55% – Kazakhs, 22,35% – Russians, 2,96% – Uzbeks, 1,88% – Ukrainians, 1,42% – Uighurs, 1,22% – Tatars, 1,08% – Germans, 0,62% – Koreans, 0,61% – Turks, 0,56% – Azerbaijanis, 0,38% – Belorussians, 0,35% – Dungans, 0,24% – Kurds, 0,24% – Tadjiks, 0,20% – Poles, 0,19% – Chechens, 0,10% – Bashkirs, 1,04% – other ethnic groups (the RK Agency 2012).

larly important role was played by external migration, which was linked, on the one hand, with a significant outflow of Russian-speaking population in the first years after the collapse of the Soviet Union. This emigration, though considerably diminished, but nevertheless, is still continuing. On the other hand, Kazakhstan has been receiving repatriate ethnic Kazakhs from the former Soviet Union countries and beyond. This process appreciably affects the ethno-demographic and linguistic situation in the country.

Thus, over the period of independence of Kazakhstan, due to the adopted legislation acts on the new language policy, the implementation of language planning, measures to carry out the National program of functioning and development of languages for 2001-2010, changes in the proportions of the major ethnic groups of population in the country, and the processes of civil and ethnic identification, and many others, major changes in the communicative language expanse of Kazakhstan have occurred [6].

It is important to note that the aim of the new national program of functioning and development of languages in the Republic of Kazakhstan for 2011-2020 is to increase the number of school leavers who have a good command of the official language up to 100 %, of the adult population of the Republic speaking it—up to 80 %. Simultaneously, the National program seeks to save the population number speaking Russian at the rate of 90%, and to increase the part of English-speaking population up to 20%. According to the cultural project of trilingualism, the portion of the population that speaks three languages—official, Russian and English—is planned to be increased to 20% by 2020. The achievement of these «target indices» [7] is directly connected with the system of continuous education of Kazakhstan

young generation in the state language, while teaching the Kazakh and Russian languages in all schools is compulsory.

Over the years of independence, the state Kazakh language has considerably expanded its functions and scope of use. Besides, in accordance with modern requirements, integration into the global community, as well as a phased implementation of the country's cultural project «The Trinity of Languages», the prestige of the English language has risen and it has enlarged its volume of functioning. However, the accumulated communicative power of the Russian language, which for a long period of history was the dominant means of inter-ethnic communication in the country, in its official and political life, educational sphere, continues to persist in the Kazakh society. Consequently, the internationalization of education in Kazakhstan is not so much teaching in the English language, which is rapidly developing, but has not yet received wide usage. The important role still belongs to the Russian language, which is most evident in the higher education system of the country.

The priority of the Russian language has persisted much longer particularly in the sphere of higher education than in schools and colleges of the country. And at present, against the background of a significant increase in the number of students choosing to study at university in the official language, and the increasing prioritization of studying in English in the educational sphere of Kazakhstan, the Russian language retains an important place.

It is interesting to analyze the dynamics of the distribution of the number of students by their language choice for studying at universities of Kazakhstan that clearly demonstrate the trends of change in the language preferences of students over the 20 years of sovereignty of the country (Table).

Table – The number of university students by language of instruction in the Republic of Kazakhstan

The academic year	Number of students (thousand people).	Education in Kazakh (%)	Education in Russian (%)	Education in other languages (%)
1990/1991	287,3	13,65	86,3	0,05
1991/1992	283,3	17,9	82,0	0,1
1994/1995	266,7	29,0	71,0	–
1995/1996	260,0	30,9	68,9	0,2
1996/1997	255,8	30,4	69,2	0,4
1997/1998	293,5	27,3	72,2	0,5

1998/1999	318,8	26,9	72,4	0,7
1999/2000	365,4	28,0	71,5	0,5
2000/2001	440,7	30,1	69,3	0,7
2001/2002	514,7	31,5	67,75	0,75
2002/2003	597,5	36,2	62,9	0,9
2003/2004	658,1	38,6	60,5	0,9
2004/2005	747,1	40,0	58,8	1,2
2005/2006	775,8	42,6	56,5	0,9
2006/2007	768,4	43,95	54,9	1,15
2007/2008	717,1	46,7	52,2	1,1
2008/2009	633,8	47,6	51,3	1,1
2009/2010	610,3	49,8	48,6	1,6
2010/2011	620,4	51,6	46,8	1,6
2011/2012 ¹	629,5	54,4	44,1	1,5

Important note: Information about the choice of the language of instruction by the young generation of Kazakhstan of different ethnic origins suggest that the representatives of the largest ethnic groups of the republic—the Kazakhs and Russians—mostly are taught in their ethnic languages, while the representatives of the numerous Kazakhstan Diaspora most often opt for Russian as the language of higher education. In addition, foreign students who generally come to Kazakhstan universities from Africa and Asia for higher education in the medical, agricultural and specific technical specialities are taught in Russian [8].

Returning to the issue of training young people in world languages, which contributes to the internationalization of education, it is necessary to emphasize the role of the cultural project «The Trinity of Languages» initiated by the President of the country who says: «Kazakhstan should be seen around the world as a highly educated country, whose population can use three languages. They are: Kazakh – the official language, Russian—the language of inter-ethnic communication and English—the language of successful integration into the global economy.»

Thus, laying a course for the citizens mastering three languages, Kazakhstan responds to the reality of today: the trinity of languages will be the indication of a country's competitiveness. The experts believe that the work on the development of the state language should be much deeper and more consistent. On the other hand, it is necessary to take

into account the key need to maintain the position of the Russian language. Everybody understands the role of the Russian language as the language of successful inter-ethnic cooperation and its integrative function. The Russian language plays a very considerable role in the information field of the republic, and the knowledge of it will remain a factor of personal competitiveness in the foreseeable future.

In addition, finally, the third component of the idea is related to the importance of learning the English language, which is necessary in a globalized world with its enormous flow of information and innovation. The idea of the trinity of languages, in fact, is a part of a national ideology aimed to the establishment and development of competitive Kazakhstan – so is the implementation of the cultural project «The Trinity of Languages» evaluated by the absolute majority of experts [9].

Conclusion

It should be concluded that Kazakhstan is consistently implementing the adopted state language policy, the effectiveness of which will largely depend on the ways of introduction of modern methods of teaching the young generation of Kazakhstan the state and foreign languages, especially English, as well as the preservation of the communicative functions of the Russian language, which will on the whole contribute to the successful development of the internationalization of education in the Republic of Kazakhstan.

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UDC 81`37;003;81`22

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The Importance of Preliminary Approaches in Teaching Pronunciation

Abstract. The paper deals with the features of the systematic approach in teaching foreign languages, defines that systematic approach compared with the traditional methods which are still being influenced. This article also describes how to develop learners' competence using target language correctly having been informed with the primary principles of pedagogic methods in individual symbols of sounds, especially vowels according to the basic types of reading rules and some vowel reading combinations. We also follow some points of view about the pronunciation of English, two major organizing structures as rhythm, intonation and try to prove them with possible facts.

Key words: method, pronunciation, intonation, approach, letter, sound, model, skill.

Introduction

Language is one of the most useful tools we have as humans. Without language we could not imagine our thoughts expressible to others, nor could we engage in the activities that commonly take place in the societies we build for ourselves. Thanks to language, we are established access to the knowledge that is built up in books and other publications.

If we are lucky enough to acquire skills in a language beyond the one we already know, we increase our capacity to do things with our lives. Language learners of English throughout the world are aware of this fact and the special advantages that come with knowledge of an excellent language.

According to our plan, preliminary sound-drill expands over one term of the first academic year, during which period learners use no textbook, teaching is mostly accompanied with oral speech and learners do class or home exercises of a phonetic transcription prepared by the teacher himself, that's why we want to share some preliminary approaches in teaching sound knowledge of English from our year practice in our article.

Methods

Different scholars developed the phonetic method of teaching in modern foreign languages. However, what we think is new today was being done centuries ago in some part of the world. English

teachers have been bombarded with so many «new» methods, from the Direct Method, Grammar-translation Method, Audio-lingual Method, Delayed Oral Response and Silent Way Methods.

Our lexical stock is full of such terms as approach, discourse, motivation, transformational grammar and functional phonetics. The question is that they are the same terms under a different name. In our opinion, we are really doing new and different things, but we are also repeating ourselves.

To prove this a few of the methods in which we are still being influenced by the past we have to look at Herbart's five basic steps of methods written in the early 1800s and still used in some form by many teachers. 1) *Preparation*: review of familiar, relevant material; 2) *Presentation*: examples of language use and the discovery of rules by learners; 3) *Association* of new and familiar material; 4) *Systematization*: generalization: recapitulation of new material in a context; 5) *Application*: practice [1].

The starting-point for instruction according to this method is the spoken word, not the printed page, the sound, not the letter. Hence, teaching is at first exclusively oral. The task of the pupil at this stage consists in mastering the sounds of the language to the extent that he learns to recognize them when uttered in his hearing and to reproduce them according to the model of the teacher. Not until he

knows the sounds does he meet their equivalent in writing [2].

One of the primary principles of good pedagogic materials is that they should be interesting and when learning is successful in their first year studies with some experience of *sound* knowledge, we will be able to develop learners' competence using target language correctly. When the learners are considered as the main role-playing object at every stage of above-mentioned processes, it might be judged as a learner-centered approach. One of the characteristics of this approach is to teach and learn the phonetic structure of any language systematically. Unfortunately, the role of systematization in learning is not so simple. Certainly, there is a lot of phenomena and methods to use that systematization of sound knowledge plays a crucial role in the learning process.

First, we learn by fitting individual symbols of sounds to create a meaningful system externally, but the most important point here is an internally generated system. Moreover, we do not know how our mind actually goes about creating its internal system of knowledge that is why sometimes we must be careful with the mistake made by audio-lingual approach.

Main body

It is obvious that we have to learn much from history of language learning, but is also language teaching, and investigation. Year after year in research literature learning and teaching processes are developing and are progressing an ever-accelerating rate. Today, however, the most significant discoveries are not those describing methods that are new. The «really new and different things» in language teaching involve different approach to teaching. Previously it was believed that only basic tool a language teacher needed was a *sound* knowledge of the language.

Some teachers have some points of view about what it means to learn and teach the pronunciation of English [3].

Point 1. Learning the pronunciation of English means learning how to pronounce the individual vowel and consonant sounds.

Point 2. It is difficult for students to hear and pronounce some sounds, such as the difference between the vowel sound in *ship* and the vowel sound in *sheep*. Therefore, it is useless to spend time on pronunciation.

Point 3. Pronunciation instruction is boring.

Point 4. Nonnative speakers of English cannot teach pronunciation.

Therefore, what are the facts for the teaching the pronunciation concerning these points?

Fact 1. There is much more to the pronunciation of than its individual sounds. How these sounds are organized plays a greater role in communication than the sounds themselves. Two major organizing structures are *rhythm* and *intonation*.

Speech rhythm is defined as a regular occurrence of stressed syllables in a speech continuum. English is a stress-timed language. In such languages, rhythm is based on a larger unit than syllable, the rhythmic group. The stressed syllables in the rhythmic group form peaks of prominence. Speech rhythm is regulated by the style of speech. Rhythm performs the functions of delimitation and integration, aesthetic and pragmatic functions.

Phonetics studies the sound system of the language, i.e. segmental phonemes, word stress, syllabic structure and intonation [4].

The intonation pattern is the basic unit of intonation. It serves to actualize syntagms into intonation groups. *The nuclear tone* is the most important part of the intonation pattern. The tail may follow the nuclear tone. The two other components of the intonation pattern, *the head* and *the prehead* form its pre nuclear part.

Intonation is a powerful means of communication. *The communicative function* of intonation embraces all its numerous uses, which can be grouped into the following functions: distinctive or phonological; organizing; pragmatic; rhetorical; social; stylistic.

Performing its *distinctive function* intonation can differentiate the syntactic

(communicative) types of sentences, attitudinal meanings, the actual meaning of sentences.

Therefore, intonation is a term used to refer to *the distinctive use of different*

patterns of pitch that carry meaningful information.

Pitch is the *rate* of vibration of the vocal folds. When we speak, normally the pitch of our voice is constantly changing. We describe pitch in terms of *high* and *low*.

Question: What is the difference in the way the following two sentences sound?

A. *He is going tomorrow.*

B. *He is going tomorrow?*

Answer: The 'melodies' of the two sentences are different:

- The melody of sentence A *drops* at the end, making it a statement.

- The melody of sentence B *rises* at the end, making it a question.

In languages like English, we call these sentence melodies intonations.

All spoken languages have intonations. In general, definitions of researchers intonation can be compared as a pointer so that instead of using a finger we use our voices to draw attention to important words in the sentence. So two underlined words given above are the ones that the speaker wants the listener to pay attention to some kind of things. The fall (*tomorrow.*) and rise (*tomorrow?*) in pitch of speakers voice are the characteristics of intonation.

It is also proved that functional words as articles, prepositions and auxiliaries are not those words where pitch changes take place to convey new information.

So stressing syllables in pitch changes are also as important as stressing them. This is also true for words in sentences with the modal verb *can* and *can't*. We know from grammar structure of English that *can* is never followed by *to* and it doesn't change with person and number. In the knowledge of spoken language we mostly do not pay our attention to the pronunciation of these words that's why we have to let our language learners hear the difference between *can* and *can't* before using them in sentences. In order to practice different pronunciations of *can* we should have to take three types of statements as example sentences separately. So the pronunciations of *can* and *cannot* depends on the stress or lack of stress put on the word. *Can* is unstressed in the positive statements and the vowel *a* is pronounced as a 'schwa- neutral vowel' – [ə]. It is stressed in the negative sentences and the vowel of 'can't' *a* is pronounced as a 'short' – [æ]. The same pronunciation of *can* in questions is also stressed. We also have to draw learners' attention to the derivation of the contraction from 'cannot' to 'can't'.

In our practice of teaching English at the early stage, we introduce all the letters of the alphabet in the forms of speaking, spelling and transcribing. Here for the further discussion and decision-making we want to ask ourselves: «How can the sound knowledge of the language be improved in the course of introductory phonetics?» Eventually we want our learners to be able to pronounce the alphabet correctly because the native language of the learners does not have a similar Roman-based alphabet and they have not been exposed to English before. Therefore, we may have to have a preliminary lesson in forming the letters before they can actually begin writing (speaking, reading and listening).

There are many ways of teaching and recognizing the letters as repeating each letter one by one, in groups etc. As they have progress we should ask questions for information in the form of dialogue by acting the part of a person – their names from

smaller groups or individual students. Then as one spells his name, we should write it ourselves and after that, we let them do this activity themselves. Having established the knowledge of the alphabet correctly we should make cards of the alphabet in a mixed order and ask them to spell various words as names of their friends, family members, topical vocabulary of the unit etc. This activity helps us to develop language learners' spelling, speaking, writing skills and also check and enrich their vocabulary.

For beginning to write in English we may also use a registration form by explaining the information that it gives and they understand what the form asks for, sometimes they do not know the words printed on the form as 'Ms'. So we should explain that 'Ms' is used with the name of a woman without any indication as to whether or not she is married and also give some information concerning its etymology as a relatively new word. Then we ask them to pronounce by saying individual letters [em,es] and sounds [miz] as to the rhyme 'his' or 'is'.

Here we want to mention that our students are not only language learners, they are also language users therefore during the period of such activity we will be able to develop their alphabet reading skills correctly because there is an important link between pronunciation and reading which also increases familiarity with the sounds of each letter and then step by step we have to turn to teach the correct pronunciation of reading rules of all English vowels and consonants.

As English is taught to language learners with three different levels in the world practice, our practice material is intended for language learners with little or no previous instruction in English or for First Level or Elementary learners. At all levels each skill must be presented systematically. In our First Level, listening and speaking receive greater emphasis; later, reading and writing become more prominent.

World English basic program recommends these following steps of instruction for the presentation of each sound:

Modeling the New Sound: Show your students how to produce each sound by modeling it yourself. Give the sound in isolation at this point, without the example words.

Having the students make the sound: Provide some coaching and correction as your students try to make the sound themselves. This also should involve the sound isolation.

Presenting the Sound in Context: Give your students practice in recognizing the sound in context

by modeling the example words «as in land». These examples are common words that represent the way the sound is typically spoken.

Having the students Say the Example Words: Again correcting as necessary, ask your students to say the example words.

Showing How the Sound Is Spelled: Present the example words in written form, to show how the sound is represented in spelling [5].

All of these steps should be carried out for each new sound to some extent. The degree of representing each sound can also vary according to your students' needs cognitively in the lesson and in order to realize above mentioned steps we should set out some of the ways in which our learners can be involved. One of the simplest way is writing the new phonetic symbol on the board or use your ready-made cards and presentations then model the sound several times for your students. After giving time them to generate a new sound ask individual students to imitate how you model the sound, here different imitations are reflected in their responses. It is natural they may make mistakes in the exercises that involve finding words which have the new sound. If you want to get a productive result, you should have to act as a coach because they carefully watch as you make the sound and let them learn from one another's mistake.

Further practice in the mastery of the new sound is to present example words in written form and ask students to find the letters that have the sound [æ] or read a sentence and also ask to say in which words the sound [æ] is represented or how many times it is appeared. Getting students to find the new sound in

a list of words or in a line of sentences gives a stronger motivation to proceed to the next step of the lesson. Having done so, the one thing that will occupy their minds is finding out whether the letter «a» is pronounced as the sound [æ]. One more particularly way of keeping on the alphabet is writing spellings of each letter given as example words because they are among the most spellings for each sound. Here our purpose is also to consolidate the skill of matching sounds and letters. In order to match sounds and letters we should introduce with the common reading rules for the letter «a» as [ei]-name, [æ]-bad, [a:]-car, [ɛə]-fare. They can see and hear that the letter «a» sounds differently in various types of reading rules by which each sound is required to take into consideration, that is why we have to modify above-mentioned recommended steps of world English instruction for each new sound. The next step is devoted to the same types of reading rules of the letter «a» with the combinations and proceedings of other letters as **ay, ai** [ei] – aim, day; **a** [æ] – have, **a+s, n, f, th** [a:] ask, last, dance, after, bath; **are** [ɛə] – bare. We concluded from the needs of language learners the following exercises that made a wide use of practice in spelling of the letters, reading and writing sounds correctly.

a) Transcribe them: a) with the first type of syllable (open syllable), b) with the second type of syllable (closed syllable), c) with the third type of syllable (vowel +r), d) with the fourth type of syllable (vowel +re).

b) Read the following words and arrange them in columns above according to the corresponding type of reading rules:

Type of syllables Vowels	Open syllable I	Closed syllable II	Vowel +r III	Vowel +re IV
A a [ei]	[ei] name	[æ] man	[a:] car	[ɛə] care
balm, grasp, they, snail, stay, fast, fair, plant, stair, faint, sail, draft, path, stable, flay, answer				

The readings of the letter «a» indicated here are not only applied according to the four types of reading rules but also *out of reading rules* keeping the same soundings. We also have other *out of reading rules* which do not keep the same soundings as in the letter combinations: **a+lk** [ɔ:] – chalk, **a+ll** [ɔ:l]

– small, **al** [ɔ:l] – salt, **aw** [ɔ:] – law, **au** [ɔ:] – cause, a [e] – many, **au + ght** [ɔ:] – daughter. So the vocabulary list practiced in the unit must include the reading rules of not only the letter «a» but letters «e, o, u, y and i» in detail. When the tongue is in the front part of the mouth and the front part of the tongue is

raised to the hard palate *a front vowel* is pronounced. They are – [i: e æ]. So the teacher should also give some necessary theoretical background about the articulation system of vowels.

Vowels are normally made with the air stream that meets no obstruction in the mouth, pharyngeal and nasal cavities. On the articulatory level, the description of vowels notes changes: a) in the stability of articulation; b) in the tongue position; c) in the lip position; d) in their length. All English vowels are divided into 3 groups: *monophthongs, diphthongs, and diphthongoids*. [6]

Difference in the articulation bases of English, Kazakh and Russian, reflected in the system of vowels is as follows:

The positions and movements of the lips are very peculiar. On the one hand, when an English is silent, his lips occupy the so-called flat-type position, they are more or less tense and the corners are raised as in a smile. A Russian and a Kazakh keep the lips rather lax with the corners of the lips lowered. Spreading of the lips for front vowels is rather typical of English. In Russian and Kazakh, the lip position for unrounded vowels is neutral. On the other hand, in the production of the Russian vowels /o, y/ and the Kazakh /o, e, y, ʏ, ʏ/ the lips are considerably protruded. In English such protrusion does not take place, as in /o, o:, u, u:/.

In the production of English vowels the bulk of the tongue is more often at the back of the mouth;

in the production of Russian and Kazakh vowels the tongue is mostly in the front part of the mouth. Besides, the tongue may occupy more positions when articulating English vowels than in Russian or Kazakh vowel production.

English and Kazakh vowels are more tense than Russian. This is especially

felt in unstressed syllables. In English and Kazakh, an unstressed vowel does not always differ greatly from a stressed one. In Russian, it is always short, lax and reduced. In English there are short and long vowels which are different both in

quality and quantity. There are no such phonemic oppositions in the Russian and Kazakh languages.

Conclusion

In concision, we may say that a preliminary approach in acquaintance with phonetic principles can be the base of good pronunciation and communication.

Our own experience in the use of vowel sound-symbols with the First Level learners has been limited to allow our readers to form the full opinion on pronunciation. But in any case we have used these approaches to ordinary spelling, sounding which may be done without difficulties for further continuation of other letters and sounds. So well taught basis of articulation dependent upon the speech-characteristics of any tongue. It is known that pronunciation is an integral part of language learning.

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UDC 81'42; 801.7

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Stylistically Coloured Lexis and Artistic Speech

Abstract. A special place in the structure of the Russian language is taken by colloquial elements in the literary bookish language. The principles of constructing colloquial speech approximate it to the language of belles-lettres. Of interest is the problem of reflecting the colloquial speech of different social layers in a work of fiction: it refers not only to characters' direct, dialogical speech, but also to special features of colloquial speech which are used as signals of represented speech, the narrator's speech and speech of the author close to personages. The writer Yury Trifonov skillfully uses common colloquial and newly created lexemes for his heroes' typification.

Key words: colloquial speech, the language of belles-lettres, represented speech, Yu. Trifonov, the inlay of the literary speech.

Introduction

The language of belles-lettres represents the literary language, but at the same time it is original and specific. Artistic texts are the most important object of philological research, and with their help we understand the originality and complexity of the language of each individual work of fiction and overall artistic speech. According to A.N. Kozhin, they shed light on various aspects of verbal imagery structure of such a complex object as the language of belles-lettres [1, 3].

A work of fiction is an integral compositional and stylistic structure, which is based on the interaction of various language means. The author organizes the verbal material so that to express the main artistic idea in the best way while transmitting a particular content.

Methods

Theoretical analysis of literary sources, namely of the novels by Yuri Trifonov, from the point of using lexemes of other styles in a literary artistic text.

Theoretical analysis and generalization of scientific literature on the topic of research.

Main body

While investigating the style of the writer Yuri Trifonov, we are particularly interested in his work

on the language of the literary compositions and through it we define the ways of developing his creative manner. Historical thinking was peculiar to Yu. Trifonov; he analyzed each particular social phenomenon referring to reality as a witness and historian of our time and as a human inseparable from and vitally rooted himself in the Russian history: he in his creativity not only honestly and truthfully reflected various facts of our time, of our reality, but also sought to uncover the reasons for these facts. Social historicism is a fundamental quality of his prose [2, 24].

Yuri Trifonov himself said the following about his early works, or rather, about the language of these works: having written a lot of stories, even a novel in twenty-two printed pages, I did not understand completely – I only had a vague guess – that the main difficulty was to find words [3, 43].

What does the word mean? The meaning of the word is its relationship with the element of consciousness, with the concept, and what is more – with the feeling or the will. The study of stylistic and semantic features of words can not be conducted in isolation from one another, because it is difficult to determine the ability of a lexical unit to provoke stylistic impression without analyzing it.

V.V. Vinogradov wrote: «The word, the idiom in common colloquial language are closely fused with the object and have a sharp imprint of the social environment, of the image of the speaking subject, its expression. Together with words and expressions of the common colloquial language, syntactic constructions of the «live oral speech» invade the literary language» [4, 235]. The speech of characters in Yu.Trifonov's novels is built on this «power» of words. He is an «urban» writer, i.e. his characters live and act in the urban environment and they are the speakers of this environment and it is natural that in the language of educated, intelligent people, especially in their everyday speech, one can find «non-codified» elements.

What kind of words from this layer of vocabulary does Yu.Trifonov use for typifying his heroes?

An important place is occupied by nouns.

It is illustrated by the following examples:

– Razreshaeshj, ... on usmehaetsja. A mneslabo! Ja zheslabak! (You allow ..., – he grins. – It's feeble for me! I am a feeble creature! (*Beskonechnyjeigry / Endless games*))

– Smotrite, kakajakrasotka u nashegodrug! (Look at the babe of our friend!) (*Dolgojeproschanije / The Long Good-Bye*).

– Oi, Vitja ... Nu, pogovori s nashimZherekhovym. Ja ego seichasvyzovu. Toljko on boljshoiboltunivralj, imei v vidu (Oh, Victor ... Well, talk to our Zherekhov. I'll call him right now. Only he is a great chatterer and a liar, mind this. (*Obmen / The Exchange*))

– Tridsatjrublei, kotorye ja tebmogudatjnadorogu, – govorilaona, – sdelayuttebjaprikhlebatelem. (Thirty rubles I can give you for the journey – she said – will make you hanger-on. (*Drugajazhiznj / Another Life*))

The above mentioned examples of nouns *slabak* («feeble»), *krasotka* («babe»), *boltun* («chatterer»), *vralj* («liar»), *prikhlebatelj* («hanger-on») contain negative evaluation, but this evaluation does not strongly humiliate or offend the object of speech.

The following examples bear greater emotional and pejorative (almost abusive) evaluation:

– Nikto ne raskis. No mne eta gadostj ne nraivtsja (No one has become limp. But I don't like this dirt. (*Drugajazhiznj / Another Life*))

– ...A ja vsju zhiznj kuda-to karabkalsja, karabkalsja. Starostj ottogo, chto ustajeshj karabkatsja. Kakaja-to mura, ponimaete? (And all my life I have been climbing somewhere, climbing. The old age is because you get tired to climb. It's a mess (nonsense). Do you understand?) (*Predvaritelnyeitogi / Preliminary Conclusions*))

– No ionitozhedryanjlyudishki... Toljkovy ne gnevaitesj, ladno?... (But these little people are rotters... Don't be angry, okay?...) (*Dolgojeproschanije / The Long Good-Bye*).

– Ne khochuchitatj, vsjomneizvestno... K chjortu... – bormotal on – Tozheumnitsa! Nadozabytj, otsechj, ne pomnitj vseietoidryani, a ona, kakna-rochno... Na cherta ono mnenuzhno, etopisjmo! (I do not want to read, I know everything ... What the hell... – he muttered. – Too clever! It is necessary to forget, to cut off, not to remember all this rubbish, and she, as luck would have it ... What the hell I do need it now, this letter! (*Drugajazhiznj / Another Life*))

For «imitating» colloquial speech the writer uses common-colloquial as well as newly formed (in accordance with productive patterns of colloquial speech) lexemes. Colloquial speech is characterized by spontaneity, lack of preliminary preparation and thinking.

The author chooses certain colloquial means for his characters and they help him in the expression and embodiment of the purport of the literary work. Thus, the selected linguistic means bear the «imprint» the author's language.

The language phenomena in a work of fiction always appear different in comparison with their usage in everyday life. It is explained not only by the fact that they are colored by various figurative, metaphorical and stylistic nuances and fused into a single imagery system by the idea expressed by the writer [5, 8].

In his novels Yuri Trifonov uses words taken from colloquial speech, and this is the reason why we would like to focus on the relationship between colloquial speech and fiction.

The principles of constructing colloquial speech make it close to the language of belles-lettres. The authors of the book «Russkayarazgovornayarech» («The Russian Colloquial Speech») consider that the «speaking subject» when using colloquial speech and the author of a work of fiction can creatively relate to the form of speech. However, if the work of art is always aimed at the form, then it is not obligatory but always conceivable for a speaker in colloquial speech [6, 7].

It follows that freedom in constructing linguistic units and freedom in selecting ready-made language items from the nationwide stock of the language are inherent both for colloquial speech and for language of belles-lettres. Modern colloquial speech and artistic speech are inclined to the tendency to «inlay» the literary speech with dialectal and jargon characteristics, individual deviations from the literariness

but against the background of common literary and precisely standardized speech [7, 5].

The freedom of building units and constructions typical of colloquial and artistic speech has not only similarities but differences as well: units and constructions similar in their form may have different functional loading in the colloquial language and in the language of belles-lettres.

A native speaker of the Russian literary language normally does not have a good command of dialects or colloquial language. He can use elements of one of them or another as intended inclusions.

«As for the Russian linguistic situation, then it is somewhat different. Carriers of the literary language use colloquial speech in the field of unconstrained personal communication. They can use elements of dialect or popular language only as inclusions – as a means of expressivity [8, 24].

Language game is widely used in colloquial speech. Elements of different layers and spheres of the national language (common colloquial layer, professional jargon and youth slang, dialects, different functional styles of codified literary language) as well as other languages can be used for language game purposes.

Language game in colloquial speech can be seen as the realization of the poetic function of the language. Language game is unpretentious fun and more or less successful witty remark, pun and different kinds of tropes.

Charles Bally says: It is obvious that speech in the broadest sense of the word, namely the national language, possesses aesthetic resources. A writer, who deliberately seeks to produce a particular aesthetic effect, does not create something new every time and draws the main elements of his style from the national language [9, 212].

The range of language game phenomena is wide. In colloquial speech language game can serve as a rich material for a writer.

There are the so-called two «types» of language game – buffoonery and wittiness. Both of them are peculiar to fiction.

The most common genre of colloquial speech is dialogue. According to L.V. Szczerba, the true existence of language is found only in dialogue. New words, forms and phrases are forged in dialogue. Everything that is said about the effect of different psychological and physiological factors changing the language is applicable to dialogue, and a man wishing to study these factors should apply to this form of manifestation of language [10, 104].

As an essential component of prose work composition, dialogue reflects the characteristics of the individual style of the author.

Individual skills are manifested in colloquial speech automatically and in fiction – intentionally. Speech act proceeds spontaneously, therefore, a certain freedom of manifestation of the individual in relation to language and its simultaneous connectivity with stereotypes are combined.

In the language of fiction the situation is different. Free, individualized selection of means of linguistic expression, stereotype and pattern are detached and contrasted in conditions of conscious, prepared language selection. If the author of a work of fiction unconsciously demonstrates the use of some features of his personal language experience, contrary to the aesthetic function of word choice, there appears violation of the laws of creation of a literary text [11, 29].

It is peculiar for the language of fiction to use linguistic resources of all the other language styles. Any linguistic unit, especially a polysemantic one, can be used as a stylistic means.

From the stylistic point of view, the vocabulary of Russian language has been studied better than any other linguistic resources. But the problem of stratification of vocabulary still draws attention. Functional and expressive means are distinguished in the Russian literary language.

There are different opinions regarding the issue whether language elements marked in the dictionary as colloquial belong to stylistic means of the language.

The debates about the inclusion of colloquialisms into the literary language ceased after the publication of the paper by F.P.Filin «On the structure of the modern Russian literary language» [12, 11].

In this article and in his subsequent studies, F.P.Filin showed a fundamental difference between the elements such as *karga* («crone»), *kayuk* («it's the end of something»), *vypendrivatjsya* («to put on airs»), on the one hand, and *prOcent* («per cent»), *vyborA* («election») used with a wrong word-stress, on the other hand. The first examples represent «language means, words, phrases, syntactical constructions, grammatical forms, peculiarities of pronunciation that are used by all educated people for coarse, derogatory images of the object of thought (a kind of «low style» of our time); the second group of examples represent «the elements of speech of people who have not quite mastered the literary language or are even semi-literate».

The extra-literary colloquial language includes language phenomena at all levels which are not used by an educated person under any circumstances, except when deliberately imitating or mimicking illiterate people. The elements of the first type are

called «literary colloquial language» by F.P.Filin, the elements of the second type are named «extra-literary colloquial language».

Those, who refer common colloquial elements to the facts of the literary language, define them as stylistically low means. But if some of the supporters of the indicated point of view distinguish common colloquial elements, others (e.g., Yu.S. Sorokin) do not consider the difference in the degree of intensity of coloring a sufficient ground for differentiating between these and other elements. Recognizing the common colloquial language as an extra-literary fact, linguists generally believe that it is by virtue of its extra-literary character can not belong to stylistic means of the literary language.

We adhere to the point of view of F.P. Filin, who believes that there are two (not one) common colloquial languages: 1) common colloquialism as a stylistic means of the literary language, 2) common colloquialism as the speech of people who have not sufficiently mastered the literary language.

The main reason for differences in understanding the composition of stylistically marked means and their differentiation is the fact that the notion of stylistic markedness is still uncertain, besides other problems associated with these means do not have an unambiguous solution.

Characteristic features of stylistically marked means found in our linguostylistics are quite diverse, nevertheless they can be divided into two groups:

1) elements used in all conditions of communication;

2) elements with stylistic coloring or expressiveness, according to terminology of some authors

It is widely believed that currently units with a distinct stylistic character are not numerous, at least less than in the previous period, while the number of stylistically neutral units has increased, and the pro-

cess of neutralization of stylistically marked means will continue. The leading trend of the development and interaction of styles is that they gradually lose elements with functional coloring (with the exception of terms) [13, 18].

At present, there are few linguistic units, which would be confined to certain types, forms and genres of speech. These obviously include the so-called non-codified elements.

Conclusion

From the definition of stylistically colored vocabulary, it follows that it is necessary to distinguish between two separate tasks of its study.

One of them is the task of identifying potential stylistic features of lexical units for the purpose of their stylistic classification and subsequent stylistic differentiation of vocabulary.

The second task is the study of conditions for the realization of potential stylistic features and conditions for application of stylistically colored language facts in speech.

Ye.F. Petrishcheva in her book «Stylistically colored vocabulary of the Russian language» [14, 127] gives four separate types of stylistically colored lexis:

- 1) vocabulary describing the sphere of its use;
- 2) vocabulary that characterizes the attitude of the speaker to the object of speech;
- 3) vocabulary characterizing the speaker;
- 4) vocabulary enclosing «self-evaluation».

Since lexis bearing stylistic information is (conventionally) named «stylistically colored vocabulary», Ye.F. Petrishcheva, indicating the conventionality of terms, calls its types in the following way: functional colored vocabulary; vocabulary of expressive coloring; socio-colored vocabulary; aesthetically colored vocabulary.

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II ● ECONOMICS

UDC 338/338.2

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Methods of Assessing the Effectiveness of Corporate Governance

Abstract. The article introduces reader with the key corporate governance ratings, computed by different agencies. It considers the features and methodology of ratings, pursued objectives, as well as the availability of such ratings in Kazakhstan companies. In addition, attention is given for a rating which formed in an academic environment. Based on an analysis of existing ratings and researches which concludes that the scientifically based algorithm of constructing a corporate rating has not yet been created. It is suggested to improve the method of estimation of corporate governance efficiency.

Key words: corporate governance, ratings, Board of Directors, assessment efficiency, investors, information disclosure.

Introduction

Composing of corporate governance ratings start to flourish in the early 2000s. Impact for its development was as a result to sharp decline of investor's confidence in companies caused by a succession of disclosed episodes of fraud. In response to the decline in the overall level of trust, the governments of various countries and the business community has taken a number of measures aimed to strengthening of control over the companies which are not connected with their parties. Thus, the act of Sarbanes-Oxley was signed in 2002, in order to tighten the requirements of corporate governance and information disclosure by public companies. Creating a corporate governance rating was also intended to increase the transparency of the activities of companies and significantly reduce the risks of ordinary investors [1]. In addition, corporate governance ratings allowed companies to compare themselves with competitors and to improve existing practices in this area.

Published ratings of corporate governance in Kazakhstan can be classified according to several criteria:

1) country-source: rated in Kazakhstan or abroad;

2) research focus: corporate governance ratings and credit ratings, including the corporate governance performance, as well as general and highly specialized ratings;

3) coverage: the ratings calculated for one or more countries, covering or not covering growing markets;

4) author: ratings published by agencies or developed by individual researchers.

Methods

Nowadays, both commercial organizations and groups of scientists have been calculated the set of corporate governance ratings, contributing to informed individual investment decisions and improve existing corporate governance practices. As a result of analyzing the literature it can be concluded that the scientifically based algorithm of constructing a corporate rating has not yet been created. Available ratings are based on intuition and expert opinions of the authors, as well as current legislation. Today the quality of corporate governance can best be assessed by those who directly and indirectly involved in the corporate governance of their companies – boards of directors and senior management. Comparative analysis of the considered techniques

led to the selection of the main administrative and economic criteria for assessing the effectiveness of corporate governance.

Main body

Commercial Ratings of Corporate Governance

Perhaps the most well-known corporate governance ratings are the ratings of Standard and Poor’s company. Criteria and methodology of Standard and Poor’s first corporate governance ratings were developed in 1998. The main criteria are the quality of protection of the rights of shareholders and other stakeholders, the effectiveness of the board of directors, ownership structure and transparency of the company. For composing its ratings Standard and Poor’s experts in addition to publicly available information use a number of other documents provided by client company: the protocols of board meetings, contracts with external auditors, the internal regulations of the Strategic Planning and similar documents.

In 2007, Standard and Poor’s moved from the calculation of Corporate Governance Score to a new rating – GAMMA. Most of the characteristics taken

into account when calculating the rating remained unchanged, but an important step by the Standard and Poor’s rating was the inclusion of indicators of the quality of risk management and strategic planning. At the same time the strategy focuses on the horizon and detailed elaboration of the strategy, the company’s ability to respond to changes in the external environment, roles definition, and in relation to risk management – the quality of the implemented risk management system and its impact on decision-making.

Another one rating of the company Standard and Poor’s – Transparency and Disclosure – is calculated only on the basis of public information. As the company’s corporate governance rating of Audit Integrity, it focuses on only one of the components of the quality of corporate governance – the quality of information disclosure. The main attention is paying to the disclosure of the facts, the most important for potential investors – high-risk events, revenue recognition, evaluation assets and liabilities. [2]

Widely known for several corporate governance ratings, such as calculated by the Company or Institutional Shareholder Services or Governance Metrics International [3].

Table 1 – Summarized data on the most famous foreign ratings of corporate governance

Name of the rating	Company	Period	Accessibility to growing markets	Conditions of disclosure	Used variables
CGS – Corporate Governance Score	Standard and Poor’s	2 0 0 2 - 2007	Accessible	For companies, which pay the rating payment, or all, if companies choose this option	The ownership structure and its impact
					The right of groups with a financial interest in the company
					Transparency and Disclosure
					Structure and Dynamics of the Board of Directors
GAMMA – Governance Management, Accountability Metrics and Analysis	Standard and Poor’s	S i n c e 2007	Accessible	For companies, which pay the rating payment, or all, if companies choose this option	The impact of ownership structure
					The rights of shareholders
					Transparency, audit, risk management in the enterprise
					The effectiveness of the Board of Directors, the strategy, the policy of payment of remuneration

Transparency and disclosure (T&D) Rating	Standard and Poor's	Since 2001	Accessible	For all	The quality of information disclosure
AGR – The Audit Integrity Accounting and Governance Risk Rating	Audit Integrity, Inc.	Since 1999	Inaccessible (only in USA)	For all	Corporate Governance
					High-risk developments
					Recognition of Revenues
					Valuation of assets and liabilities
Board Effectiveness Rating	The Corporate Library	Since 1999	Inaccessible	For Customer Service	Members of the Board of Directors and the procedure for its formation
					Payments of remuneration Policy of Top management
					Protection measures against take-over
					Accountability of the Board of Directors
ISS CGQ – Institutional Shareholder Services Corporate Governance Quotient	Risk Metrics Group – Institutional Shareholder Services	Since 2002	Inaccessible	For subscribers	Structure and formation of the Board of Directors
					Audit Questions
					The rules and regulations affecting the company's activities
					The laws of the state in which the company is registered
					Management Proportion in the ownership structure
					Education of Director/Directors
Overall GMI rating	Governance Metrics International	Since 2000	Accessible	For subscribers	Accountability of the Board of Directors
					Disclosure and Internal Control
					The rights of shareholders
					Payments of remuneration Policy of Top management
					Market control and ownership structure
					Corporate behavior

Table 2 – Systematized methodology for calculating the existing ratings of Corporate Governance

Features	Rating						
	CGS	GAMMA	T&D	AGR	BER	ISS CGQ	GMI
Board of Directors	X	X			X	X	X
Ownership Structure	X	X				X	X

Rights of shareholders	X	X					X
Disclosure	X	X	X	X		X	X

Moody's Investors Service and Fitch companies do not release Ratings exclusively devoted to corporate governance. These rating agencies use quality of corporate governance indicators as part of their credit ratings. The information on the enterprise client management can have a significant impact on its credit rating. Currently in Kazakhstan corporate governance ratings systematically calculates only by rating agency «Expert RA Ka-

zakhstan». The basis for calculating the rating is public information, as well as information from the special rating questionnaires filled and assured the representative of the company. NRCG calculated based on components such as the protection of the rights of shareholders, composition and performance management and control bodies, information disclosure, corporate social responsibility (see. tab. 3). [4]

Table 3 – Components of the rating agency «Expert RA Kazakhstan»

The rights of shareholders	Activity of the management and control	Disclosure of information	Corporate Social Responsibility (CSR)
Property rights	Board of Directors	The level of non-financial information disclosure	The presence of a document fixing CSR
The right to participate in management	The executive bodies	The level of financial information disclosure	The presence of ethical code
The right to receive dividends	Control over financial and economic activities	General discipline information disclosure	CSR in regard to employees
Risks of rights violations	Interactions between authorities	Equal accessibility of information	CSR in regard to population
Additional obligations to protect the rights	CSR in regard to competitors		CSR in regard to nature
	Preparation of social reporting		

Inclusion of index into calculating rating characterizing the interests of society, of course, is an important advantage of the rating, as corresponds to the modern understanding of value creation within the company – the concept of stakeholder value. It should be noted that the consortium uses a single methodology for all companies, regardless of their ownership structure. «Governance and Control Bodies» and «Disclosure» components has the greatest weight in calculating of the rating estimation.

Research rating of corporate governance

As a result of the global financial crisis, corporate governance ratings, as well as many of the traditional tools for assessing the risk of companies subjected to harsh criticism. Larcker already in 2004 et al. have shown that even when using a large number of in-

tuitively important indicators can be explained only from 1 to 10% of the variance parameters of managerial decisions and corporate performance. [5] In the article Cohen, Ueng assessed the predictive power of ISS and GMI ratings. [6] Being tested hypothesis that the profits of companies with above-average ratings of higher quality than the profits of companies with ratings below the average. In an evaluation of the effectiveness of the company uses the rating «quality of earnings» of the company Audit Integrity. T-test for different models shows that the difference between the financial results of the «good» and «bad» companies is insignificant at any standard significance level, that is, the hypothesis is rejected. A meta-analysis conducted by the authors, also shows that perhaps the existing corporate governance ratings take into account a lot of

redundant information. In the research Uzun et al. [7] only factor of the presence of independent directors on the board proved to be significant in a regression explaining the probability of the company's involvement in the fraud. Agrawal et al. [8] and Hermalin et al. [9] found no significant correlation between the composition of the Board of Directors and of the company profits. Thus, the authors conclude that corporate governance proven ratings are not sufficiently effective, and is recommended for a more complete picture of the use of several corporate governance ratings simultaneously. At the same time, Brown and Mushin [10], claim that differences between the various corporate governance ratings lead to a drop in confidence to each of them.

In spite of the above claims to the existing ratings of corporate governance, it is not a complete rejection of the rating of corporate governance, and on the improvement of existing ratings. In this connection, a separate area of research at the moment is the construction of new researchers corporate governance ratings (see. Table. 4).

Drobetz et al. [11] developed a corporate governance rating for German companies. However, they proceeded from the assumption that the value of this rating when substituted in the CAPM model and static model of Gordon should explain the geometric mean value of the yield on the shares of the companies for the period from 1998 to 2002. On the basis of the German Corporate Governance Code, the authors have selected 30 variables that could be included in the rating. These variables are divided into five categories: adherence to certain corporate governance policies, the rights of shareholders, auditing, transparency, and particularly the management and board of directors. A detailed questionnaire on each of the selected variables was distributed to all

the companies included the main German indices. Points scored by the responding firms for each item summarized. The authors note that the rating positively correlated with the value of companies and negatively – with the expected return on their shares due to expectations of lower risk.

Spanos and others. [12] in the design of the rating for Greek companies also relied on the legal framework of the country, namely, the Greek voluntary corporate governance code. On the basis of its chapters questionnaire of 54 items was created. Answers to the 32 questions included in the rating directly 16 questions combined into subgroups gave information only on five indicators, and six questions were controls. The greatest weight on the basis of expert estimations of authors received the indicators of transparency and disclosure, the second-largest shareholder rights have been recognized, and then particularly the Board of Directors and management and corporate social responsibility. The authors did not investigate the relationship between the obtained ratings and financial performance, limiting its construction.

Gompers et al. [13] formed the calculation methodology of the rating G-score, based on 24 indicators provided by the organization Investor Responsibility Research Center. These protections against takeovers, increasing the power of managers, such as gold or silver parachutes, severance payments, «poison pill», the need for re-election in parts of the board, or the inability of the cumulative ballot. For the use of each instrument, limiting the rights of shareholders, to the rating of the company was adding one score. The minimum value of 0 rating, the maximum possible – 24. It should be noted, as a result of «better» corporate governance corresponds to the smaller value of G-score.

Table 4 – Research rating of corporate governance

Availability and Features	Rating		
	Drobetz et al., 2003	Spanos et al., 2004	Gompers et al., 2003
Commitment to corporate governance policy	X	X	
Board of Director	X	X	
Management authorities		X	X
The rights of shareholders	X	X	X
Information disclosure	X	X	
Social policy		X	

Ratings being developed by scientists, are designed to correct the shortcomings of existing commercial ratings based on econometric analysis of corporate governance factors. However, researchers do not always manage to achieve this goal. For example, Brown and Caylor [14] as a result of a comparative analysis of Gov-Score ranking published by Institutional Shareholders Services, and G-Score, came to the conclusion that the most predictive power of ISS rankings.

The proposed method of assessment of corporate governance efficiency

At the moment, both commercial organizations and groups of scientists calculated the set of corporate governance ratings, contributing to informed individual investment decisions and improve existing corporate governance practices. In the result of analyzing the literature it can be concluded that the scientifically based algorithm of constructing a corporate rating has not yet been created. Available ratings are based on intuition and expert opinions of the authors, as well as current legislation.

But in our view, needs to change the method compiling the ratings. And above all, we should move from a mechanistic-based approach to the formal components (quantitative, structural, etc.), to organic, which is based on the use of, first of all, qualitative criteria, along with quantitative and complex category describes not single indicator, but their totality, and some of the indicators may be also interdependent.

Today the quality of corporate governance can be best assessed by those who directly and indi-

rectly involved in the corporate governance of their companies – boards of directors and senior management. Members of the of top management and the Board of directors have necessary professional skills, can and should evaluate their companies in terms of corporate governance principles and should decide which areas needs to be improved. Keeping in mind that there is no «ideal» (template) concept (structure) of corporate governance, which could be successfully adopted to any company.

All written above has allowed author to claim that for a comprehensive assessment of corporate governance is necessary to develop a technique that combines the elements of the management and economic evaluation criteria. Comparative analysis of the considered techniques led to the selection of the main administrative and economic criteria for assessing the effectiveness of corporate governance.

The above methodology for assessing the effectiveness of corporate governance suggests multifaceted approach to the problem.

This is due to the fact that corporate governance – a multifaceted category and researchers in the evaluation of its effectiveness may have different objectives, which require the use of various techniques. Therefore, a comprehensive assessment of efficiency the technique corporation that combines both administrative and economic evaluation criteria.

Stages of the proposed methodology for assessing the effectiveness of corporate governance are presented in Figure 2.

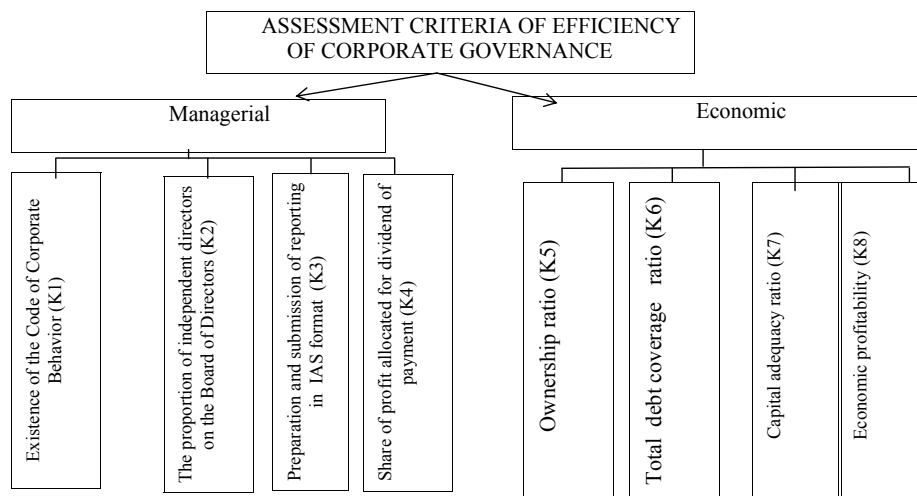


Figure 1 – Decomposition of the criteria of assessing efficiency of corporate governance [14]

- 1 Determination of criteria for assessing the effectiveness of corporate governance
- 2 Data collection which are necessary for determining management criteria
- 3 The calculation of relative indicators for assessing the economic criteria
- 4 Grouping of indicators on the criteria of using the grading scale
- 5 Ranking companies by classes of effectiveness of corporate governance
- 6 Preparation of conclusions and recommendations for management decisions

For each of the proposed criteria established weight of the significance of coefficients using the

scale of relative importance and the definition of priority using the analytic hierarchy process.

Table 5 – Prioritization vector

Performance indicators of CG	C1	C2	C3	C4	C5	C6	C7	C8	Prioritization vector
C1	1	5	3	5	1/5	1/5	1/5	1/3	0,071
C2	1/5	1	1/3	3	1/7	1/5	1/7	1/5	0,029
C3	1/3	3	1	3	1/5	1/5	1/5	1/5	0,044
C4	1/5	1/3	1/3	1	1/7	1/5	1/5	1/5	0,023
C5	5	7	5	7	1	3	1	3	0,277
C6	5	5	5	5	1/3	1	1/3	3	0,169
C7	5	7	5	5	1	3	1	3	0,266
C8	3	5	5	5	1/3	1/3	1/3	1	0,121
Total									1

The formula for calculating the indicator of corporate governance, taking into account the weights of indicators defined by constructing a scale of relative importance and the definition of priority is as follows. For convenience, weight of calculation has not been presented in fractions of unity, as a percentage:

$$7,1 * C_1 + 2,9 * C_2 + 4,4 * C_3 + 2,3 * C_4 + 27,7 * C_5 + 16,9 * C_6 + 026,6 * C_7 + 12,1 * C_8$$

Further, companies are ranked into classes on corporate governance efficiency and investment attractiveness depending on the number of points scored. For this purpose for each of the eight selected parameters values allocated to 4 groups.

Table 6 – A system of indicators for assessing the effectiveness of corporate governance

Indicators	1 st group	2 nd group	3 rd group	4 th group
C1	0	The Code contains from 4 to 6 chapters of the 10 recommended(1)	The Code contains from 7 to 9 chapters of the 10 recommended(2)	The Code contains 10 chapters of the 10 recommended(3)
C2	0	Less than ½ BD (1)	2/3 BD (2)	¼ BD (3)
C3	Is not formed (0)	Basic transformation (1)	Full transformation (2)	Full transformation including adjustments for inflation (3)

C4	Dividends are not paid (0)	Dividend policy is not developed, the profit share is determined by the results of the year (1)	Dividend policy is developed, the profit share is determined by the results of the year (2)	Fixed in the dividend policy, is not less than 10% (3)
C5	Below 1,2	1,2-1,5	1,5-1,8	Above 1,8
C6	Below 0,5	0,5-0,65	0,65-0,8	Above 0,8
C7	Below 0,05	0,05-0,1	0,1-0,15	Above 0,15
C8	Below 0,05	0,05-0,1	0,1-0,15	Above 0,15

Inserting lower and upper boundaries of the groups in _ the above assessment formula devel-

oped assessment scale enterprises in five classes of corporate governance (Table 5).

Table 7 – Results of the assessment efficiency of corporate governance

Category	Scores	Characteristic
1 st	Over 119	Such enterprises in Kazakhstan are extremely rare: characterized by a highly efficient corporate governance: has corporate code of conduct, relevant requirements a predominance of independent directors, a high proportion of profits allocated to dividend payment, transparency of information about the company. In addition, these companies are absolute stable.
2 nd	90-119	Such organizations are characterized by the average corporate governance practices. Corporate governance codes are developed, but not always cover all aspects of corporate governance. Provide sufficient public access to information about its activities, and may be able to attract and recover resources. This is organization of normal economic condition – indicators in general are very close to optimal, but on individual factors allowed some lag.
3 rd	60-90	Level of corporate governance is assessed as satisfactory. This can be caused by two factors: management does not consider this issue a priority and corporate governance standards are only beginning to take root. The economic potential can be assessed as medium.
4 th	44-60	Corporate governance efficiency is very low. Not observed a number of norms of Kazakhstan legislation in the field of corporate governance, information about activity is non-transparent . In addition, it is unstable enterprise, with little profit or loss. The relationship with these companies associated with significant risk.
5 th	Below 44	Enterprises are on the verge of bankruptcy. Insolvency, unstable, unprofitable. Corporate governance is not exist.

Conclusion

Development of corporate governance rating was created to assess the quality of corporate governance, as well as increase the transparency of the activities of companies and significantly reduce the risks of ordinary investors. Moreover, corporate governance ratings allows companies to compare themselves with competitors and to improve existing practices in this area. Despite the drawbacks of the existing ratings of corporate governance, it

does not reject the corporate governance rating, but improves the existing. Therefore at the moment the direction of this scientific work is a construction of the new corporate governance rating. Ratings are designed, to fix the shortcomings of existing commercial ratings based on econometric analysis of corporate governance factors.

In our view it is more important to change the method of composing rating. It is necessary to proceed from a mechanical approach to organic, which is based more on the use of quality criteria, as well

as quantitative. Furthermore complex category does not describe individual indicators, and their totality, and some of the indicators may be also interdependent. On the basis of these principles new method of assessment of corporate governance has been proposed.

The developed method has several advantages:

– applicable to any open joint stock companies as with developed corporate governance practices

and as where corporate governance is in its infancy;

– Based only on the actually available data obtained from annual reports and financial statements, i.e. the subjective factor is excluded;

– It uses the basic management performance, first priority influence on improved corporate governance;

– Has characterized the economic aspect of the activities of enterprises.

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UDC 338-22

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Regulation of Natural Monopolies in Kazakhstan

Abstract. The paper aims to describe and to evaluate a mechanism of regulation of natural monopolies and tariff regulation in the Republic of Kazakhstan.

Acknowledgement of the role of natural monopolies in the modern world has generated a large number of theoretical and applied researches. The nature of the regulation of natural monopolies and its role in competitive advantages formation are the subject under consideration in Totev (1995), Kudinov (2003), Butyrkin (2003), Gorodeckiy, Pavlenko (2000), Dzhaksybekova (1999), Sagiyeva R.K. studied natural monopolies and their regulation processes at national and regional levels. The existence of a natural monopoly is justified by the fact that they give a huge economic benefit from large economies of scale. A monopoly is a business or organization that maintains exclusivity of the supply of a particular product or service, and can evolve naturally or be designed specifically based on the nature of a particular market or industry (The Linux Information Project).

Key words: regulator, service, industry, tariff, law.

Introduction

Price Capping by Regulators RPI-X

For many newly privatized industries, such as water, electricity and gas, the government created regulatory bodies such as:

- OFGEM – gas and electricity markets
- OFWAT – tapwater.
- ORR – Office of rail regulator.

Regulation of quality of service

Regulators can examine the quality of the service provided by the monopoly. For example, the rail regulator examines the safety record of rail firms to ensure that they do not cut corners.

In gas and electricity markets, regulators will make sure that old people are treated with concern, e.g. not allow a monopoly to cut off gas supplies in winter.

Merger Policy

The government has a policy to investigate mergers which could create monopoly power. If a new merger creates a firm with more than 25% of market share, it is automatically referred to the Competition Commission. The Competition commission can decide to allow or block the merger.

Methods

Amongst their functions, they are able to limit price increases. They can do this with a formula RPI-X

- X is the amount by which they have to cut prices by in real terms.
- If inflation is 3% and X= 1%
- Then firms can increase actual prices by 3-1 = 2%

If the regulator thinks a firm can make efficiency savings and is charging too much to consumers, it can set a high level of X. In the early years of telecom regulation, the level of X was quite high because efficiency savings enabled big price cuts.

Main body

The newly created Committee on Regulation of Natural Monopolies and Protection of Competition of the Ministry of National Economy of Kazakhstan («NMRA»), which is the legal successor of the reorganized Agency for Regulation of Natural Monopolies, regulates natural monopolies and maintain a register of persons engaged in this activity. NMRA functions as the authorized body means the inspection and regulation of natural monopolies (with the exception of telecommunications and postal services), it also has the right to develop and

approve regulations, which are mandatory for public authorities and natural monopolies.

State regulation of natural monopolies in accordance with the law is carried out by:

- 1) approval of the tariff (price, fee rate) or its limit level, including using the method of comparative analysis, differential and investment rates (prices, charge rates);
- 2) approval of the tariff estimate;
- 3) approval of the temporary reduction factor;
- 4) approval of a special order of formation costs;
- 5) approval of the order of separate accounting of revenues, costs and involved assets by each type of regulated services (goods, works) and as a whole on other activities;
- 6) harmonization of accounting policies;
- 7) approval of temporary compensatory tariffs.

The activity of natural monopolies in the Republic of Kazakhstan is limited by strict rules, for example, the subjects of natural monopolies must obtain the consent of the regulatory authorities to perform certain types of transactions. To reconcile these transactions, the subject of natural monopoly must submit an application to the NMRA and provide the last necessary information (the list of which is determined by AREM) of the proposed transaction. The regulatory body may reject the application if it determines that the transaction would adversely affect the interests of consumers or the development

of a competitive market, in which case the applicant may apply to the court.

Tariff regulation

Under the Act, the basic tariff formation principle provides that the tariffs or their limits for regulated services (goods, works) of natural monopolies, approved by the competent authorities shall not be less than the value of the expenditure required for the provision of regulated services (production of goods, works) and consider the possibility of making a profit, ensuring the effective functioning of a natural monopoly.

Tariffs in Kazakhstan are usually developed on the basis of cost plus method, according to which the standard mark-up is added to the cost of the product.

Under Kazakh law, the tariffs charged by natural monopoly, subject to regulation. Thus, the prices of services (goods, works) provided by natural monopoly.

There are three refineryplants in Kazakhstan (refinery) - Atyraurefining plant (ARP), Pavlodar Petrochemical Plant (PPCP) and PetroKazakhstanOilProducts (PKOP).

Raising tariffs is expedient in view of factors such as the growth of tariffs for oil transportation in Kazakhstan, modernization of production, the repayment of borrowings that a possible increase in the taxation of the industry, changes in the exchange rate in the country.

Table 1 – The proposed tariff for LLP «PKOP» from the strengthening of the US dollar to Kazakhstan tenge (1 USD = 400 KZT)

	2016	2017	2018	2019	2020
Refining	4253	5000	6000	6000	6000
Rate (approved)	15000	15000	15000	15000	15000
Total profit	6000	10000	7200	7000	8000
Rates (proposed)	18000	20000	20000	20000	20000
VAT at the end of period	2000	7200	9100	1300	0

Where the volume of processing is expressed in thousands of tons;

Tariffs (approved and proposed) - in respect of KZT / ton;

Total profit and VAT at the end - in millions of tenge.

According to Table 1, it can be argued that the cash flows (VAT) at the end of the forecast period

will not have a negative value that is to be prevented by a temporary lack of funds needed to finance the next occurring costs of the budget that is the cash gap.

Conclusion

As is known, Kazakhstan's oil refining factories work on tolling, profiting by the tariff for oil refining. In turn, the rate of production depends on the main, i.e. in oil refining, as well as the investment component.

Investment component - this is the means provided in the tariff on the production, transportation and supply of oil as part of the profit remaining at

the disposal of the enterprise for the purpose financing costs associated with the restoration, reconstruction, modernization of fixed assets (including measures to improve the safety and environmental compliance) and the construction of new facilities.

Changing the investment component by raising the cost of upgrading equipment, improving the quality of the fuel directly affects the level of the tariff change. The current margin of refiners in Europe and the United States is about \$ 7-10 per barrel, which is about \$ 50-70 per ton, thus, together with the quality of petroleum products to the international standards and Kazakhstan will approach tariffs.

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UDC 005-027.21

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Human Resource Management in Multinational Corporations

Abstract. This study provides representative portrait of human resource management (HRM) policy and practice amongst multinational corporations (MNCs).

Currently, human resource is a critical component of production, the most valuable resource of any organization that serves as an indicator of competitiveness, economic growth and efficiency. Management of human resources directly affects the value of the company. Forming an important «internal strength» of the organization, human resource management is one of the factors providing leadership in the competition. International human resource management put forward in the number of most important competitive advantages of the organization, it is a guarantee of its success and survival in an increasingly competitive world of business.

Key words: human resource management, international markets, ethnocentric, polycentric, geocentric, subsidiary, expatriate, organizational culture.

Introduction

Currently, human resource is a critical component of production, the most valuable resource of any organization that serves as an indicator of competitiveness, economic growth and efficiency. Management of human resources directly affects the value of the company. Forming an important «internal strength» of the organization, human resource management is one of the factors providing leadership in the competition. International human resource management put forward in the number of most important competitive advantages of the organization, it is a guarantee of its success and survival in an increasingly competitive world of business.

Methods

Many researchers dedicate themselves to the international human resource management and cross-cultural management. These research areas are highly concerned, just like people paying attention to globalization. Ronen, S. (1989) has analysed clearly the distinction between comparative human resource management and international human resource management; Abramov E.G. (2010), Konina N.Ju. (2008), Griffin R., Partej M. (2006), Farndale E., Scullion H., Sparrow P.R. (2009) have proposed detailed models of how International human resource management fits into the overall globalization strategy of organizations. Volkova M.A. (2009) has analyzed the cultural complexity in an organiza-

tion, which shows that different cultures with different identities in organization members will influence much on the organization culture.

Main body

Business organizations continuously expand their international operations for sustainable growth and profitability. To improve their competitive positions globally; companies seek to work upon different sources of competitive advantage. Human resource management functions in multinational companies is extremely complicated because of the need to adapt policies and procedures related to personnel, to differences between the countries. In particular, the countries cultural differences, differences in economic development and legal systems may require an international company to adapt its hiring, firing, training and remuneration programs for each country in which it operates.

In North America and the developed countries of Europe there is a certain level of knowledge in the field of HRM on how to attract talented young people. The most acute this problem is felt in the economies of emerging markets, such as the BRIC economies of Brazil, Russia, India, China and the economies of Central and Eastern Europe and Central Asia. This localization of problems can be explained by the fact, that many multinational corporations are expanding their businesses to the

emerging markets. Consequently, they faced with a shortage of qualified personnel. In recent years, many MNCs carried out systematic research in these countries in order to identify the characteristics of talent management. A few years ago the lack of qualified personnel in the field of management was decided by sending expats to manage the business in the area. However, the practice is increasingly indicates that it is necessary to take into account cultural differences and national mentality in human recourse management. This globalization of talent management brings with it a requirement to create new HRM tools, methods and processes to provide the necessary co-ordination systems to support global integration.

A multinational corporation (MNC) is defined as an enterprise that operates in several countries but is managed from one home country or when it derives more than one quarter of its revenue outside the home country. The type of strategy pursued by an organization decides the human resource management (HRM) practices. MNCs may adopt International strategy where existing core competencies are used to exploit opportunities in foreign markets, a Multidomestic strategy where foreign subsidiaries operate as autonomous units to customize products

and services as per local needs, a Global strategy focus on tight control on global operations to maintain standardization, and Transnational strategy combines policies regarding staffing, expatriate selection, compensation, industrial relations, training, and diversity management.

Staffing policies in international HRM defines the process through which the MNC assigns the foreign job to the most appropriate candidate. There are three approaches to staffing in MNC's. Polycentric approach to international management is the policy involved in hiring and promoting employees who are citizens of the host country. The polycentric approach involves low costs of recruiting and training with lesser problems of adjustment and communication since all employees are from the same region.

Ethnocentric approach is used in MNC's having international strategic orientation while polycentric approach maintains employees from the same area, ethnocentric involves sending employees from the home or parent countries to the host country.

Geocentric staffing approach is adopted when companies implement a transnational orientation. In such an approach people are recruited based on their skills and experiences irrespective of their nationality.

Table 1 – Comparison of staffing approaches

Staffing approach	Ethnocentric	Polycentric	Geocentric
Strategic appropriateness	International	Localization	Global standardization and transnational
Advantages	Overcomes lack of qualified managers in host country Unified culture Helps transfer core competencies	Alleviates cultural myopia Inexpensive to implement	Uses human recourses efficiently Helps build strong culture and informal management networks
Disadvantages	Produces resentment in host nation Can lead to cultural myopia	Limits career mobility Isolates headquarters from foreign subsidiaries	National immigration policies may limit implementation Expensive

Having examined some of the key challenges and possible responses to managing talent on a global basis, we now move on to examine the related role of the corporate human resource function. Although little has yet been explored regarding corporate human resource roles in MNCs, there are some initial studies emerging on what these may be. Empirical research on United Kingdom MNCs has highlighted a considerable variation in the roles

of the corporate human resource function in different types of international firms. In centralized/global firms the corporate human resource function undertook a wide range of activities and the key roles were management development, succession planning, career planning, strategic staffing, top management rewards and managing the mobility of international managers. In these firms the growing need for coordination and integration of inter-

national activities required greater central control over the mobility of top managers, expatriates and high-potential staff. In highly decentralized firms, on the other hand, who tended to pursue more of a multidomestic international strategy, the corporate human resource executives focused mainly on management development and succession planning for senior executives. One common theme such studies have is that they emphasize the key role of corporate human resource in global talent management for the top talent across the company. Particularly the demand factors noted have created an emerging agenda for corporate human resource to develop core management competencies by focusing on the

talent management issues associated with senior management development, succession planning and developing a cadre of global managers.

Looking in more detail at the implementation of corporate HRM policies throughout overseas subsidiaries, corporate human resource can play a significant role in coordination and monitoring. According to Elaine Farndale, Hugh Scullion and Paul Sparrow, there are four important roles of CHR (see Fig.1):

1. Champions of processes
2. Guardians of culture
3. Network leadership and intelligence
4. Managers of internal receptivity.

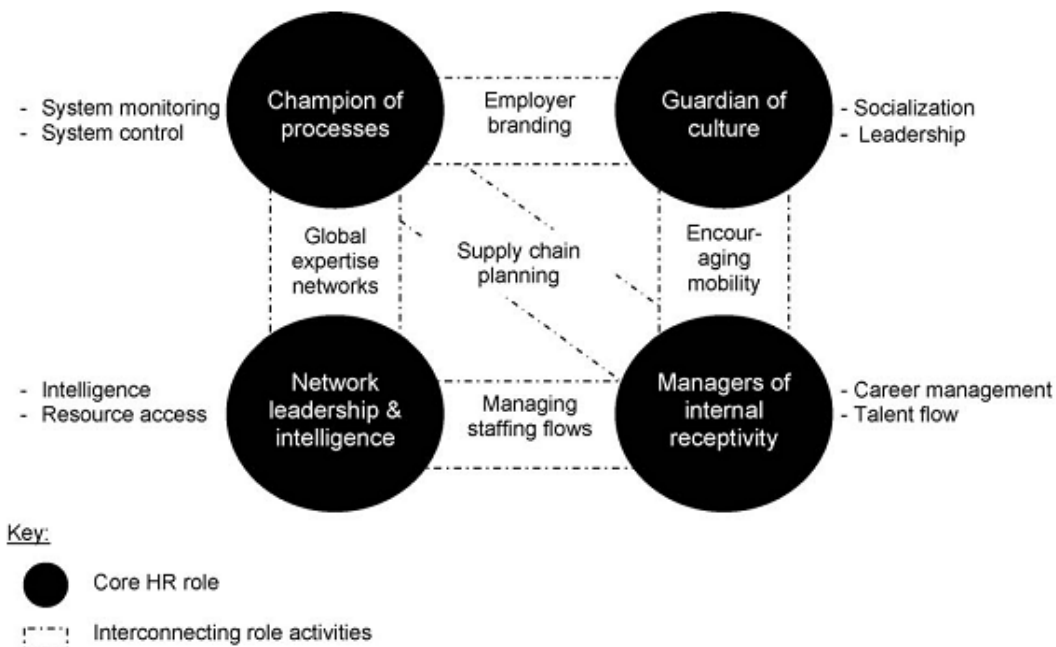


Figure 1 – CHR roles in global talent management

Each of these roles of corporate HR is important for company's development and for its' staying competitive. They are all interrelated, since all pursuing the same goal: to attract industry leaders and to manage talented and professional staff. Despite the emergence of these four core CHR roles, there is still confusion regarding the specific role that HR professionals in particular should play in GTM processes, which places question marks over the ability of CHR professionals to manage their own destiny. Corporate HR professionals work alongside

top management who has the option of outsourcing some of their activities.

Conclusion

Today, MNCs increasingly demand highly skilled, highly flexible, mobile employees who can deliver the desired results, operating sometimes in difficult circumstances. Managing human resources in international organizations can be a complex issue. MNC's continuously strive to improve their international HRM strategies. This

challenge requires an innovative response from the MNC as a whole, and in particular from the CHR function. New tools, processes and coordination capabilities are required to focus in particular on the sourcing, retention and career planning of the key talent across the corporation. Selection of the right incumbent for the foreign assignment must be based on holistic selection criteria, especially the criteria of cultural adaptability. Training before assigning the job is must to make the employee aware of the challenges ahead, managing repatria-

tion through a career progression plan for expatriate and employee counseling is another focus area of international HRM. The correct compensation strategy keeps the employee morale high and motivates others in the organization to accept foreign assignments. The MNC's must strive to maintain harmonious labor relations to avoid confrontations with labor and trade unions in host country. HRM, if given due attention, can undoubtedly be leveraged to be a source of competitive advantage for organizations expanding across countries.

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III ● INTERNATIONAL RELATIONSHIPS

UDC 327(4/9); 930.22(4/9)

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The Revitalization of the Great Silk Road: American and Chinese Initiatives

Abstract. The article is devoted to the implementation of the two New Silk Road initiatives put forward by the USA and The Chinese People's Republic in order to revitalize ancient trade routes. Authors analyze strategic objectives and different approaches used by the two powers in pursuing their strategies. The attitude of the academic communities towards the projects is also considered. The article conveys aspects of the US-Chinese rivalry.

Key words: New Silk Road, the USA, China, Central Asia.

Introduction

In light of last events the Eurasian space is becoming a key element in the process of revitalization of the Great Silk Road – a new milestone in the development of the mutually reinforcing partnership between East and West. Such tendency can be a turning point that empowers national and international initiatives, such as those launched by the USA, China, Turkey, Kazakhstan, and Turkmenistan, as well as TRACECA, CAREC, SPECA, and INOGATE, among others.

The current situation in the region with various unfolding New Silk Road initiatives not only resembles the historical prerequisites, but looks even more promising. New Silk Road projects are instrumental in laying the foundation for regional cooperation, creating political flexibility, improving economic growth, offering trade diversifications, investing in transportation, and in mining and energy sectors. All of these represent a historically unprecedented chance for Eurasian states to become important players in the world economy. Besides, for many countries located on the path of the ancient Silk Road, particularly the landlocked Central Asian states, international trade is the only option to sustain economic growth and development. The New Silk Road initiatives – large- and small-scale, bilateral and multilateral, governmental and private – indicate a positive climate for building a new trade

and exchange system that could bring prosperity to the region much like the historic Silk Road.

Methods

Deep understanding of the Great Silk Road origins reveals root causes why two major economies in the world are pursuing policy directed to its revitalization. Comparative method enables to determine features of the two projects, their common grounds and essential differences. Such scientific interest is rather clear as given initiatives, on the one hand, promote economic development for the countries situated along the Great Silk Road, but on the other hand, create a threat to existing international system competing with each other.

Main body

History of the Great Silk Road

What was the Silk Road? The original Silk Road came into being during the westward expansion of China's Han Dynasty (206 BC-220 AD), which forged trade networks throughout what are today the Central Asian countries of Kyrgyzstan, Tajikistan, Kazakhstan, Uzbekistan, Turkmenistan, and Afghanistan, as well as modern-day Pakistan and India to the south. Half of the Silk Road, which winded along between Xi'an to the east bank of the Mediterranean, was located in Xinjiang. Xinjiang was a place where many famous historical people

visited. Lots of historical relics and items of rare cultural interest were left in Xinjiang.

China was the earliest country to raise silkworms and produce silk. The outstanding diplomat Zhang Qian of the Han Dynasty traveled the road between 138BC to 139BC. He led a diplomatic mission and took gold and silk products to Loulan (now Ruoqiang), Weili, Huqa, Kashi, Hotan, Wusum (now Ili River valley), Dawan, Kangju, Dayuesi and a number of other regions in Xinjiang. His assistant visited Anxi (now Iran), India and a number of other countries. These countries and regions in turn also sent diplomatic missions to China, which brought a busy trade to Xinjiang.

The Silk Road was also called «Silu» in Chinese. In the 19th century, when the name of Silk Road was first used by a German geographer, it just included the land road from China's Xinjiang to central Asia. Later it was expanded gradually and reached West Asia, Europe and Africa. It took in land and water routes. It was not only an important transportation route connecting the ancient world, but also a synonym for economic and cultural exchanges between the Western world and the oriental world.

Owing to the Great Silk Road Central Asia became the epicenter of one of the first waves of globalization, connecting eastern and western markets, spurring immense wealth, and intermixing cultural and religious traditions. Valuable Chinese silk, spices and other goods moved west while China received gold and other precious metals, ivory and glass products. The route peaked during the first millennium, under the leadership of first the Roman and then Byzantine Empires, and the Tang dynasty (618-907) in China. But the Crusades, as well as advances by the Mongols in Central Asia, dampened trade. By the 16th century, Asian commerce with Europe had largely shifted to maritime trade routes, which were cheaper and faster.

The significance of the historic Silk Road lies in its unique nature – no authority or government could ever claim a monopoly on creation and control of the Silk Road. There was not a blueprint of the Silk Road for a very simple reason – the Silk Road was so big and complex that its economic strength and capabilities were unmatched by even its contemporary authorities. The Silk Road emerged as a result of the multifaceted agglomeration of various demands, with supplies and expectations emanating from various sources ranging from the mighty empires to the smallest towns and villages. The Silk Road gradually lost its value and importance in the modern period due to developments in maritime transportation and political circumstances in the region.

Development of the U.S. New Silk Road Strategy

The New Silk Road is an initiative of the United States for Central Asia and Afghanistan, which aimed to integrate the region and boost its potential as a transit area between Europe and East Asia. Actually the concept of the Silk Road revival was used by American politicians in order to promote democracy and protect national interests of the USA in the region. On 30 June 1999 Senator Sam Brownback in the Congress of the USA introducing his «Silk Road Strategic Act» noted that Silk Road Strategy provides comprehensive policy of the USA towards the countries of the South Caucasus and Central Asia on the basis of democracy building, free market policies, and human rights [1].

The U.S. analytical community began playing a dominating role in developing a systemic approach to the further development of the U.S. strategy in the Central Asian region. The Greater Central Asia concept, the basic postulates of which were proposed by well-known American analyst Frederick Starr in 2005, particularly fits the bill in terms of providing a new vision of this region. This concept regards Central Asia as a relatively large zone (much larger than the five post-Soviet republics and Afghanistan) with rather undefined borders and Afghanistan as its nucleus. Thus, Washington intended to tie Central Asia and Afghanistan and possibly other neighboring countries into a single military-strategic and geopolitical region. Between 25 and 26 April, the U.S. held a congressional hearing, focusing on the Great Central Asia strategy. In June, just a few days before the SCO Summit opened, the United States called together Central Asian countries for an international conference entitled «Electricity Beyond Borders» to discuss energy cooperation between Central Asia and South Asia in Istanbul, Turkey. Having come this far, the United States got a clear strategy to use energy as a breakthrough issue in order to set its Great Central Asia vision into action. Therefore, The GCA concept confirmed the importance of the Central Asian region in the foreign policy and security priorities of the USA.

The main idea of Frederick Starr's concept is geopolitical penetration into Central Asia by creating a new integration union with the participation of other South Asian countries, as well as Afghanistan. The United States' strategic objectives in greater Central Asia are several:

- 1) to advance the war on terrorism, building U.S.-linked security infrastructures;
- 2) to enable Afghanistan and its neighbors to

protect themselves against radical Islamist groups and drug traffickers;

3) to strengthen the region's economies and relevant government institutions to the point where the region can serve as an economic and political bridge between the Middle East and southern and eastern Asia;

4) to develop vigorous regional trade and adequate transport;

5) to foster participatory political systems that can serve as models for other countries with Muslim populations [2].

Frederick Starr proposed making economic interaction with the CA countries as a top priority. Despite the weak contacts that existed in this sphere at the end of the 1990s, the USA understood that not one geopolitical concept would be successful without economic backup. So the U.S. State Department defined creation of power and transport corridors along with mutual trade development as the basis for implementation of the GCA concept.

It should be noted that the attitude of the academic communities inside CA to the GCA project was extremely ambivalent. On the one hand, the analysts were interested in the development of geo-economic processes, while on the other, they were calling on the heads of their governments to treat Washington's geopolitical projects with caution.

Today the US New Silk Road Strategy aims to advance liberalization of trade, foster economic cooperation, increase trade volume, and establish people-to-people connections between and within South and Central Asia. The initiative came to life in 2011 in India when US Secretary of State Hillary Clinton called for the revitalization of the ancient Silk Road: «[Let's build] an international web and network of economic and transit connections. That means building more rail lines, highways, [and] energy infrastructure, like the proposed pipeline to run from Turkmenistan through Afghanistan through Pakistan into India (TAPI). It means upgrading the facilities at border crossings. And it certainly means removing the bureaucratic barriers and other impediments to the free flow of goods and people» [3].

For the United States, the New Silk Road refers to a suite of joint investment projects and regional trade blocs that have the potential to bring economic growth and stability to Central Asia. Following the surge of thirty thousand additional troops into Afghanistan in 2009, which President Barack Obama's administration had hoped would lay the groundwork for complete withdrawal a few years later, Washington began to lay out a strategy for supporting these initiatives through diplomatic means. These plans

emphasized the need for Afghanistan to build an economy independent from foreign assistance. This is a shift in US policy in the region from a security-oriented approach to the new trade-driven and economy-oriented approach. Thus, the United States is promoting the New Silk Road initiative linking Central and South Asia in four key areas:

1) regional energy markets;

2) trade and transport;

3) customs and border operations;

4) business and people-to-people.

As then Deputy Secretary of State William Burns outlined in a major 2014 policy address, a centerpiece of the U.S. strategy has been building a regional energy market for Central Asia. More than 1.6 billion consumers in India, Pakistan, and the rest of South Asia are increasingly demanding energy supplies that Kazakhstan or Turkmenistan with their hydropower and natural gas reserves are capable of providing.

One of the major U.S. initiatives is the proposed Turkmenistan-Afghanistan-Pakistan-India (TAPI) gas pipeline, which could provide major economic dividends to Afghanistan. It has been a focus of U.S. policy. Turkmenistan is home to the world's second-largest deposit of natural gas, and the TAPI would allow it to diversify its exports away from China by delivering energy to India and Pakistan. But the \$10 billion project has been repeatedly delayed by difficulties in securing investors. Without the possibility of an equity stake, which Turkmenistan has refused to allow for foreign companies, major Western oil companies have so far balked at the project.

In addition to the \$1.7 billion that the United States has directed toward energy projects in Afghanistan since 2010, the State Department has spent over \$2 billion to build some 1,800 miles of national roadways. That is a small fraction of the \$62 billion the U.S. has spent on the Afghan security forces.

In 2011, the U.S. Agency for International Development (USAID), helped create the Almaty Consensus, a «Regional Cooperation Framework» among Central Asian nations. Its projects include reducing trade barriers, developing export capacity and supporting World Trade Organization (WTO) accession for Afghanistan.

These initiatives include the Cross-Border Transport Accord (CBTA) between Afghanistan, Tajikistan, and Kazakhstan, the Central Asia-South Asia electricity transmission project (CASA-1000), which would allow Tajikistan and Kyrgyzstan to transmit hydropower electricity to consumers in Afghanistan and Pakistan, and the Transit-Trade Agreement

to allow Afghanistan to export goods duty-free into Pakistan. Finally, Afghan border checkpoints are proposed to better facilitate trade between Pakistan and Central Asia via Afghanistan. The United States committed \$15 million to the CASA-1000 project, but its role – in contrast to China's tens of billions of direct investments in Central Asia – is largely to facilitate these efforts diplomatically.

As we can see the New Silk Road initiative is focused on Afghanistan as a main hub for economic integration and transportation. It is expected that the Silk Road initiative would help to provide the much-needed support to Afghanistan after US troops will leave the region in 2014. Another important objective of the New Silk Road initiative is to provide economic boost for Afghanistan's neighbors, including Central Asian republics. Although possessing great economic potential and vast natural resources, Central Asia remains one of the least integrated regions in the global economy. The «New Silk Road» can promote economic growth throughout the region as well as integration into the world economy by introducing modernized infrastructure and effective cross-border trade.

Clearly the United States' interests in Central Asia are not only limited to promoting economic growth in the region. The United States aims to assist Central Asian republics on many fronts, including «addressing transnational threats, building the infrastructure and connectivity necessary for regional economic development and cooperation, and providing space for civil society groups, rule of law and human rights concerns» [4]. In order to achieve these objectives, the United States plans to use a combination of diplomatic engagement and bilateral and multilateral assistance.

The New Silk Road strategy also bears a political dimension such as promoting democratic norms, values and human rights. For obvious political reasons, Iran, despite its location, convenient trade routes and influence in the region, is completely left outside of the New Silk Road. The United States lies in distance to the region and does not have a significant direct economic benefit from trade relationships with Silk Road countries. Thus, the US New Silk Road strategy could be perceived as an attempt to create political leverage on Central Asian states to counter Russia's influence on the region. On the other hand, remote promotion of the New Silk Road could also be seen as an indication of willingness to facilitate development processes in Central Asian states. Accordingly, Afghanistan and its neighboring Central Asian countries generally support establishing trade links across borders.

Anyway, the countries have differing views on the impact the U.S. policy will have on the region. Those who support the strategy consider it a reasonable way to forge economic links among major regional actors. They presume that a bolstered regional economy will foster security after the departure of Western troops from Afghanistan.

With a few exceptions, however, experts from Central Asia, Afghanistan, the United States, and Europe who were interviewed on the prospects of the New Silk Road initiative are skeptical. The survey was conducted with the support of the Hollings Center for International Dialogue.

Critics argue that the New Silk Road unnecessarily «geopoliticizes» what should be a standard trade policy. The policy is designed to deliberately exclude Russia, Iran, and China. It signals that the United States «has some sort of master plan or master idea behind pushing» regional projects that were in place before the New Silk Road was even introduced, says Alexander Cooley, professor of political science at Barnard College [5].

Central Asian political leaders, businessmen, and entrepreneurs consider Afghanistan to be too culturally different and too inherently unstable to be a viable trade partner. The countries fear spillover of drug trafficking and insurgency from Afghanistan if trade links were to open.

Afghanistan is still seen as «a bit of an alien,» says Fariz Irnazarov, country director for the Central Asian Development Institute. Current Central Asian rulers are content trading with China and Russia; «You can't convince Central Asian governments that Afghanistan is part of the region,» he continues.

On the other hand, entrepreneurs in Afghanistan see Central Asia as a promising economic market. For them, there are abundant possibilities from shuttle trading to energy sector cooperation, says Moheb Mudessir, a BBC correspondent from the Afghan Service. The rich natural resources of Central Asia could play an important role in Afghanistan's developing economy. Once international aid declines after 2014, Afghanistan hopes to become a transportation hub between Central and South Asia. And yet, Central Asia remains «one of the least involved neighbors in Afghan politics,» he says [6].

It should be noted that nowadays the USA is seeking new approach which will deepen Washington's cooperation with the region. During the UN General Assembly on September 27, 2015 in New York, Secretary of State John Kerry met with Kazakhstan's, Kyrgyzstan's, Tajikistan's, Turkmenistan's and Uzbekistan's Ministers of Foreign Affairs to set up the new C5+1 format for dialogue between

the U.S. and Central Asian states. As a first manifestation of this dialogue platform, J. Kerry made a Central Asian tour in early November.

The declaration of the C5+1 meeting indicated cooperation and partnership in development fields such as economic competitiveness and jobs; regional trade; climate change and alleviation of the consequences of the Aral Sea drying up; water management; the American University in Central Asia; professional and education exchanges; English language teaching; and preservation of cultural heritage. Yet it did not explicitly address questions such as counter-terrorism, counter-drugs, regional security, and situation in Afghanistan, democratic reforms, and human rights. According to the Central Asian experts, the first C5+1 meeting hardly constituted a breakthrough in the U.S.-Central Asia relationship. This format is laden with both benefits and liabilities. On the positive side, it reinforces the message that the U.S. favors a region-centric approach and cooperative response in its relations with Central Asia. However, the meeting was also secretive and non-transparent. Its output was largely symbolic and declarative [7].

Chinese «One Belt, One Road» initiative

In the past 25 years, the defining development of that period has been the economic growth of China. One of the key recent policies launched by China is the «One Belt, One Road» initiative announced by President Xi Jinping. China's strategy is conceived as a two-pronged effort. The first focuses on overland infrastructure development through Eurasian space – the «Silk Road Economic Belt» – while the second foresees the expansion of maritime shipping routes through the Indian Ocean and the Persian Gulf – the «Maritime Silk Road».

In 2013, Chinese President told an audience in Kazakhstan that China intends to create a vast network of railways, energy pipelines, highways and streamlined border crossings both westward – through the mountainous former Soviet republics – and southward, toward Pakistan, India, and the rest of Southeast Asia. In general, the routes run through the continents of Asia, Europe and Africa, connecting the vibrant East Asia economic circle at one end and developed European economic circle at the other.

China has multiple reasons for pursuing the «One Belt, One Road» strategy. Slowing growth of world economy puts pressure on the country's leadership to open new markets for its consumer goods and excess industrial capacity. Furthermore, promoting economic development in the troubled western province of Xinjiang is also one of the ma-

major concerns, as is securing long-term energy supplies.

In accordance with the Renminbi (RMB) international Report 2015, done by the International Monetary Institute (IMI) of Renmin University of China, there is another strategy along with the Belt and Road Initiative that serve both China's national and global interests. It is RMB internationalization. Ben Shenglin, the executive director of IMI, believed China has made good progress with RMB internationalization since 2009 when China first started cross-border RMB trade settlement service on a trial basis [8].

As the Belt and Road Initiative are executed, the RMB internationalization will facilitate financing of the encompassing countries, and Chinese regions will further integrate resources, policies and markets to connect with the outside world. Growing foreign trade and Chinese investment, and more Chinese companies going global under the implementation of Belt and Road Initiative will also add support for RMB internationalization. Therefore, Belt and Road Initiative is a great undertaking beneficial to all along the line.

The Silk Road Economic Belt Initiative has generated intense public interest. According to Mr. Nurpeissof, the leading economic expert of the World Economy and Policy Institute under the Fund of the First President of the Republic of Kazakhstan, «China's initiative to build the Silk Road Economic Belt has sparked great interest among economists, experts, and politicians in all corners of the world. Chinese President Xi Jinping unveiled the initiative while delivering a lecture at the Nazarbayev University in Astana. This fact demonstrates that China sees Kazakhstan as an important strategic partner in this project».

Promoting maritime cooperation Chinese president subsequently announced plans for the maritime Silk Road development at the 2013 summit of the Association of Southeast Asian Nations (ASEAN) in Indonesia. To accommodate expanding maritime trade traffic, China will invest in port development throughout the Indian Ocean, in Bangladesh, Sri Lanka, the Maldives, and Pakistan.

On 28 March 2015, the National Development and Reform Commission, Ministry of Foreign Affairs and Ministry of Commerce of the People's Republic of China jointly released an action plan on the principles, framework, and cooperation priorities and mechanisms in the Belt and Road Initiative after President Xi Jinping highlighted the strategy the same day while addressing the opening ceremony of the 2015 annual conference of the

Boao Forum for Asia (BFA). The plan is based on the four principles of openness and cooperation; harmony and inclusiveness; market operation; and mutual benefit, emphasizing policy coordination, connectivity, unimpeded trade, financial integration and people-to-people bonds.

Accordingly, to the plan, on land, the Initiative will focus on jointly building a new Eurasian Land Bridge and developing China-Mongolia-Russia, China-Central Asia-West Asia and China-Indochina Peninsula economic corridors by taking advantage of international transport routes, relying on core cities along the Belt and Road and using key economic industrial parks as cooperation platforms. At sea, the Initiative will focus on jointly building smooth, secure and efficient transport routes connecting major sea ports along the Belt and Road. The China-Pakistan Economic Corridor and the Bangladesh-China-India-Myanmar Economic Corridor are closely related to the Belt and Road Initiative, and therefore require closer cooperation and greater progress [9].

The pivot point of the Chinese strategy is transport infrastructure development. According to Xi Jinping, new infrastructure could «break the bottleneck in Asian connectivity». The Asian Development Bank, highlighting the need for more such investments, estimates that the region faces a yearly infrastructure-financing shortfall of nearly \$800 billion.

Another priority area for implementing the Initiative is facilities connectivity. Countries along the Belt and Road should improve the connectivity of their infrastructure construction plans and technical standard systems, jointly push forward the construction of international trunk passageways, and form an infrastructure network connecting all subregions in Asia and between Asia, Europe and Africa. At the same time, efforts should be made to promote green and low-carbon infrastructure construction and operation management, taking into full account the impact of climate change on the construction.

Special attention should be paid to the concept of an Information Silk Road. States along the Belt and Road should jointly advance the construction of cross-border optical cables and other communications trunk line networks. In order to improve international communications connectivity, they should undertake measures on building bilateral cross-border optical cable networks at a quicker pace, planning transcontinental submarine optical cable projects, and development of spatial (satellite) information passageways to expand information exchanges and cooperation.

In 2014, China concluded deals worth \$30 billion with Kazakhstan, \$15 billion with Uzbeki-

stan, and \$3 billion with Kyrgyzstan, in addition to spending \$1.4 billion to help revamp the port of Colombo, in Sri Lanka. By November 2014, China had announced the creation of a \$40 billion Silk Road Fund.

In 2015, China finalized plans for the Asian Infrastructure Investment Bank (AIIB), which aims for \$100 billion in initial capital. Despite opposition from the United States, the AIIB attracted fifty-seven founding members, including U.S. allies such as the United Kingdom, Germany, and Australia. The negative U.S. reaction to the AIIB underscores the extent to which some U.S. policymakers fear that China's efforts will undercut Western institutions like the World Bank and expand the influence of the Shanghai Cooperation Organization (SCO), a regional security and economic pact. As against to them, some experts in the sphere of international relations believe that the AIIB will make those countries less dependent and less vulnerable to Russia, which has been a central focus of U.S. policy for decades. It will bring an enormous amount of capital into this region and others [10].

It is noteworthy that China is pragmatic and business-oriented in its Silk Road approach. China does not have any ideological or political agenda interweaved in its Silk Road investments and is quite cautious about maintaining its political neutrality in the region, including refraining from investing in disputed projects. For example, China announced that it will remain uninterested in investing in the construction of the Rogun Dam until Tajikistan and Uzbekistan resolve their disputes. On the other hand, having one of the largest economies in the world and playing a leading role in the Shanghai Cooperation Organization (SCO), China yields considerable potential to change the dynamics in the region. Consequently, while Central Asian countries welcome Chinese investments and opportunities for business partnership, they do not want to be dependent predominantly on the Chinese partnership.

According to American experts, The Belt and Road Initiative has just as much (if not more) to do with China's domestic economic goals as it does with grand geopolitical visions. It's simultaneously a means for developing China's inland regions, even while ensuring their growth is efficient and technologically focused, giving China a boost in its bid to move up the global value chain. However, today scholars contrast the OBOR (One Belt, One Road) project with the sometimes-discussed, but more often dismissed U.S. vision of a New Silk Road. Actually 'the Chinese are committing hundreds of billions of dollars, the U.S... not much,

if any.» Further, the Chinese have established several funding vehicles to support new infrastructure developments – from the Silk Road Fund to the Asian Infrastructure Investment Bank (AIIB). Most importantly, the Chinese initiative signals China's rise and a commitment to lasting future engagement with the region. Meanwhile, the New Silk Road for the U.S. is associated with a legacy of regional withdrawal [11].

Politically speaking, China hopes that the OBOR initiative stabilizes Beijing's western Provinces, as well as the neighboring trouble spots, like Pakistan or Afghanistan. As China finances most infrastructure projects Beijing is also able to increase its political influence. Many countries along the Silk Road depend on Chinese infrastructure investments.

Anyway, the overarching goal for China is to be an active part in the establishment of a multipolar world order. China seeks to play a constructive role in the reform of the international system. The Belt and Road Initiative is intended to be the foundation of a new type of international relations. The Chinese officials speak on the establishment of a «community of common destiny». Core elements are more connectivity in Eurasia, «win-win-cooperation», «mutual progress and prosperity» as well as upholding the UN principle of non-interference in the internal affairs of other states.

So far, Chinese initiative has not been imbedded in an overarching international framework and primarily is a concept, a meta-strategy. It is still unclear whether the initiative will be realized through a bilateral or multilateral process.

Conclusion

Today, the idea of a «New Silk Road», an intertwined set of economic integration initiatives seeking to link East and Central Asia, has taken hold in the United States and China – for very different reasons. In 2011, the United States launched its vision of greater Central Asian economic and infrastructure integration in the hopes of supporting political stability as it withdrew from Afghanistan. By 2013, Chinese President Xi Jinping put forward initiative «Silk Road Economic Belt» that would streamline foreign trade, ensure stable energy supplies and promote Asian infrastructure development.

It remains to be seen if the United States and China will clash over their competing plans for developing energy resources in Central Asia's Turkmenistan, creating infrastructure in Pakistan, or winning political influence with local governments throughout Asia. Washington mainly sees the «One Road, One

Belt» initiative, and in particular its financial institutions, as a potential threat to the international order, based on three major arguments. First, it will duplicate the existing network of financial institutions, in particular the World Bank and the Asian Development Bank, and weaken them by lowering the international standards of governance. Second, it will contribute to weakening the dollar-based international system by strengthening the Chinese currency, the Renminbi, as a global trade asset. Thirdly, it creates a rival financial system that may side-step the international order of global governance.

For other Western actors, in particular the Europeans followed by the South Koreans and the Australians, which support the new multilateral financial institutions, the American reluctance may be more a question of leadership than one of substance. They are more inclined to recognize that the global economy is increasingly influenced by China and that Beijing has not been fairly rewarded in the governance of the (US-led) financial institutions, which may have led Beijing to consider alternative options. Moreover, the current financial institutions are not tailored to finance and manage as huge an initiative as the New Silk Road. Yet, the needs in infrastructure development in Asia have been valued by the Asian Development Bank at some \$8 trillion over the decade.

The most serious argument concerns the risks of lowering the international standards of governance through the setup of new or involvement of existing non Western-led financial institutions. The Europeans argue that international standards would be better secured if Western countries were inside the institution than by trying to influence it from outside. Furthermore, the Europeans say that Beijing has to be taken on its word when claiming that it wants transparent and rules based financial institutions. The designation of former ADB Vice-Chairman, Mr. Jin Liqun, as AIIB's chairman is considered a positive first indicator, as well as the apparent decision by China not to secure veto power in the institution.

Yet despite all assurances and expectations, the New Silk Road and the institutions that will underpin it may indeed profoundly impact the current global order. The Chinese initiative ironically demonstrates that if the current order cannot adapt to new economic realities, it faces the risk of being bypassed. Anyway, many economic and political aspects of the New Silk Road remain unanswered and the project is unevenly advanced.

Other powers like India and Russia, meanwhile, are seeking to define their own approach to regional integration. While these ambitious projects hold the

potential to reshape one of the world's least integrated areas, all must contend with local rivalries,

logistical roadblocks, security risks and political uncertainty.

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IV ● ORIENTAL STUDIES

UDC 87.01.45

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Environment and Some Aspects of Religious Education

Abstract. The religious situation and religious beliefs in Kazakhstan are a dynamic, constantly changing phenomenon. They are reflected in numerous processes and actions, that we can observe every day and that require our study and reflection.

Islam in Kazakhstan is able to interact with the new realities and «challenges», and create new meanings and correct personal and social beliefs.

Religious education can contribute to the solution of today's social problems, such as environmental, act as a stimulus for the development of environmental awareness. Scientists and environmental activists all over the world have begun to develop educational strategies to revive the environmental teachings and practices of Islam. They participate in the formation of eco-ethics of Islam and the development of teaching materials for the introduction of eco-ethics in a rich educational environment of the Muslim world.

Key words: ecology, religious education, Islam, environment, mosque.

Introduction

The religious situation and religious beliefs in Kazakhstan are a dynamic phenomenon, changing constantly at formal and informal, individual level, that is reflected in numerous processes and actions, which we observe every day; and they require special study and reflection.

Religion is able to interact with the new realities, «challengers» as we often say, social and scientific processes, as well as create new meanings and correct personal and social beliefs.

Religion can contribute the solution of today's social problems, such as environmental, act as an incentive for the development of education, which «seeks to be faithful to the religious traditions, values and ethics of Islam, as well as display the transforming power of the faith»(1).

Muslims, who make up more than one-fifth of the world's population, are also concerned about the health and welfare of the Earth, like the rest of its inhabitants. The teachings of Islam do not contradict, but on the contrary, demonstrate the relevance of the use of traditional resources and institutions in addressing one of the biggest challenges facing humanity - the health of our planet.

Methods

At the end of the XX century, the term «sustainable development» became widespread, it refers to the socio-economic and environmental development, aimed at the reasonable satisfaction of human needs while improving the quality of life of present and future generations, peace-keeping, the careful use of the planet's resources and conservation environment.

As it turns out, sustainable development, and the environmentalism, social environmental movement that spread in the XX century in European countries, aimed at strengthening the protection of environmental measures, harmonious part of the religious consciousness, without breaking, but on the contrary, supporting the basic tenets and values religion. To think about the world and take care of its preservation are the duties of the believer.

Proper human perception of his position in the universe and the fair treatment of the outside world are of great importance for the formation of a Muslim identity.

Main body

Islam views the environment as a source of human livelihood, for which he is responsible. In

dozens of Quranic verses, there is a call to reflect on the natural phenomena, to study the relationship between living organisms and the environment. Every element in nature is connected with the other elements, and the man as one of the species is inextricably linked with the environment. The Quran points to the need to organize a rational interaction between man and nature, because only in this case, progressive development of society is possible

وَأَلْقَى فِي الْأَرْضِ رَوَاسِيَ أَنْتَمِيزَ بِكُمْ وَأَنْهَارًا وَسُبُلًا لَعَلَّكُمْ تَهْتَدُونَ

He placed on the earth firm mountains, lest it should shake with you, and rivers and roads that you may go to the right path» (Sura 16, «Bees», verse 15).

Man has no right to destroy the world he did not create. Sharia laws limit the intervention in nature, protecting forests from destruction, sources of drinking water and the air - from pollution, and ecosystem - from the death and destruction.(2)

Careful attitude towards the environment is a part of Muslim culture. Muslim learns to love and protect nature from the moment that understands the meaning of the testimony of faith. As a child and learning the rules of the commission of prayer and atonement, he learns that it is necessary to treat the water sparingly, and impossible to profane sources and reservoirs. Availability of fresh water sources in the Qur'an is described as God's mercy:

وَهُوَ الَّذِي أَرْسَلَ الرِّيحَ بُشْرًا نَبِّئْ يَدِي رَحْمَتِهِ وَأَنْزَلْنَا مِنَ السَّمَاءِ مَاءً طَهُورًا
لِيُحْيِيَ بِهِ بَلْدَةً مَيْتًا وَنُسْقِيَهُ مِمَّا خَلَقْنَا أَنْعَامًا وَأَنَاسِي كَثِيرًا

« We send down from the sky pure and clean water, to revive dead land with it and drink numerous cattle and many people» (Sura 25 «Distinction», verses 48-49)

In many verses of the Quran, we find reference to one of the basic conditions for the existence of life on Earth - biological diversity.

أَوَلَمْ يَرَوْا إِلَى الْأَرْضِ كَيْفَ أَنْبَتْنَا فِيهَا مِنْ كُلِّ زَوْجٍ كَرِيمٍ

«Do they not see how We have nurtured on earth the noble species?» (Sura 26, «The Poet», verse 7)

All animals, plants and microorganisms that inhabit our planet have a right to exist - not because they can be used for the benefit of man, be-

cause together they provide the harmony of God's creation:

وَالْأَرْضَ مَدَدْنَا فِيهَا رَوَاسِيَ وَأَنْبَتْنَا فِيهَا مِنْ كُلِّ شَيْءٍ مَوْزُونٍ

«We prostrated ground, place don't firm mountains and nurtured on it the best of all sorts of things» (Sura 15, «Hijr», verse 19)

Environmental pollution and the depletion of our planet's resources are man-made, and therefore Islam sees the solution to these problems in a meaningful regulation of human activities, the formation of value-oriented ecological culture. In view of this, a special significance is the environmental education. Humanity must compensate their impact on the environment, and the Qur'an imposes on human responsibility for everything that happens to him and around him, including - for the restoration of its habitat (2).

Over the past three decades, the religious communities have intensified their activities in the field of environmental protection. People of faith quite logically assume the function of guardians of the Earth planet and the fighters for their well-being. It is in this context, that a relatively new phenomenon as ecotheology has appeared.

Ecotheology is a form of constructive theology that focuses on the relationship of religion and nature, especially in the light of environmental concerns. Ecotheology usually comes from the fact that there is a link between human religious / spiritual views and degradation of nature. The movement implements numerous religious and environmental projects around the world (3).

It is important to bear in mind that ecotheology seeks not only to identify known problems in the relationship between nature and religion, but also to identify possible solutions. This is particularly important, as many supporters and members of the movement say that only science and education are not sufficient to cause radical changes needed in our current environmental crisis.

Religion and environmentalism become a new interdisciplinary area among academic disciplines and religious studies, religious ethics, the sociology of religion and theology, among other things.

By 1990, many religious scholars, scientists initiated discussions and studies, they generated a significant amount of scientific literature with an analysis of the place of the nature of the various religious systems of the world. A landmark event was a series of ten conferences on religion and ecology, organized by Yale University professor Mary

Evelyn Tucker and John Grim, and held in the University Center for the Study of World Religions at Harvard from 1996 to 1998.

In a series of conferences over 800 international scientists, religious leaders and environmentalists have participated. Conference papers were published in a series of ten books «World Religions and Ecology», one for each of the world's major religious traditions.

Based on these conferences later Tucker and Grim formed the Yale Forum on Religion and Ecology, that was instrumental in the creation of science in shaping environmental policy, as well as «greening» of religion. It continues to be the largest international multireligious project (4).

Active religious and environmental group was established in the American Academy of Religion in 1991, and a growing number of universities in North America and around the world now offer courses on religion and the environment. Recent studies in religion and ecology can be found in the peer-reviewed journal «Worldviews: world religions, culture, ecology» in reference works, such as encyclopedias.

Another landmark in the new field was the publication of «Encyclopedia of Religion and Nature» in 2005, edited by Bron Taylor. Taylor also headed the International Society for the Study of Religion, Nature and Culture, which was established in 2006 and began publishing a quarterly magazine for the Study of Religion, Nature and Culture in 2007.

Interest arising in the Islamic community to the environment is reflected in the steady growth of «green» movement among Muslims worldwide. Based on eco-ethics of Islam, these «green» Muslims have launched eco-Islamic projects in cities in

Canada and England, to protect forests in the Philippines and Malaysia, and the coral reefs of Zanzibar.

Scientists and environmental activists have begun to develop educational strategies to revive the environmental teachings and practices of Islam. They participate in the formation of eco-ethics of Islam and the development of teaching materials for the introduction of eco-ethics in a rich educational environment of the Muslim world: traditional Islamic institutions, Islamic schools and universities, as well as in a variety of formal and informal training programs offered by educational bodies(1).

The mosque is one of the most visible symbols of Islam and served as a place of prayer and learning throughout Muslim history. It serves a multifaceted role in the life of a Muslim - and as a place of prayer and meditation, and as a center of religious learning and political debate, as well as a safe place to shelter. Some scholars emphasize the important role of mosques for eco-Islamic activities throughout the Muslim world as an educational center and a «perfectly appropriate places for holding information sessions and community discussions on environmental issues» (5).

Another opportunity to introduce environmental teachings of Islam through mosques is the construction and upkeep of the mosque. In this connection, it may be mentioned that in the historic university city of Cambridge eco-mosque is based, with natural light throughout the year, thanks to the huge light hatches in the dome. For heating and cooling, it is planned to use geothermal heat pumps, energy-saving technology and green roofs that will give near-zero carbon footprint (6). To spread environmental awareness mosques should play a key role as a tool of continuous education in the Muslim society.



The world's first eco-friendly mosque is constructed in Dubai

In the UK, in the framework of the project «Islam and civic education» (ICE) a training program for Muslim schools was developed, under which the lesson plans include theme titled «Islam and the Environment», as well as guidance for teachers, activities and follow-up work on various themes (7). The activities of international aid agencies and the development of «Muslim Hands» aimed at the development of environmental training programs for their schools around the world, combining the expertise of local professionals with innovative teaching materials on the protection of the environment. And in South Africa, the Muslim students take an active part in the annual ecological initiative to care the school environment, as well as participating in the national program of green schools, the annual Muslim school gardening competition which encourages schools and students to participate in tree-planting and support gardening in some municipalities (8).

Islamic boarding schools in Indonesia are independent self-managing schools that are actively engaged in environmental Islamic activities practically participating in nature conservation: preserving rivers, buffer zones around sensitive areas. The project, which shows the shape of an «Islamic» eco-movement, can strengthen the environmental awareness in Indonesia, where the rural population is still largely dependent on natural resources to sustain their livelihoods (9).

Islam and Ecology Center was established at the University of Wales. It is assumed that based on the center initiative theological and legal handbooks, educational resources, training on practical environmental programs will be established, and the profile of eco-Islam on a global level will raise. However, the most famous was the eco-Islamic initiative in Zanzibar. Draft of environmental ethics that protects the maritime space and the environment of the island Misali, is a partnership between several international organizations, which resulted in the book-guide developed for the teacher of Islamic Environmental Education, it is used in religious schools in the teaching of environmental ethics of Muslims. The result exceeded all expectations (10).

Other learning opportunities, both formal and informal, such as conferences, lectures, workshops and seminars, voluntary movements, the media and social movements are also used by eco-activists of Islam. One of the main features, especially that of the Muslim communities in Western countries, is that their members have moved from strategy «Integration - just become a member of society» to the strategy of «Contribute - to become an active member of society.» In 2007, the British charity Islamic

organization convened a conference entitled «Healing the fragile Earth: Fulfilling our heavenly duty.» Leading scholars of the Muslim world are invited to attend such a conference to talk about the environmental mission of Islam. Digital and social media have widely reported environmental Islamist movement. EcoIslam Bulletin, now in its eighth edition, talks about all the latest developments and news concerning the Islamic environmental initiatives around the world. Blogs and Facebook pages are also playing a significant role in broadcasting information and raising awareness about the ecological role of Islam (11).

Islamic Foundation for Ecology and the Environment (IFEES) was created, and although the majority of eco-Islamic initiatives, for the most part, is still at the stage of the nominal environmental knowledge and awareness of environmental teachings of Islam, literacy increases.

As noted, the Muslim schools and universities, of course, perform an irreplaceable role in the preparation of environmentally conscious Muslims. Nevertheless, all these institutions to take their place in the revival of eco-ethics of Islam should be action-oriented and life-affirming spirituality, which are embodied in ecotheology with its holistic knowledge, to develop a framework and set forth goals and objectives of Islamic education in relation to the Environmental education.

The well-known eco-Islamic activist, Fazlun Khalid, says that while the educational activities are crucial to raise awareness about Islamic teachings related to the environment, education must be renovated, «to develop an understanding of the natural world and our place in it» (12). Growing eco-Islamic movement confirms that concern for the environment is a religious duty, an act of spiritual obedience, and requires measures to correct environmental policies.

It is necessary to expand the Islamic education to train socially active, ethically oriented and compassionate Muslims working for the common good, justice and well-being.

The introduction of modern social problems, such as environmental issues, can be an incentive for the transformation of religious education in Kazakhstan by implementing a holistic approach to knowledge, enhance the relevance of religious understanding of contemporary problems and the promotion of social activity of students by applying the teachings of Islam in their lives and the life of society. Living in justice to the people and the planet is necessary for every Muslim who accepts the mandate, in order to live as a trustee of Allah

on earth. This shows, in words and deeds that the educational space of Islam remains a vital resource for the modern environmental movement.

Conclusion

Environmental education is a part of the overall

education system. Religion can be, even has to be useful in solving the environmental crisis, consolidating the moral resources, successfully bringing the faithful beyond the selfishness and materialism, stressing the sanctity and order of nature, defining the place of humanity in it.

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UDC 94(574)

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The Scale Activities Between Kazakhstan and India in the Field of Science and Education

Abstract. The article is dedicated to study of the scale activities between Kazakhstan and India in the field of science and education. The Indo-Kazakstani connections had arisen in the days of the Great Silk Way, which passed from China to the Western world through the part of Central Asia (then called Turkistan), bordering with today's Southern Kazakhstan, especially with Shymkent and Jambyl Regions.

The Silk Way was the direct medium for spread of Buddhism from India to Kazakstan. Salutary balm of Sufi ideas, and practices, stretching from Central Asia, subdued the high mountains dividing us, and found warm reception on the Indian ground. The Indo-Kazakstani connections take their beginning at this time and since then continue to exist, resulting in mutual penetration of cultures and enrichment of two civilizations and cultures.

Key words: cooperation, science, education, cultural relations, information technology, evolution of relations, bilateral documents.

Introduction

Kazakhstan and India are gradually developing bilateral cooperation in the fields of science, technology, education and culture. The Indian Embassy in Kazakhstan very actively organises and participates in many events in all possible fields of co-operation and social life. It serves as a vivid and reliable bridge between the two countries.

An Indian Cultural Centre (ICC) was opened under the Indian Embassy in Almaty. ICC serves as a window, through which people of Kazakhstan have an opportunity to study the Indian culture, to understand and appreciate it. From the very beginning of its activities in 1995, ICC tried to develop cultural relations and mutual understanding between peoples of our two countries. The centre organizes a great number of cultural actions, including visits of Indian scientists, symposiums, exhibitions, presentations of books and musical instruments for various public institutions. ICC also carries out the program of grants for the gifted Kazakhstani youth for training at Indian universities and other educational establishments [1].

Methods

Concrete historical method, generally accepted principles of public knowledge-Historicism and objectivity, as well as the method of system analysis, implying the study of historical processes and the relationship together.

In 1997, the two countries exchanged the Days of Culture. A collection of Abai's poems was published in Hindi. Books by prominent Indians have been published in Kazak language.

In 1998, with the support of the Indian Embassy, the branch of Hindi language was opened at the Oriental Studies Dept, Al-Farabi Kazak National University (KazNU). The Hindi Room is equipped with modern technical equipment; it has much literature in Hindi and English, brought from India. Graduates of top Soviet Orientalist Schools: A. Anvarov (Leningrad, now St. Petersburg, Russia) and Z. Iskakova (Tashkent, Uzbekistan) became the first teachers of Hindi in Kazakhstan [2].

Every year the Indian Embassy offers ITEC (Indian Technical and Economic Co-operation) grants to those wishing to acquire various specialties in higher education institutions of India. ITEC was established in 1964 as the bilateral program of assistance of the Government of India. Under this program, interested

persons from other countries have been welcomed to share with India its experience acquired for over five decades of existence as a free nation.

Every year, about 60 students are sent from Kazakhstan to India under ITEC program to study various disciplines, such as diplomacy, banking, finance, trade, management, small business development, etc. Those arriving to India under ITEC program [3], not only spend days in lecture theatres of high schools, learning various disciplines, but also visit various cultural and tourist places in India, what forms a part of their curriculum. The number of candidates visiting India every year, shows popularity of ITEC program in Kazakhstan. Marking the high interest of the Kazakhstani party in the given program, the Government of India systematically expands the number of curriculums available for the Republic of Kazakhstan.

Another parameter of close mutual relations in the field of culture is appearance of the first professional symphonic orchestra in India. It became possible due to the efforts of an eminent musician, a violinist of world fame – our compatriot Marat Bisengaliev, who opened a professional symphonic orchestra in Mumbai [4].

In October 2001, upon an initiative of the Kazakhstani Ministry of Education and Science, a Techno Park was launched in Astana, in co-operation with Bilim International Educational Centre and the Indian firm IBFI. Its full title declared its purpose – «Centre for development and introduction of domestic and foreign information technology in the education system». The Techno Park was equipped with modern computer hardware, a lecture hall and display tools [5].

In 2004, Kazakhstan-Indian Centre for Information Technology (KICIT) was established at Al-Farabi Kazakh National University. It became one of the first training centres within the framework of a joint project with NIIT (National Institute of Information Technologies).

An event was held in Almaty in June 2005, dedicated to the 50th anniversary of the official visit to Kazakhstan by Jawaharlal Nehru, the first Prime Minister of India, organised at the initiative by Mr A.K. Mukerji, the then Indian Ambassador to Kazakhstan. The event included an international scientific seminar, a book and photo exhibition, and a documentary [5].

Holding Republic Day and India Week open to public has become traditional in Kazakhstan. Holi celebrations and Festive concerts of Indian classi-

cal and folk dances are quite popular among Kazak youths, especially girls and young women.

The Centre for Indian Classical Dances, Almaty, led by Ms. Akmaral Kainazarova masterly perform Indian classical dance 'Bharatanatyam' throughout the country and abroad. Ms. Kainazarova, being from a prominent family, forsook a career of a journalist, as she fell in love with Indian classical dance. She studied in India as an ICCR scholar, and became a celebrated dancer. Supported by ICCR and Embassy of India, Astana; her centre is at the forefront of organisations engaged in strengthening cultural ties between Kazakhstan and India.¹

In March 2008, Centre of Kazak language and Studies was founded at Jamia Millia Islamia in Delhi. It offers two programmes, one leading to Diploma in Kazak language, and another one leading to Certificate in Kazak language.

Obviously, the scale and level of joint activities between Kazakhstan and India in the field of science and education so far has not been up to their potential.

A growing number of events has been strengthening cultural cooperation between the two nations, including celebrations of 150th anniversaries of Abai and Zhambyl, and 100th anniversary of Mukhtar Auezov, held in India, as well as functions dedicated to the 125th anniversary of Mahatma Gandhi, held in Kazakhstan [6].

A growing Indian community of Kazakhstan and their Kazak friends celebrate the National Unity Day in Kazakhstan every year on 1 May.

On 2 October 2014, the Embassy of India in Astana celebrated the International Non-Violence Day (Mahatma Gandhi's Birthday) in collaboration with and at the premises of the National Academic Library of the Republic of Kazakhstan. Over a hundred guests included diplomats, local officials, members of the Indian community [7] and Kazak youths attended the event. The programme concluded with a short cultural programme by the students of the Indian Cultural Centre, Astana.

Lecture-demonstrations on Yoga have been held for various types of public, including school children and diplomats, in various cities of Kazakhstan.

Every year, Indian tourist companies participate in Annual Kazakhstan International Tourism Fair. In return, Kazakhstani tourist companies take part in similar events in India.

A launch of International Day of Yoga was held in various cities of Kazakhstan.

It seems to us, that for the sake of raising benefit

from developing mutual relations, it would be good to establish a Kazak-Indian University, where possibilities of widening and deepening co-operation in all spheres of mutual interest would be studied, among other things.

In September 2014, the Indian Embassy in Astana organised a business presentation «Make in India», attended by over 70 individual businessmen, representatives from manufacturing companies, government officials, media and diplomats. It was organised in collaboration with the National Chamber of Entrepreneurs under the Ministry of Investment and Development of the Republic of Kazakhstan.

Conclusion

Currently, the cooperation between Kazakhstan and India in the field of high-tech and IT cannot be considered satisfactory, and the presence of Indian IT-companies in Kazakhstan is unobtrusive.

Indian partners are involved in construction of the Alatau Information Technology Park near Almaty city, training of Kazakhstani students, organising internships for few Kazakhstani specialists in India, especially through ICCR and ITEC programmes, whose Golden Jubilee was celebrated in Astana on

10 March 2015. Apart from these few activities, progress in this area is not very noticeable.

Since 16 February 2015, it also has been publishing a Newsletter twice a month, available online, which covers all important events and information concerning bilateral relations between the nations.

Scientific and academic contacts between analytical circles of Kazakhstan and India occur regularly. Kazak and Indian experts exchange visits and deliver guest lectures, actively participate in seminars, conferences and «round tables», both in India and Kazakhstan, where topical issues of Kazak-Indian cooperation are discussed.

India and Kazakhstan are connected by history and culture, common political values, deep and obliging tasks of maintenance of prosperity of our peoples. Thus, it is necessary to note, that there is a high level of complementarity of economies of India and Kazakhstan. India represents a huge market for power and other goods. India has technologies and experience in industrialization, market management, financial systems and information technologies. This complementarity between India and Kazakhstan can promote mutual maintenance of each other's growth, development and deepening of friendship.

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V • HISTORY

UDC 94(574)

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Kazakhs in the Regional System of Governance in the Second Half of the 19th Century

Abstract. Staff of regional and district administrations included senior and junior officials for special assignments. Kazakhs representatives had the right to hold posts of junior officials for special assignments. The principle of co-optation of the Kazakhs for the position, the issue of the social security (salary, pension, awards, etc.) of junior officials for special assignments and their educational level, functional responsibilities and activities were all that practically have not been studied. The paper is based on documentary materials extracted from the Central State Archive of the Republic of Kazakhstan. On this basis, the study raises not only the issue of a new stratum of personalities in the new history of Kazakhstan, but also poses new challenges of a comparative study of imperial administration practices in the regions of multinational Empire.

Key words: Russian Empire, Kazakh steppe, Kazakh officials, junior officials for special assignments, local governance.

Introduction

The intention of the policy of the Russian Empire in the Kazakh steppe during the 19th century was not only to create a single administrative-territorial system (guberniya, uezd, and volost), but also to see the involvement of representatives of the Kazakh elite in the service of the emperor and thus the formation of a new class: Kazakh officials. The strategic policy of the Russian authorities in this area includes the following measures:

The creation of positions in the local government for representatives of the Kazakh population.

– The dissemination among the Kazakh nomadic society of the «Table of Ranks» of Peter I, which was laid down as a mechanism for rank and career advancement;

– The introduction of prestigious orders and medals. (St. Anne and St. Stanislaus of the 1st to 3rd degree). August 9, 1844 the government issued a decree that «in giving Orders, we shall award Muslims under the image of the Imperial Eagle instead of the under the image of St. George's cross.»

– The appointment of certain salaries and pensions;

– The inclusion of Kazakhs into a single national system of accounting officials at all levels of government, namely the preparation of service records.

Methods

As a result, the Kazakhs appointed to posts received all the attributes of an official of the administrative apparatus of the Empire: a state salary, an officer's rank, the right to wear a uniform with insignia, as well as medals, Orders, and gifts.

The issues of state service in the multi-national regions of the Russian Empire have become subjects of study only in recent decades. [1] However prevail works on activities of the Governors-General in the regional governments of the Russian Empire. This is explained by the value of the top officials of the regional administration (the Governor-General) and interest of historians to representatives of the Russian officials who contributed to the development of strategy of the government, who carried out the decisions of the supreme power in the region, who regulated the interactions of members of different social strata, religions, and ways of life in such multi-national regions as Siberia, the Caucasus, and Kazakhstan. Meanwhile, representatives of the Ka-

zakhs elite in the first half of the 19th century were represented in the middle layer (Sultan-rulers) and from the second half of the 19th century were seen only in the lower levels of management (at the volost and aul level). In Kazakh historiography, more attention was paid to the issues of the formation of the Kazakh intelligentsia, and their scholarly and social-political activities in the Steppe, [2] although many of them were serving in the regional governments (in Orenburg, West-Siberia, and Turkestan Governor-Generalship), but their activities were not considered as part of the process of entry into the common space of the Russian bureaucracy in the Empire. Recently, we have seen more work on the formation of Kazakh officialdom in the Orenburg region and the formation of local government in the Turkestan region. [3] At the same time, there are important questions of historiography in identifying regional features and general trends in the formation of bureaucracy in the Russian Empire. Naturally, the principle of formation of the bureaucratic apparatus on the non-Russian territories (the Kazakh Steppe, the Volga-Ural region, the Caucasus, etc.) differs from that in the interior provinces of the Empire. The socio-political processes of integration required by the supreme power enhanced both its ability to control and monitor. However, there were general criteria for the formation of the Russian bureaucracy, namely the mechanism of placing non-Russian elites within the upper class of the Russian empire – hereditary and personal nobility. Based on this, some historians focused on the Muslim nobility in the Russian Empire, in particular of the Tatars, Bashkirs, and Kazakhs. [4] Also noteworthy is the fact, that the staffing of the management apparatus, in both the interior Russian provinces and in the non-Russian governor-Generalships (Ukraine, Caucasus, Kazakh Steppe) was established position of official on special assignments. On November 20, 1835, Nicholas I approved the order of the State Council «About officials on special assignments in various departments,» where it was emphasized that their duties did not fit within the normal range of behavior for staff, because their function was to execute secret orders of the regional or supreme imperial power. In accordance with the decree, the number of officials on special assignments could not be the same, as it depended on the cases which were trusted to them. But most importantly, they were included in the number of representatives of the civil service and were to be placed under ministers, administered by the Departments, also under the Governor-Generalship, military, and civilian governors. [5, p.115-117]

On the basis of this decree and by the introduction of «Provisional Regulations on the Management of the Steppe Regions of Orenburg and West Siberian Governor-Generalships» of October 21, 1868 was included post of (1) senior and (2) junior officials on special assignments to the staffing of the Governor-Generalship and military governors. Representatives of the Kazakh population could qualify as junior officials on special assignment. This raised a range of questions for me. What was the principle of co-optation of Kazakhs for the positions of junior officials on special assignments? What duties they received on these positions? How were they different from similar officials in other regions of the empire? What was the level of education of these officials? What kind of social welfare (salaries, pensions, awards, etc.) had the junior officials on special assignments?

This essay is based on a set of documentary materials extracted from TsGARK, the Central State Archive of the Republic of Kazakhstan. The first interest is in the service records of official on special assignment. There are documents reflecting the complaints of the Kazakh population at the oblast and uezd level. This study raises the issue not only of a new layer of personalities in the history of Kazakhstan, but also poses new challenges to the comparative study of imperial management practices in the steppe with other regions of the Empire, in particular the Caucasus, Volga-Ural region, etc.

Main body

Mechanism for the appointment of Special Officials

From the 60s of XIX c. started new stage in the policy of the government. Firstly, the process of integrating the Kazakh steppe into the empire was completed. The government faced challenges to unify system of administration.

In July of 1867, Alexander II issued a decree on the establishment of a Turkestan Governor-Generalship, which was to include Semirechie and the Syr-Darya oblasts (including the territory of the Senior Horde, the northern Kyrgyz, and part of the Central Asian Khanates), and on October 21, 1868, based on the «Provisional Regulations for the Management of the Steppe Regions of Orenburg and West-Siberian Governor-Generalship,» the government created the Ural, Turgai, Akmolinsk, and Semipalatsinsk oblasts.

At the head of the regional administration was a military governor endowed with military and civilian authority. When the military governors were established in the regions, they included the relevant

structural units. Officials on special assignment, directly subordinate to the military governor and included in a Secret detachment.

The criterion for appointment to this position were loyalty to the Russian powers, previous service. Candidates on the post began their service in the 1820s and 1830s, during the beginning of administrative reforms in the Steppe and the desperate resistance of the Kazakh population against the newly-arrived power of the Russian Empire. They earned the trust of the government because by the 1860s, they already had experience in serving the Emperor and participated in activities from opening outside district among the Siberian Kazaks (I. Dzhaikpaev), marking distances among the oblasts of the Orenburg Kazaks (B. Kiyikin), promoting Russian troops on the territory of the Senior Horde (I. Dzhaikpaev), accompanying Russian troops through the Steppe during the Khiva campaign by Governor-Generalship V. Perovsky (D. Berkimbaev), control of kibitz tax from Kazakh population (D. Berkimbaev and B. Kyikin). Also they were members of the organizing committee for the introduction of the «Provisional Regulations on the Management of Orenburg and West-Siberian Governor-Generalships» of October 21, 1868 (S. Dzhan-tiurin, I. Dzhaikpaev, D. Berkimbaev, S. Dzhigang-erov, and others).

In fact, they were already administrators who had acquired skills as officials of the Oblast administration of Orenburg Kazakhs (T. Seydalin), Senior sultan of outside district (Ibrahim Dzhaikpaev), the assessor of the Regional Board of Orenburg Kazakhs (B. Kiyikin), assistant of Sultan ruler (B. Kiyikin), and distance Chief (D. Berkimbaev, B. Keykin).

All of them by the time of appointment on post of officials on special assignment were already awarded by the Order of St. Stanislaus, 3rd degree, specially designed for Muslims. Moreover they had high military rank as Colonel (6th class, I. Dzhaikpaev), Lieutenant Colonel (7th class, S. Dzhantiurin), and civilian ranks, like Collegiate Assessor (8th class, T. Seidalin), and Titular Counselor (9th class, B. Syrtanov).

Activities of Junior Officials on Special Assignment

The officials on special assignment had the status of state councilors, the right hand men of the military governors. Accordingly, the priority of state officials on special assignment was to gather and provide information to the governor and adequately reflected the social process of introduction of reform of empire's policy. Thus, the military governor of

Turgai region L. Balliuzek, during the appointment of D. Berkimbaev to the post of officials on special assignment, wrote that he could collect the «permanent, accurate, and detailed information about affairs in the Steppe, and the mood of the minds of the population,» and this was important, because each case of nomadic society «had great importance for the success of measures taken by Russian authority in the oblast.» On the other hand, an official on special assignment in collected date gave own point of view of the situation in the steppe to the regional authority, suggesting ways to resolve tensions, and tracking the effectiveness of the measures already taken in the Steppe by the imperial power. The chief of Turgai district colonel Iakovlev emphasized exactly this factor of their activities, he wrote that officials «...could always and everywhere insert their beneficial opinion.» [6, L.1]

The field of activity of the officials on special assignments were varied: made revisions in the volost and aul administration, led investigations of kazakh's complaints on abuse by representatives of local authorities, resolved land disputes between tribes, took measures to preserve peace and security in the Steppe. In addition, they were members of the regional commissions on the allocation of pasture between newly created administrative structures as uezds, volost and auls, as well as the definition nomadic routes, watering places among the tribes (B. Karpykov, T. Seydalin). They took part in the opening of Russian-Kazakh schools, not only at the uezds, but also at the volost- and aul (D. Berkimbaev, S. Dzhantiurin, T. Seydalin).

Another feature of activity of the official on special assignment was the fact that they almost always stayed out in the Steppe, being in daily interaction with the Kazakh population, providing thereby the legitimacy of actions of the Russian administration. Usually the Governor-General gave the secret instructions to officials limiting with the following phrase «...go to this places for the gathering of information known to you ...».

However, their activities may have been under risk. For example, Baikadam Urunbaev, in December of 1884, was in «aul number 6» as a supernumerary official on special assignment «...knowing the order and the laws,» and oversaw the elections in Dambarskii volost in Nikolaevsk uezd, but was subjected to insults and physical violence by the other candidate. This incident reflects the difficult conditions of service for Kazakh officials, but on the other hand, when investigation process began, the Government faced the question: «Which court has jurisdiction over cases of officials originating

from the Kazakhs, who are on service or retired?» As a result, on December 23rd, 1885, Alexander III approved the decision of the Governing Senate that Kazakh officials, like Urunbaev, «orinated from rural inhabitants and obtained the rights of other estates of the Russian Empire,» and had rank, medals, Orders accordingly should be considered on the basis of the laws of the Empire. [7, L.1-24]

It is noteworthy that the younger officials on special assignments were actively involved in public life as members of scientific societies, in particular, as members of the Orenburg branch of the Russian Geographical Society (T.Seydalin, D.Berkimbaev), as full members of the regional statistical Committee (D.Berkimbaev), and assisted in the collection of exhibits of Kazakh life for the Russian Exhibition of 1896 in Nizhny Novgorod (B.Karpykov, D.Berkimbaev). Others also helped conduct the 1-st Overall Census of the Russian Empire 1897 (T.Seydalin, D. Berkimbaev) and became Honorary Guardians of Russian-Kazakh schools (D.Berkimbaev).

However, despite the different vectors of their actions, the duties of Kazakh officials were limited mostly to specific assignments from the regional Russian administration. In principle, none of the Kazakh officials initiated this or that project, although they participated in the development of government documents.

Conclusions

1. Kazakhs in the service of the Russian Empire were significant figures and official guides of imperial policy in the Steppe. Often, the main motive of service of Kazakh nobility was not the material security for themselves and their families, but rather an «entry into power,» that's why they agreed to serve without salary, but with rank and medals, etc.

2. The activities of the junior and supernumerary officials on special assignment under the military

governor of the region belongs to the period when the success of administrative reforms depended from their «skill and tact». They were popularizers of actions the Russian authorities in the Steppe. In particular, they raised awareness of the importance of Russian education among the Kazakhs and opened many Russian-Kazakh schools in the Steppe.

3. Reflection of the process of joining the Steppe to the all-Russian space is the fact, that most junior officials on special assignment earned the Order of St. Stanislaus and St. Ann 2nd degree, St. Vladimir 3-rd degree. Moreover, D.Berkimbaev for achievements in public service received hereditary nobility by Governing Senate's decision on December 13, 1900, and this was recorded by the Orenburg Assembly under number 229. The next sign of Kazakhs entering into all-Russian officialdom was the fact that the government rewarded them not only orders and medals, but also pieces of land and rights on property. [8, L.28-47] By the end of the 19th century, many of the officials on special assignment had property as wooden houses on the Suiargan tract (A.Tyulbkubaev, S.Dzhigangerov), on the Burte river (B.Kiykin), a stone house on the river Or' (D.Berkimbaev), and 6000 desiatin of land in Novouzensk uezd in the Samara guberniya (S.Dzhanturin).

4. The rich experience of administrative service, excellent knowledge of the life and culture of the Kazakh people, and the impact that they had on their fellows determined the further career growth for the junior officials on special assignment. For example, the career service of Tileu-Mohammed Seidalin was so successful, he had the rank of a collegiate councilor (6th class) and contrary to the Regulations on Administration in the Steppe regions he was appointed as chief of Turgay uezd twice (July 8, 1890 – April 5, 1891; August 1, 1896 – April 26-1897) and Aktobe uezd (September 17, 1892 – January 11, 1893). However this post was supposed to be only for Russian officers.

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VI ● CULTURAL STUDIES

UDC 008:316.34/.35; 316.7

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Utopian Phenomenon of the *American Dream* as the Core Concept of the American Culture

Abstract. Within the anthropocentric paradigm a number of various branches are evolving in modern linguistics. Cognitive linguistics and cultural linguistics along with the universals and variations within its categorical apparatus, in particular the functioning features of the term 'concept', are the ones of the outstanding directions within the cognitive science.

In cognitive linguistics, the concept is localized in consciousness, therefore concepts are considered to be complex discrete units of consciousness by means of which the human thinking process is fulfilled. Concepts appear to be the storage units of human knowledge and as the consequence contain information about the world, though some of which are considered to be 'binding' not only to the particular objects but also to be represented in psyche as the images, pictures, circuits.

Key words: cognitive linguistics, concept, dictionary, idea.

Introduction

Since the end of the last century on the place of the dominant system-structural and static paradigm come anthropocentric, functional, cognitive and dynamic ones. Anthropocentric paradigm is a switching of researchers' interests from the objects of knowledge to the subject, i.e. the person is analyzed in the language and vice versa.

Within the anthropocentric paradigm, a number of various branches are evolving in modern linguistics. Cognitive linguistic and cultural linguistics along with the universals and variations within its categorical apparatus, in particular the functioning features of the term 'concept', are the ones of the outstanding directions within the cognitive science.

In cognitive linguistics, the concept is localized in consciousness; therefore, concepts are considered complex discrete units of consciousness by means of which the human thinking process is fulfilled. Concepts appear to be the storage units of human knowledge and as the consequence contain information about the world, though some of which are considered to be 'binding' not only to the particular

objects but also to be represented in psyche as the images, pictures, circuits, etc.

In cultural linguistics, on the other hand, the concept is conceived as a clot of culture in the human mind, i.e. how culture becomes a part of the mental world, hence the bundle of ideas, associations, which accompanies the word. Thus, the cultural values of the cultural concept are believed to be the most fundamental distinction from the cognitive concept. Therefore, the linguacultural approach is believed to be much more relevant to the topic as the concept of *the American Dream* mostly deals with the cultural characteristics and national values throughout history.

Methods

The concept of the *American Dream* takes the core position in the conceptual sphere of national discourse, reflecting the importance of self-identification of the nation in the last decade, i.e. its belonging to the key concepts of culture. The significance of the *American Dream* as the national concept is considered the fact that the name of the concept that exists in one language, has no direct equivalent in another language system.

Main body

The origin and development of the *American Dream* is paradoxical: the variety of social mythology has not arisen in America, but in Europe, where it was «transplanted» by immigrants to the New World. Primary North American civilization had other geographic, racial, ethnic and national origins. America had existed long before its discovery. From the earliest days of Western civilization, people have dreamed of a lost paradise and the Golden Age. This tradition has become part of American culture. Naturally, it had been redesigned and the conditions had been applied to American reality, but in fact, it is based on the ideas and ideals of the European origin.

Since the concept of the *American dream* is verbalized in collocation, then it is essential to start the analysis with identifying the meaning of the word «*dream*».

According to the *Longman Dictionary of contemporary English*: «*Dream* is a series of thoughts, images, or emotions occurring during sleep. It's a daydream, a reverie, a strongly desired goal, a wish to do, be, or have something...»[1]. The concept of *dream* in the English language consciousness represents feelings, images or fantasies that come to us in a dream; the process itself, when it occurs; a vision, a dream, an image that we see or feel, consciously or unconsciously, when you do not sleep; something that we really want and are striving for; an object that we see in vision. So, the dream has two meanings: 1) the thoughts and feelings that are inherent in man during sleep; 2) greatest wish.

In the American version of modern English this concept takes new meaning, not being presented in other regional variants. It was crucial to determine the modern concept of *Americanism*, which was regarded by immigrants as an obvious contrast between the characteristic of the human way of life in the old country and the fact that it was possible to achieve in America. Therefore, the concept of the *American Dream* has valuable features predefined by history and traditions of the American nation, its spiritual and psychological orientation. It embodies the idea of the possibility of a person to succeed in a new country, regardless of their social status and financial condition.

Deploying in the socio-cultural environment, the American utopia includes certain life orientation, social behaviors: installation on self-realization, a focus on individual success and entrepreneurial initiative. The ideal model of human behavior in America is a «self-made man», a man who has made himself. He was brought up in accordance with the

ideology of liberal values, speaking the language of this ideology; he receives the symbols of the state and aspires to righteous and free world of the future. If one does not adapt to a given socio-cultural system, it is difficult for him to conform to the standards of society.

Idealistic utopian consciousness is generated by the critical attitude towards reality and an overwhelming desire to reform. A utopian is concerned about the incarnation of his own ideal of a perfect society, and strives for the salvation of all humankind. Utopia is a denial of the present and the rebellion against the reality in which the individual is dissolved. A characteristic feature of utopian consciousness is the transcendence, understood as going beyond not only the real and actual, but also potential forms. From the marriage of imagination with the desire appears something more than the real life customarily allows.

The source of idealization is the constant need to overcome real contradictions. There are social contradictions, especially the contradiction between the (spiritual) essence and the (material) conditions of existence, which injure people and encourage them to transform the «controversial» object to be at least mentally free from the controversy. Despite the real hardships *American Dream* still exists, hence the immortality of the idea is provided by its fundamental unattainability.

According to the *American Heritage Dictionary*: «American dream is an American ideal of social equality and esp. material success»[2] and *Longman Dictionary of English Language and Culture*: «American dream is the idea that the US is a place where everyone has the chance of becoming rich and successful. Many immigrants to the US in the early 20th century believed in the American dream» [3], there are three main value-semantic attributes (i.e. «equal opportunities for everyone», «wealth» and «success»).

The development and redefining of the concept was apparent especially in the rhetoric of Martin Luther King: «I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed: «We hold these truths to be self-evident, that all men are created equal»[4].

The American Dream for ML King is an unattainable dream of racial equality in the United States at a time when the civil libertarians of blacks were killed in the southern states of the country. Two years later, King once again turns to the definition of the American dream, complementing the idea of equality of citizens triad of values recorded in the

Declaration: «It wouldn't take us long to discover the substance of that dream. It is found in those majestic words of the Declaration of Independence, words lifted to cosmic proportions: «We hold these truths to be self-evident, that all men are created equal, that they are endowed by God, Creator, with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness». This is a dream. It's a great dream» (4.07.1965).

Since the moment of social instability when the American society chose the liberal system of values more than two hundred years have passed, and the impact of the utopian features keeps affecting the socio-cultural forms. The phenomenon of the American dream, reflecting the idea of the human equality, the opportunities provides them with, freedom and personal initiative, occupies a central place in the American culture. The American dream was born as the dream of a better future life, as utopia. The text of the Declaration of Independence allows us to speak about the utopian ideas existed in that era: «We hold these truths to be self-evident, that all men are created equal, that they are endowed by God, Creator, with certain unalienable Rights, that

among these are Life, Liberty and the pursuit of Happiness» [5].

Conclusion

Analyzing several meanings of the *American Dream*, one can undoubtedly discern that they are characterized by such semantic features as aspiration, individual, people, ideal, prosperity, wealth, value, success and successful life. It is seen as not a plain goal to list all of the components that are included in the concept of the American dream.

All of these interpretations were an attempt to analyze it through the economic (the concept of success), political (American individuality and equality), religious (America was chosen by God) and socio-psychological mainstream (pursuit of happiness).

The analysis of dictionary definitions as well as political speeches and historical data allowed us to trace the evolution of the American Dream and compile the basic components of this concept, however none of them can claim to be the only or the main one, as all these components had been introduced at different times, bringing new features to this concept.

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UDC 008:14

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«The Time of Ordeal»: A Literary Consideration of the 1916 Revolt

Abstract. For Central Asian history, this year marks the hundredth anniversary of the massive revolt in Turkestan and the Steppe Regions (*Krai*'s), which cost thousands of lives. It consisted of a series of local manifestations and armed attacks against the Russian administration and settlers, whose pressure had been becoming particularly harsh during World War I. In an attempt to escape the massacre, several Kazakh and Kyrgyz clans fled as far away as China.

The revolt broke up as reaction to tsar's edict of June 25, 1916 ordering males of non-Russian origin aged 19-43 to register for work at military installations of the Russian army. This was the second year of Russia's participation in the «Great War», which led to huge losses in men and materiel.

Key words: Kazakh, Steppe Regions. Russian Tsar's massive revolt.

Introduction

According to the Statutes of compulsory military service, by 1916 work at military installations used to be one of the regular tasks of home guard, formed of non-military males under the age of forty-four in wartime [1]. The population of annexed and colonized peripheries of the Russian empire, where only a few people could speak Russian, had been exempted from any kind of military service before June 1916.

The new edict on enlistment mentioned almost all of the provinces with population of non-Russian origin: Astrakhan province and the greater part of Siberia; Syr-Darya, Fergana, Samarkand, Akmola, Semipalatinsk, Semirechye, Ural, Turgai and Transcaspian *oblasts*; Muslim population of Ter and Kuban *oblasts* and Transcaucasia; certain groups of Christians of the Transcaucasia; Turkmens, Nogais, Kalmyks and «other non-Russians of this sort» from Stavropol province [2]. For the local communities this meant sending the strongest members of their families off on dangerous journeys. Protests and then spontaneous violence against Russians in various parts of the region were suppressed by Russian troops armed with the most modern weapons of the time. The brute oppression led to the deaths of thousands of people and the massive flight of people from the lands of their ancestors.

The first manifestation against the edict took place in Khodjent on July 4, 1916. Three days lat-

er the head of Khudjent garrison N. Rubakh sent a telegram to the tsar Nikolai II reporting on the event: «Your Imperial Highness, let me humbly inform you that on July 4 in the city of Khudjent a crowd of the local natives gathered in the office of the police officer and requested him to stop composing the lists of workers who should be sent to the army's rear, in compliance with the order of Your Imperial Highness of June 25» [2]. Rubakh reported that «the natives» had thrown stones to five armed guards and tried to take away a gun from one of them. Having heard a gunshot, the guards began shooting to the crowd. They made 16 shots, which led to the death of two «natives» and injury of one.

In the course of the following weeks, the protests grew in number and scale expanding to Kokand, Andijan, Djizak, Semirechye, the Transcaspian region, the Steppe Krai and Siberia.

Main body

The interpretation of the revolt in Soviet historiography

The 1916 revolt was a particularly sensitive issue for the Russian and Central Asian historians who had become Soviet citizens between 1917 and the 1930s and who had to work within shared ideological frameworks defined by the new authorities. In the 1920s, shortly after the triumph of the Socialist revolution, the mainstream discourse in Soviet historiography was critical of the tsar and the poli-

cies of the Russian Empire in the colonized territories. Attempts to collect data on the revolt were supported by the authorities: a special commission for the study of the revolt was formed in this period. Violence of the Russian government and army in the suppression of the revolt was condemned in the first instance as a feature inherent to «colonial oppressors» in general. At the same time, considerable attention was paid to the representatives of local elites, who had provided support to Russian officers, bribed them to stay at home and betrayed their poor fellow-tribesmen. The Soviet discourse of the 1920s was based primarily on polarization of class distinctions: those between the working class and the class of «exploiters». Looking back to 1916 in this retrospective, the Soviet Russian proletariat sympathized with all victims of tsarist Russia, the overthrown imperialist state.

However, in the 1930s Soviet historiography formed a new ideological platform focused on emphasizing the leading and consolidating role of the Russian people for all ethnic groups of the Soviet state. The publications from the 1920s that criticized the Russian colonial administration and exposed the cruelties of the Russian army were reassessed as ideologically harmful. Local historians who criticized the Russian rule in Turkestan and the Steppe Krai were labeled as nationalists and became subjects of political accusations and repressions. Discussing the 1916 revolt became a dangerous issue in the 1930-40s, until the end of Stalin's rule.

In 1953-54 historians of Soviet Central Asian republics and Kazakhstan, together with their colleagues from Moscow and Leningrad, held a series of conferences – in Frunze, Ashkhabad, and Tashkent - with special attention to the issue of assessing the 1916 revolt. International contexts featuring decolonization processes all over the world revealed certain similarities between this revolt and anti-colonial movements abroad. The 1916 revolt was featured as a progressive liberation movement. This formula, which was preserved in the historical discourse until the end of the Soviet period, was explained in detail in the foreword to a special volume on the 1916 revolt by the Soviet Academy of Sciences, published in 1960 [2]. The volume contains a rich collection of reports, correspondence, and protocols provided by Russian officials and still serves as a main reference volume on the 1916 events in post-Soviet states. The foreword to the volume preserves the evidence of recognizing considerable significance of the revolt: «This revolt, which proved to be a link to the February bourgeois-democratic revolution of 1917, reminds us about the need of deep

and detailed study of all progressive revolutionary and national liberation movements in our country. They led to the overthrow of the tsarist government, to the great October victory and the triumph of socialism on the one-sixth of the globe» [2].

A literary consideration of the 1916 revolt

The voices of the local population of Turkestan and the Steppe Region who lost thousands of countrymen in the revolt, were little heard during the Soviet time, especially if they did not conform to the mainstream ideological concepts.

An important attempt to tell the insiders' impressions of the revolt was made in literature. In 1928 a short novel «Qily Zaman» («The Time of Ordeal»), written by the young Kazakh writer Mukhtar Auezov, was published in Kyzyl-Orda. It is a story of a Kazakh clan, which in 1916 had witnessed the violence of the Russian government to such an extent that fleeing from its land, from the realms of their ancestors, seemed to be the only solution. In 1930, Auezov was accused of spreading anti-Soviet views with his novel, and he was arrested and imprisoned until 1932, at which time his repentance letter apologizing for «The Time of Ordeal», and several other compositions, were published in the newspapers *Kazakhstanskaya Pravda* and the *Sotsialdy Kazakhstan*. Auezov's novel remained prohibited in the Soviet Union until 1972.

The content of the novel

Auezov tells the story of the revolt from the perspective of the members of the Kazakh clan Alban. The Alban were known for their fertile lands and prosperity: «The fabulous pastures of the Alban clan are like emerald silk curtains, like green silky cradle... The pastures of the Alban are gorgeous and dense, rich in summer rains and thick meadows» (p.10) [3]. Life for the Alban used to be rather quiet and peaceful; the subtitle of the novel, «a story of the revolt of the peaceful clan of Alban», exposes a radical change in its existence.

The greater part of the described events takes place around the Karkara Fair, the famous summer fair in the river valley: «The shining river of Karkara abounds in water and draws zigzags on the surface of vast green plain. It helps thousands of living things to overcome thirst, fatigue and suffering» (p.10). It was a meeting place for merchants from various regions: «The Fair was on the junction of nine roads: those leading to large Russian cities, and the others, leading to Kulja, Kashgar, Khiva, Bukhara, Samarkand and Tashkent» (p.10). In 1916, this area made a part of the Semirechye district of

the Turkestan Krai. Today this place is on the border between Kazakhstan and Kyrgyzstan. Auezov describes the Fair as an active independent subject: «The Fair of Karkara was boiling as a life symbol of boundless world of abundance». «Unceasing stream pours day and night rows of cattle to the melting pot of the Fair from all four sides, from Kyrgyz living among the snowy mountains, and Kazakhs coming from the foothills» (p.10). The Fair plays a very important role in the life of the Alban clan: «Its wealth and riches are sustained by Alban, a long-armed kind-hearted and simple-minded people. The Fair is held once in the year's twelve months. Always in full force. Three-four months, as long as this Fair lasts, are the happiest part of the year. In this period the people of Alban shovel up a stock, which will feed them a whole year»(p.11).

One of the central characters of the story is the Russian superintendent Podporkov, nicknamed Akzhelke [White Neck]. His office in the center of the market square stands under the Russian flag. The locals associate the eagle on the flag with a mythological bird from their native folklore: «The white flag fastened to a long wooden pole in the middle of the fair is decorated with a picture of the double-headed bird Simurgh (*Samuryq*). It corresponded clearly to the image of an insatiable and greedy glutton» (p.12). The superintendent's daily tasks are for the most part related to settling quarrels between merchants and inhabitants of the neighborhood of the Fair. With the help of two interpreters, he settles the quarrels easily: those who pay most money or give him more sheep win.

One day White Neck receives a large envelope with many stamps. Inside he finds a copy of the tsar's edict on the requisition of non-Russian men for the needs of the Russian army and a letter ordering him to put together a list of the recruits. His first reaction is of joy, as he thinks about the huge amounts of money and cattle that the locals will bring him for keeping their relatives home. However, this happy picture fades when White Neck holds a meeting with the governors, judges and elders of ten local districts. The local leaders, even the most loyal ones, fear that their kinsmen will not agree to obey the order.

The conflict between the superintendent and the Kazakhs escalates when the tribal elders gather the people and reach the decision to not let their kinsmen be taken away. Three young men are elected to inform White Neck of their decision. They take an oath of fulfilling this task and seal it with the blood of a grey sacrificial horse with a star on its forehead (*boz qasqanyng qanymen anttasty*; p.37). The clan's

elder blesses the men and calls to the great ancestors of the Alban clan: «*Ya, Qudai, ya, Raimbek ata, zhar bola kor!*» [O god, o father Raimbek, give us your support!] (p.37).

The clan's people follow their representatives *en masse* to White Neck's office at the Fair to declare their refusal to follow the order. As a sign of protest, Kazakhs have already stopped buying goods at the Fair. It has become deserted. As a consequence of the developments, White Neck requests military support from his superiors in the city of Vernyi (today's Almaty) and in a couple of days hundreds of soldiers armed with rifles arrive at Karkara in order to arrest seventeen elders of the Alban tribes. The most influential of them are sent to the prison in Kyrgyz Karakol, where the Russian administration has a larger office and its military headquarters.

The conflict reaches its peak when the Alban tribal elders, as well as Kyrgyz prisoners, are shot by Russian soldiers through the openings in the cell doors. Their shocking execution puts an end to any illusion the Kazakhs still may have had about the loyalty of the Russian administration. The Alban clan decides to take revenge and hundreds of households begin to flee.

Kazakhs set fire to several houses in the neighboring Russian settlements, and then gather to attack the superintendent's office on the market square. Several groups of hundreds of horsemen armed with cudgels, spears, poleaxes and a few guns surround the Karkara valley and advance shouting tribal warcries. Suddenly the front lines of the horsemen collapse. The horsemen at the rear look with confusion at the thin threads of fire coming from White Neck's office and try to understand what is happening. A few manage to retreat on time. About one third of the Kazakh horsemen are killed. Those who survive learn later that the Russians' killing fire device is called a *pulemyot* [machine-gun], and are horrified by its capacity: «It mowed thirty-fourty people down at once, as a scythe» (*Otyz-qvryq kysyngdy orghandai byr-aq qyrqyp tusyrdy*; p.147).

That night the superintendent and his staff pack their belongings, papers and the machine-gun on horse-drawn carts and carriages and leave in convoy in the direction of Zharkent. In the morning, the locals set the whole Fair on fire. The crackling and rumbling can be heard in the surrounding mountains for many hours. The Kazakhs of the Alban clan fold their yurts, load their horses and camels and leave Karkara not knowing where they will settle: «Obscure days full of uncertainty opened their arms to them» (*Aldynda belgisizdikke tolghan tumandy kunderi kushaghyn zhaidy*; p.156).

The place of the novel in Auezov's oeuvre

«The Time of Ordeal» was one of the earliest literary works by Mukhtar Auezov (1897-1961), who became a prominent Kazakh Soviet writer in the 1940-50s. The most well-known of his compositions is a four-volume biographic novel «Abai Zholy» («The Path of Abai»), dedicated to the popular 19th century Kazakh thinker and poet, Ibrahim (Abai) Kunanbay-Uly. The Soviet government honored this novel with the highest literary awards (Stalin Prize in 1949 and Lenin Prize in 1959). The success of this novel can be explained certainly by its rich ethnographic and historical material, absorbing style of story-telling and refined lexicon, but also by very accurate censorship, which by the 1940s was profoundly institutionalized in the Soviet literature. As for «The Time of Ordeal», Auezov never saw it appear again during his lifetime. The novel was 're-released' only in 1972, nine years after the author's death.

The Russian translation of «The Time of Ordeal», written by Aleksey Pantielev, was first published in the literary journal *Novyi Mir*, in Moscow. Chingiz Aitmatov, who had been a close friend and follower of Auezov, wrote the introduction to the publication. Aitmatov writes about the stories that he heard from Kyrgyz witnesses of the 1916 events: «When whole clans were leaving their lands in an attempt to escape from the chastisers, mothers did everything to save their children. Even falling under machine-gun fire mothers tried to protect children with their bodies. Many of these children bear the names of this time of ordeal: Tenti, 'a wanderer', Kachkyn, 'a fugitive', Urkun, 'revolting'.»

In order to legitimize Auezov's story of the revolt, Aitmatov emphasizes its anticolonial content, conform to the ideological discourse of the 1970s: «I can name only a few examples in eastern literature, where the protest against the tsarist rule and its violence are expressed so convincingly. Young Auezov exposed the inhumanity and cynicism of the tsar's colonial policy and showed that its administrative system was alien to the nomad people». [4]

Aitmatov grieves, but at the same time admires

the revolt as one of the most significant events of his people's past and calls it «a spontaneous uprising against the tsar's oppression,...when people revolt, believing that they are right and free; when they challenge the violence and demonstrate a huge potential of human spirit».

Commenting on the fact that Auezov had not had the opportunity to see his novel published after 1930, Aitmatov notes that introducing the novel to a Russian-reading audience after the author's death makes him feel as if he is sending a racehorse on a journey without a rider – a refined metaphor by a 'post-nomadic' Soviet intellectual!

In post-Soviet Kazakhstan «The Time of Ordeal» enjoyed much public interest. In 1997, the writer N. Orazalin adapted it for the stage, and the Kazakh Drama Theatre in Almaty introduced «Qily Zaman» to the public in Kazakh. In 2012, the theatre director A. Rakhimov made a new production of the play.

In 2008-2009, the «Time of Ordeal» was selected as the main book for reading and public discussion in the framework of the national campaign «One country – one book». Special seminars dedicated to the novel were held in secondary schools and higher education institutions across Kazakhstan.

Conclusion

The revolt of 1916 became one of the most revisited issues in the process of rewriting national histories in post-Soviet Central Asia. Until the end of the Soviet period, the interpretation of the revolt was not provided with a convincing concept. Although the discussions of the 1950-60s had led to the acknowledgement of tremendous losses and traumas of the revolt, its official interpretation as a case of «class struggle» of local farmers against their rich tribesmen could not satisfy a critical reader in the 1990s.

Since then new chapters dedicated to the revolt were written for numerous textbooks on history in the whole region. The «Time of Ordeal» was recognized then as a literary portrait of the revolt painted almost from life.

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