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СОДЕРЖАНИЕ

CONTENT

THE SUDDEN TRANSITION TO SYNCHRONIZED ONLINE LEARNING DURING THE COVID-19 PANDEMIC IN POLITEKNIK MERLIMAU: A QUANTITATIVE STUDY EXPLORING MECHANICAL ENGINEERING STUDENT'S PERSPECTIVES

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Abstract: *The closure of educational activities in Malaysia due to the ongoing COVID-19 pandemic resulted in an unplanned shift from traditional learning to a setup that exclusively involves digital teaching and learning. Within this context, the present study aimed to explore Mechanical Engineering First Semester students' perceptions regarding the effectiveness of synchronized online learning at Merlimau Polytechnic, Melaka. The focus area of the research is academic life, technological challenge and emotional and social life development. The total population is 90 which consists of respondents from Diploma in Mechanical Engineering (DKM), Diploma in Mechanical (Manufacturing Technology) (DTP) and Diploma In Mechanical (Electro Mechanical) (DEM). The number of respondents is 90 people. However, only 81 respondents provided feedback in this study which contributed to 90% of the total respondents. The Likert scale used for the questionnaire was ranked from 1 to 5. This data was analyzed using Statistical Package for the Social Science for Microsoft Windows Release 27 computer software (SPSS). The Alpha Cronbach's value for this research was 0.80. This result refers to the main objective of this research, to study the student's perceptions regarding the effectiveness of synchronized online learning experiences during Covid-19 lockdown period in Malaysia. For the academic life, based on the mean average score obtained 3.73, it was found that the respondents as a whole are satisfied with academic life in a new norm. The mean average obtained for technological challenge is 3.69 indicating that the satisfaction rate of the respondents is high. For the emotional and social life development, based on the mean average score obtained 3.49 it was found that online leaning has a lot of impact on them. As a conclusion, the sudden synchronized online classes were well-accepted by the Mechanical Engineering first semester students. Overall, it showed that students are still coping with the new norms working from the home period, but they had dissatisfaction with certain elements that may need to be considered. The top management of Mechanical Engineering Department need to come up with some strategic initiative, both at individual as well as institutional level to combat the situation. The entire framework of mind and working components of the institution should be changed in accordance with the requirement of digital learning, then only we can win the battle over corona.*

Keywords: *Covid-19 pandemic, synchronized online learning, Merlimau polytechnic*

Main provisions of the article. The mean average obtained for technological challenge is 3.69 indicating that the satisfaction rate of the respondents is high. Element number one shows the highest score mean 3.80, which means that respondents have sufficient equipment and facilities (computer/laptop/Internet/software) to participate for online lectures. Although the satisfaction is high special attention should give to slow internet connectivity and communication software failure and suitable online tools select during the whole course.

Introduction. The Covid-19 pandemic started in December 2019 in Wuhan, China and spread around the world rapidly within months. The pandemic affected all areas of life, including education. As the situation worsened, the global lockdown culminated in a lockdown of educational institutions. This closing of schools, colleges, and universities resulted in a stressful event for educational administration with highly limited options.

The COVID-19 pandemic is forcing educational institutions such as universities to shift rapidly to distance and online learning. COVID-19 has forced the universities around the world to adopt online learning. We are now in a state of emergency and must react with different and available ways of learning such as e-learning systems and mobile learning applications. Online learning is not new to learners, nor is distance learning [1]. However, COVID-19 is reviving the need to explore online teaching and learning opportunities [2]; [3]; [4].

According to UNESCO [5] confirms that universities and schools closure have several adverse consequences on students such as interrupted learning which results in students and youth being deprived of opportunities for growth and development. Therefore, online digital learning systems can address this problem with easily access to these systems and offer fast internet connections.

In fact, e-learning tools are playing a crucial role during this pandemic. E-learning systems can assist learning providers to manage, plan, deliver and track the learning and teaching process. Furthermore, it aims to help instructors, schools and universities facilitate student learning during periods of universities and schools closure. In addition, most of these system is free which can help ensure continuous learning during this Coronavirus pandemic.

Research Objective. The closure of educational activities in Malaysia due to the ongoing COVID-19 pandemic resulted in an unplanned shift from traditional learning to a setup that exclusively involves digital teaching and learning. Within this context, the present study aimed to explore Mechanical Engineering First Semester students' perceptions regarding the effectiveness of synchronized online learning at Merlimau Polytechnic Melaka.

The focus area of the research is academic life, technological challenge and emotional and social life development. Table 1 shows research objective synopsis.

Table 1. Research Objective Synopsis

No	Focus Area	Synopsis
1	Academic Life	To finding out how the COVID-19 pandemic has affected student's experiences with teaching and learning, administrative support as well as student's performance and expectations.
2	Technological Challenge	To finding out about students support network and facilities during the COVID-19 crisis.
3	Emotional and Social Life Development	To finding out how students have been feeling and develop social life since the onset of the COVID-19 pandemic.

Structure of References. The importance of the study is to identify the effectiveness of the implementation of synchronized online learning during the covid-19 pandemic in Me-

chanical Engineering Department, Merlimau Polytechnic by first semester students June 2020 session in terms of academic life, technological challenge and emotional and social life development. Based on the study conducted, it is hoped that students can benefit from synchronized online learning by guiding from their lecturer. The duties of a lecturer as individual who can provide guidance, advice, monitoring and observation not only helpful in the academic field but also in personal problems.

By analyzing the results of the study, it is hoped that it will provide a guideline to the Merlimau Polytechnic, especially Mechanical Engineering Department to improve the facilities provided to the students to make sure the success of teaching and learning process. As a results Polytechnic can explain to stakeholder the importance of implementing synchronized online learning in each polytechnic as an alternative to increase the academic student's performance in an effort to form successful and quality human beings.

Literature Review. The provision and usage of online learning materials in e-learning system is becoming the main challenge for many universities and Polytechnic during COVID-19 pandemic. E-learning system is an important source of information, due to its ubiquity, low cost, ease of use and interactive character.

Online learning is classified as synchronous or asynchronous. Synchronous technology allows for "live" interaction between the instructor and the students (e.g., audioconferencing, videoconferencing, web chats etc.) while asynchronous technology involves significant delays in time between instruction and its receipt (e.g., Email, earlier video recording, discussion forums etc.) [6].

It has long been acknowledged that online instructional methods are an efficient tool for learning [7]. However, online learning can be challenging for students because of the limited non-verbal communication. Other aspects, such as students' and professors' interactions, accessibility of materials, and time management, can also affect the opinions of online education participants [8].

In addition, students can easily to get learning content into their mobile devices because they can be connected to mobile networks or to local wireless networks. Ulker & Yılmaz [9] mentioned that one approach to e-learning is the use of learning management system (LMS). Thus, e-learning refers to offer, organize and manage e-learning activities within a system, such as student enrolment, exams, assignments, course descriptions, lesson plans, messages, syllabus, basic course materials, etc [10]. By converting from traditional learning, this will enable learner's access to e-learning systems like Blackboard 24 hour per day, and presents several benefits such as increase effectiveness and efficiency of learning services through improved connectivity with teachers and better access to learning materials.

Distance education is formal institution-based education, where students, their infrastructure and teaching staff are in different places. This distance education requires an interactive telecommunication system to connect the two and the various resources required therein. Learning carried out in this distance education program is through online which specifically combines electronic technology and internet-based technology [11]. Online Learning (in network) is learning online through specified media. Students and lecturers can still discuss, as well as with their group friends. The media used can vary, usually zoom, google class, google meet, teams, etc. Online learning does require personal responsibility, independence and persistence, because no one controls it other than himself. They have to download and read the material, answer quizzes or questions and submit assignments independently [12].

Online learning capabilities will provide better student performance compared to conventional learning, because besides being knowledgeable they are also technology literate.

Online learning does provide varied learning media such as video learning media connected to YouTube, video conference media, scientific journal media or digitally systemized topics. But the advancement of learning technology must be supported by adequate facilities and infrastructure, such as an even distribution of the internet network to schools in rural areas. With this change in the way of learning from face-to-face to online or online, it certainly affects the learning process and the way students learn. So that through this research it will be known the effectiveness of the results of online mathematics learning during the Covid-19 epidemic [13].

With the development of science and technology, indirectly it has brought changes that are so real to all aspects of human life. In the world of education, technological developments have also made it easier for lecturer to provide learning to students. The development of technology has brought real changes in the field of learning, this convenience has led to a growing learning pattern that requires teachers to always innovate in the field of learning. In its development, the online learning model was originally used to provide information about the system and benefits of learning using an online network based on a computer / laptop / Android cellphone, learning which is usually done face-to-face directly can be done virtually. Online learning makes it very easy for lecturers or students because it can be done anytime and anywhere. Students and lecturers can make an agreement about the learning time without having to be tied to the schedule in the universities. However, online learning is also inseparable from the advantages and disadvantages that must be managed by the lecturer so that the objectives of the learning process can be achieved [14].

Online learning is learning that uses an internet-based interactive model and Learning Management System (LMS). Online learning is the use of internet networks in the learning process. With online learning students have the flexibility to study time, can study anytime and anywhere. Students can interact with the lecturer using several applications such as classroom, video conference, telephone or live chat, zoom or via WhatsApp Group. In the industrial era 4.0, digital technology can have a bad impact on the world of education if it is used inappropriately. Therefore, understanding the principles and factors that affect the effectiveness of digital technology in learning is something very important for an educator [15]. So, it can be concluded that online / online learning is an educational innovation to answer the challenges of the availability of varied learning resources during the Covid-19 pandemic like today

Research Method. This is a descriptive study in the form of a survey using a questionnaire as a tool to obtain information from respondents.

Population and Sample. Table 2 shows the population of the research consisting of first semester students of the Mechanical Engineering Department June 2020 Session. The total population is 90 which consists of respondents from Diploma in Mechanical Engineering (DKM), Diploma in Manufacturing Technology (DTP) and Diploma In Electro Mechanical (DEM). All population was taken as sample for this research.

Table 2. Population and Sample

No	Programme	Numbers of Respondents
1	Diploma in Mechanical Engineering (DKM)	30
2	Diploma in Mechanical Manufacturing Technology (DTP)	30
3	Diploma in Mechanical Electro Mechanical (DEM)	30
	Total	90

Research Instrument. The research instrument used is a questionnaire in which respondents will answer 22 questions using 5 Likert Scales (Table 3). Likert type scales Likert

scales are described as the set of items, composed of approximately an equal number of favorable and unfavorable statements concerning the attitude object that is given to a group of subjects [16]. Respondents were asked to respond to each statement in terms of their own degree of agreement or disagreement.

Typically, there are five different responses among are; strongly disagree, disagree, neither agree or disagree, agree and strongly agree which respondents are instructed to select.

Table 3. Likert Scale

Likert Scale	Level of Agreement
1	Strongly Disagree
2	Disagree
3	Neither Agree or Disagree
4	Agree
5	Strongly Agree

Source: McIver & Carmines [16]

This data was analyzed using Statistical Package for the Social Science for Microsoft Windows Release 27 computer software (SPSS). Meanwhile, the level of tendency and interpretation of mean scores as Table 4 is used for this research.

Table 4. Mean Interpretation

Mean Score	Interpretation
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.20	Medium
3.21-4.20	High
4.21-5.00	*Very High*

Source: Moidunny [17]

Cronbach's alpha analysis Cronbach's Alpha was developed to meet the need of finding an objective way of measuring the internal consistency reliability of an instrument used in this research work [18]. It is mostly used when the research being carried out has multiple-item measures of concept [19]. The value of Cronbach's Alpha is usually expressed as a number between .00 and 1.0. A value of .00 means no consistency in measurement while a value of 1.0 indicates perfect consistency in measurement [20]. The acceptable range is between 0.70 and 0.90 or higher depending on the type of research. Cronbach's Alpha of 0.70 is acceptable for exploratory research while 0.80 and 0.90 are acceptable for basic research and applied scenarios respectively. Furthermore, the number of items used on a scale usually affects the estimated reliability. A low value (e.g. <0.5) could or poor interrelatedness between items, while a high value of alpha (e.g. >0.90), maybe as a result of some redundant items in the instrument. The Alpha Cronbach's value for this research was 0.80

Result and Discussion. The quantitative data obtained from the respondent was analyzed using the SPSS. The main purpose of this method is to capture something important from the data collected in relation to the research question. Results analysis will be using mean and percentage analysis. It also presented in figures, graphs, tables and others that make the reader understand easily.

Demography Factors

Programme. The population of the research consisting of first semester students of the Mechanical Engineering Department June 2020 Session. The total population is 90 which consists of respondents from DKM, DTP and DEM. The number of respondents is 90 people. However, only 81 respondents provided feedback in this study which contributed to 90% of the total respondents. Table 5 and Figure 1 show the distribution of respondents according to the program. Based on the table it was found that the DKM program contributed the highest percentage of 33%, followed by DEM 30% and DTP 27%.

Table 5. Distribution of Respondents According The Program

No	Programme	Total Respondents	Percentage
1	DKM	30	33%
2	DEM	27	30%
3	DTP	24	27%

Figure 1.
Distribution Of
Respondents According The Program

Gender. Figure 2 shows the gender distribution of respondents. Out of a total of 81 respondents it was found that 70 (86.42%) people consisted of male and 11 (13.58%) female.

Figure 2. Respondent Gender

Mode of accessing the LMS/VLE/Moodle/Student Portal/Blackboard/Zoom/Microsoft Teams/CIDOS. Figure 3 shows the respondent distribution for mode of accessing the LMS/VLE/Moodle/Student Portal/Blackboard/Zoom/Microsoft

Teams/CIDOS. The results show that 71.60% (58) respondents use mobile phones and 28.40% (23) respondents use laptops. However, there is no student uses the desktop as a medium for accessing the applications used.

Figure 3. Mode of accessing the LMS/VLE/Moodle/Student Portal/Blackboard/Zoom/Microsoft Teams/CIDOS.

Mean Analysis for Academic Life. In this part of the questionnaire, will discuss and finding out how the COVID-19 pandemic has affected respondent's experiences with teaching and learning, administrative support as well as performance and expectations.

Table 6. Mean Analysis for Academic Life

No	Item	Mean	Standard Deviation	Mean Interpretation
1	I'm happy about online teaching methods and lecture materials	3.69	0.944	High
2	Frustration and lack of interest in learning while being locked down	3.62	0.888	High
3	Online lectures are effective than traditional/live classroom lectures	3.19	0.963	Medium
4	Using online learning is fun	3.68	1.023	High
5	Gained experience of learning in a new online environment	3.84	0.915	High
6	Have flexibility in participating for online lectures	3.68	0.878	High
7	Have opportunity to ask questions or clear doubts during online lectures	3.57	0.948	High
8	Faced difficulty in understanding some of the lectures, especially those containing practical concept, were not clear in the online sessions.	3.62	0.943	High
9	In my opinion, non-verbal communication like eye contact with the lecturer is essential to establish learning process.	3.68	0.864	High

10	Lectures recording option in online learning, benefited us a lot	3.86	0.932	High
11	Online sessions provided me with a great time to study and I experienced better time manage-ment."	3.65	0.911	High
12	Online classes had a positive effect on me in terms of saving time and effort	3.81	1.014	High
13	Lecturer have provided course assignments (e.g. readings, homework, quizzes) on a regular basis.	4.07	0.771	High
14	Lecturer provided feedback on my performance on given assignments.	3.75	0.942	High
15	Lecturer have responded to my questions in a timely manner.	3.90	0.831	High
16	Lecturer open to students' suggestions and ad-justments of online classes.	3.88	0.812	High
17	Lecturer informed me on what exams will look like in this new situation.	4.00	0.922	High
Mean Average		**3.73**	**High**	

Based on the mean score obtained (Table 6), it was found that the respondents as a whole are satisfied with academic life in a new norm. This is proved that lecturers have excellent credibility in delivering teaching content effectively. Through item number 13 where the lecturer has provided course assignments (e.g. readings, homework, quizzes) on a regular basis with a mean score obtained is 4.07. In addition, item 17 proves that almost all lecturers explain to students about the forms of assessment in the new norm with a mean score value of 4.00 Lecturers also responded to respondent's questions in a timely manner. In conclusion, lecturers plays an important role in motivating and help students gain a positive experience during teaching and learning process.

However, emphasis should be given to items number 2,3,7 and 8. Although the mean score is at a high level, the value is relatively low compared to other items. Item 3 indicates that respondents do not agree that online learning is more effective than traditional or face-to-face classes. This is supported by item 2 where respondents feel frustrated and lack of interest in learning during pandemic with a mean score value of 3.62.

The shift from face-to-face class to online class has a serious impact on assessments and evaluation. Depending on the course nature and the assessment type applying assessments and evaluation online is a challenging task. So that lecturer has enforced to change their assessment types to fit the online mode. Also, it is difficult to monitor the student how they are taking courses online and difficult to ensure that students are not cheating during online exams [21].

Meanwhile, the management of the Mechanical Engineering department also needs to take note of the difficulty of students to ask questions during the teaching and learning process (Item 7). Through item 8 students faced difficulty in understanding some of the lectures, especially those containing practical concept, were not clear in the online sessions.

Mean Analysis for Technological Challenge. In this part of the questionnaire, researcher interested in finding out about respondent support network and facilities during the COVID-19 crisis.

Table 7. Mean Analysis for Technological Challenge

No	Item	Mean	Standard Deviation	Mean Interpretation
1	I have sufficient equipment and facilities (computer/laptop/Internet/software) to participate for online lectures	3.80	1.030	High
2	I have sufficient computer knowledge and IT skills to manage my online learning	3.63	0.980	High
3	Guidelines are provided (ex. how to use relevant online tools) before starting online lectures by your lecturer	3.77	0.870	High
4	Online tools are easy to use	3.56	1.025	High
5	Happy about online teaching methods and lecture materials	3.62	1.032	High
6	Slow internet connectivity and communication software failure were among frequent technical issues which I faced during whole course.	3.75	0.888	High
7	There was a wastage of time every day because of technical problems.	3.73	0.922	High
8	I used to face very frequent internet disconnection during online lectures daily and it was very hard for me to follow lectures with lecturer	3.62	0.860	High
9	My participation was greatly affected by issues like delayed download the lectures and internet lagging.	3.75	0.902	High
Mean Average		**3.69**		**High**

Table 7 shows the findings related to technological challenge. The mean average obtained is 3.69 indicating that the satisfaction rate of the respondents is high. Element number1 shows the highest score mean 3.80, which means that respondents have sufficient equipment and facilities (computer/laptop/Internet/software) to participate for online lectures.

Additionally, laboratory tests, practical tests, and performance tests are impossible to conduct online. Moreover, students who do not have internet access will suffer to take assessments and evaluations [22]. In Osman [23] the assessment and evaluation of students' performance in online learning is difficult for both instructors and students particularly teaching practicum, technical competencies, and the assessment of practical skills is difficult. According to UNESCO [24] report, even for students, teachers, and parents in countries with reliable ICT infrastructure and internet access, the rapid transition to online learning has been challenging. Students, parents, and teachers also require training to deliver online learning effectively, but such support is particularly limited in developing countries. Education inequalities are a threat to education system continuity at a time of unexpected educational system closures [24]. Because, there are a limited number of computers, internet access, mobile network access, and lack of ICT trained teachers in developing countries [25]. Therefore, even if online teaching and learning are a good opportunity to continue education during the pandemic it is challenging for developing countries [26]. Slow internet connectivity and communication software failure were among frequent technical issues which respondent faced

during whole course. The respondent also agree that their participation was greatly affected by issues like delayed download the lectures and internet lagging.

Besides that, special attention should be given to element number 4 regarding online tools. In order to ensure the effectiveness of the teaching and learning process, the selection of online tools must be carefully considered before it is used. Through the eighth element shows that respondent used to face very frequent internet disconnection during online lectures daily and it was very hard for them to follow lectures with lecturer.

Mean Analysis for Emotional and Social Life Development. In this part of the questionnaire researcher are interested in finding out the respondent emotional and social life development since the onset of the COVID-19 pandemic.

Table 8. Mean Analysis for Emotional and Social Life Development

No	Item	Mean	Standard Deviation	Mean Interpretation
1	Lack of direct contact with other students/colleagues/friends	3.75	0.874	High
2	Inconsistent/poor contact and communication with the lecturers	3.43	0.948	High
3	Motivation is high in participating online lectures	3.64	0.780	High
4	Lecturer's personal attention and touch are less	3.35	0.911	High
5	Possibility of distractions from other family members during online lectures	3.53	0.808	High
6	I missed active interactive sessions like team-based learning sessions, peer instruction skills and discussion among students.	3.74	0.818	High
7	Online classes allowed me to save time for my studies and I found more time to sit with my family and enjoy quality refreshing time, whenever I wanted to take a break between my studies.	3.79	0.971	High
8	My family did not realize that I am seriously busy in learning through online system and that put a lot of pressure on me.	3.38	0.969	High
9	Online learning kept me away from my family,	2.99	1.112	Medium
10	While learning through online sessions, I had no time to enjoy my social life.	3.27	0.962	High
Mean Average		**3.49**		**High**

Based on the mean score analysis in table 8, it was found that online leaning has a lot of impact on the emotional and social development of respondents. They has inconsistent or poor contact and communication with the lecturer. Besides that, they feel that lecturer's personal attention and touch are less. According to Putri et al. [27] and Purwanto et al. [28], they reveal some of the challenges and obstacles experienced by students, teachers, and parents in online learning. Challenges associated with students are: limited communication and outreach

among students, higher challenges for students with special educational needs, and longer screening times.

Regarding to family relationships, respondent realize that they has possibility of distraction from other family members during online class. Their family did not realize that they seriously busy in learning through online system and that put a lot of pressure on them. This situation will kept them away from their family. As a result the respondent fell that they had no time to enjoy their social life. The COVID-19 pandemic has looming negative impacts on mental health of undergraduate and graduate students at research universities, according to the Student Experience in the Research University (SERU) Consortium survey of 30,725 undergraduate students and 15,346 graduate and professional students conducted in May-July 2020 at nine public research universities

Conclusion. As a conclusion, the sudden synchronized online classes were well-accepted by the Mechanical Engineering first semester students. Overall, it showed that students are still coping with the new norms working from the home period, but they had dissatisfaction with certain elements that may need to be considered. Table 9 summarized the result of the research.

Table 9. Mean Analysis for Emotional and Social Life Development

No	Focus Area	Synopsis	Mean Average
1	Academic Life	How the COVID-19 pandemic has affected student's experiences with teaching and learning, administrative support as well as student's performance and expectations.	3.73
2	Technological Challenge	Students support network and facilities during the COVID-19 crisis.	3.69
3	Emotional and Social Life Development	Students have been feeling and develop social life since the onset of the COVID-19 pandemic.	3.49

For the academic life, based on the mean average score obtained 3.73, it was found that the respondents as a whole are satisfied with academic life in a new norm but the management of the Mechanical Engineering department also needs to take note of the difficulty of students such as why a few of the students feel frustrated and lack of interest in learning during pandemic. They also feel difficulty to ask questions during the teaching and learning process and understanding some of the lectures, especially those containing practical concept, were not clear in the online sessions.

The mean average obtained for technological challenge is 3.69 indicating that the satisfaction rate of the respondents is high. Element number one shows the highest score mean 3.80, which means that respondents have sufficient equipment and facilities (computer/laptop/Internet/software) to participate for online lectures. Although the satisfaction is high special attention should give to slow internet connectivity and communication software failure and suitable online tools select during the whole course.

For the emotional and social life development, based on the mean average score obtained 3.49 it was found that online leaning has a lot of impact on them. The emotional and social development of respondents They has inconsistent or poor contact and communication

with the lecturer. has possibility of distraction from other family members during online class. As a conclusion, the sudden synchronized online classes were well-accepted by the Mechanical Engineering first semester students.

Overall, it showed that students are still coping with the new norms working from the home period, but they had dissatisfaction with certain elements that may need to be considered. The top management of Mechanical Engineering Department should take necessary action accordingly before demotivating students due to this pandemic. The present situations which exist due to the widespread of covid-19 pandemic has caused lot of problems for the learners and for the higher educational institutions. However, the top management of Mechanical Engineering Department need to come up with some strategic initiative, both at individual as well as institutional level to combat the situation. The entire framework of mind and working components of the institution should be changed in accordance with the requirement of digital learning, then only we can win the battle over corona.

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МЕЛИМАУ ПОЛИТЕХНИКАЛЫҚ ИНСТИТУТЫНДА КОВИД-19 ПАНДЕМИЯСЫ КЕЗІНДЕ СИНХРОНДАЛҒАН ОНЛАЙН ОҚЫТУҒА КЕҢЕТ ӨТУ: ИНЖЕНЕРЛІК ФАКУЛЬТЕТІ СТУДЕНТТЕРІ ПЕРСПЕКТИВАСЫН САНДЫҚ ЗЕРТТЕУ

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Аннотация: Малайзияда жалғасып жатқан COVID-19 пандемиясына байланысты білім беру қызметінің жабылуы дәстүрлі білім беруден тек цифрлық оқыту мен оқытуды қамтитын жүйеге жоспарсыз көшуге әкелді. Осы контексте бұл зерттеу бірінші семестрдегі машина жасау мамандығы студенттерінің Малаккадағы Мерлимау политехникалық институтындағы синхронды онлайн оқытудың тиімділігін қабылдауын зерттеуге бағытталған. Зерттеу академиялық өмірге, технологиялық мәселелерге және эмоционалды және әлеуметтік өмірдің дамуына бағытталған. Жалпы халық саны – 90, оның ішінде машина жасау мамандығы бойынша дипломы (DKM), механика саласындағы дипломы (өндіріс технологиясы) (DTP) және механика саласындағы (электромеханика) (DEM) дипломы бар респонденттерді қосқанда. Респонденттердің саны 90 адамды құрады. Дегенмен, бұл зерттеуге тек 81 респондент жауап берді, бұл респонденттердің жалпы санының 90% құрайды. Сауалнама үшін қолданылған Лайкерт шкаласы 1-ден 5-ке дейін бағаланды. Бұл деректер Microsoft Windows Release 27 (SPSS) компьютерлік бағдарламалық құралына арналған әлеуметтік ғылымға арналған статистикалық пакетті қолдану арқылы талдан. Бұл зерттеу үшін Кронбах альфасының мәні 0,80 болды. Бұл нәтиже Малайзиядағы Ковид-19 құлыптау кезеңінде студенттердің синхрондалған онлайн оқытудың тиімділігін қабылдауын зерттеу үшін осы зерттеудің негізгі мақсатына қатысты. Оқу өміріне келетін болсақ, 3,73 орташа балл негізінде респонденттердің жаңа нормадағы академиялық өмірге жалпы қанағаттанатындығы анықталды. Технологиялық тапсырма бойынша алынған орташа мән 3,69 құрайды, бұл респонденттердің қанағаттануының жоғары деңгейін көрсетеді. Ал эмоционалды және әлеуметтік өмірдің дамуына келетін болсақ, орташа алынған 3,49-ға сүйене отырып, онлайн дағдылары оларға үлкен әсер ететіні анықталды. Қорытындылай келе, кенеттен синхрондалған онлайн сабақтарды машина жасау факультетінің бірінші семестрінің студенттері жақсы қабылдады. Тұтастай алғанда, бұл студенттердің үйден жұмыс істеу кезінде әлі де жаңа нормалармен күресетінін көрсетті, бірақ олар ескеруді қажет ететін кейбір элементтерге қанағаттанбады. Машина жасау факультетінің жоғарғы басшылығы жағдайды шешу үшін жеке және институционалдық деңгейде қандай да бір

стратегиялық бастамамен шығуы керек. Мекеменің бүкіл ойлау құрылымы мен жұмыс құрамдас бөліктері цифрлық оқыту талабына сәйкес өзгертілуі керек, сонда ғана біз тәжбен шайқаста жеңе аламыз.

Түйін сөздер: Ковид-19 пандемиясы, синхрондалған онлайн оқыту, Мерлимау политехникалық институты.

ВНЕЗАПНЫЙ ПЕРЕХОД К СИНХРОНИЗИРОВАННОМУ ОНЛАЙН-ОБУЧЕНИЮ ВО ВРЕМЯ ПАНДЕМИИ COVID-19 В ПОЛИТЕХНИЧЕСКОМ ИНСТИТУТЕ МЕРЛИМАУ: КОЛИЧЕСТВЕННОЕ ИССЛЕДОВАНИЕ ПЕРСПЕКТИВ СТУДЕНТОВ ФАКУЛЬТЕТА МАШИНОСТРОЕНИЯ

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Аннотация: Закрытие образовательной деятельности в Малайзии из-за продолжающейся пандемии COVID-19 привело к незапланированному переходу от традиционного обучения к системе, которая включает исключительно цифровое преподавание и обучение. В этом контексте настоящее исследование было направлено на изучение восприятия студентами-машиностроителями первого семестра эффективности синхронного онлайн-обучения в Политехническом институте Мерлимау, Малакка.

В центре внимания исследования академическая жизнь, технологические проблемы и развитие эмоциональной и социальной жизни. Общая численность населения составляет 90 человек, включая респондентов с дипломом в области машиностроения (DKM), дипломом в области механики (технология производства) (DTP) и дипломом в области механики (электромеханика) (DEM). Количество опрошенных – 90 человек. Тем не менее, только 81 респондент предоставили отзывы в этом исследовании, что составляет 90% от общего числа респондентов. Шкала Лайкерта, использованная для анкеты, оценивалась от 1 до 5. Эти данные были проанализированы с использованием компьютерного программного обеспечения Statistical Package for the Social Science for Microsoft Windows Release 27 (SPSS). Значение Альфа Кронбаха для этого исследования составило 0,80. Этот результат относится к основной цели данного исследования, чтобы изучить восприятие учащимися эффективности синхронизированного онлайн-обучения в период блокировки Covid-19 в Малайзии. По академической жизни, исходя из полученного среднего балла 3,73, установлено, что респонденты в целом удовлетворены академической жизнью в новой норме. Среднее значение, полученное для технологической задачи, составляет 3,69, что указывает на высокий уровень удовлетворенности респондентов. Что касается развития эмоциональной и социальной жизни, на основе среднего, полученного 3,49, было обнаружено, что онлайн-навыки оказывают на них большое влияние. В заключение можно сказать, что внезапные синхронизированные онлайн-занятия были хорошо приняты студентами первого семестра факультета машиностроения. В целом, это показало, что учащиеся по-прежнему справляются с новыми нормами, работая дома, но у них была неудовлетворенность некоторыми элементами, которые, возможно, необходимо учитывать. Высшему руководству машиностроительного факультета необходимо выступить с некоторой стратегиче-

ской инициативой как на индивидуальном, так и на институциональном уровне для борьбы с ситуацией. Вся структура мышления и рабочие компоненты учреждения должны быть изменены в соответствии с требованием цифрового обучения, только тогда мы сможем выиграть битву с короной.

Ключевые слова: пандемия Covid-19, синхронизированное онлайн-обучение, политехнический институт Мерлимау.

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DIGITALIZING TVET USING 4IR ELEMENTS

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Abstract: The border between the physical world and the cyber or digital world is becoming increasingly blurred. Lately, advancement in various technology especially in information and communication technology has led towards a digitalized era. This is supported by the betterment of communication infrastructure including the Internet which is widely accessible and affordable to the masses. On the other hand, the fourth industrial revolution does not only affect the industry but also influence various sectors including the education sectors. Unfortunately, with all the latest technologies, the Covid-19 pandemic still spread all over the world and affected the world's economy. The education sectors need to quickly adapt to this problem. New norms are being introduced to control the spreading of this virus which includes social distancing, avoiding crowded places and work from home. Digitalizing the education using Industry 4.0 elements could be a solution to continue to provide good quality education especially for TVET, now and in the future. This project is to develop an integrated online training management system for TVET in Malaysia as part of a fully integrated digital education system concept. MySPIKE is a training management system that was developed in-house by the Department of Skill Development. Today, MySPIKE has integrated more than 21 modules and have more than 120 thousand users from students to teachers, training institutes, and industry players.

Keywords: Digitalization, TVET, 4IR, E-Government, Training Management System

Main provisions of the article. MySPIKE is part of the transformation toward a fully digitalized TVET education system. MySPIKE is a one-stop system for any service related to the Malaysian Skills Certification System. The system is accessible online using various devices and currently consists of 21 modules for various users. The system has successfully migrated the previously independent system, integrated and link new services and is already used to manage various aspects of the Malaysian Skills Certification.

Introduction. The beginning of the year 2020 has been devastating with the outbreak of the Covid-19 virus. As of July 2021, the virus has infected more than 205 million people all around the world, with a death toll of more than 4.3 million life [1]. Covid-19 is a pandemic caused by severe acute respiratory syndrome coronavirus 2 [2]. The virus usually spread from one person to another when in close contact with an infected person, often via small droplets emitted through coughing, sneezing, and talking [2]. The virus that started in China has affected various sectors such as manufacturing, services, the tourism sector and even the education sectors causing factories to be closed down and school to be cancelled. This has forced several countries into a lockdown including Malaysia [2]. Factories, business, schools,

and various services including government services are being closed down to combat and stop the spreading of this small virus.

The fourth industry revolution (4IR) is currently in development [3] and is still not fully implemented. The slow implementation of 4IR, the lack of digitalization and interconnection have made it impossible to work from home. This have caused workers not able to work from home and forcing them to be given half paid wages or unpaid leaves or even worse losing their job. In the education sector, schools and training institutes are closed down and classes are done online. Because of the lack of preparation, infrastructure and suitable platform, educators are facing big challenges and some of the students are left behind. Education also involves various other aspects such as registration, grading, exams, program accreditation, and many other modules that support the learning and teaching processes. This is a big problem especially for Technical and Vocational Education Training (TVET) students that emphasize hands-on practical training [4]. In Malaysia, TVET is offered by public and private institutions. The public sector alone is governed by more than nine ministries and government bodies. This has caused a lot of misalignments.

After some month, most countries are taking the risk to soft start back their economy by opening various sectors in stages. Either way, this needs to be done with various restriction, creating a new norm which needs to be followed by everyone until everyone has been vaccinated. This new norm includes social distancing, avoiding crowded places and working from home. To adapt to this new norm, E-services needs to be strengthened and improved to provide online services to everyone including in the education sectors.

People need to adapt to this new norm using current and newly developed technologies. Since before the pandemic, various new technologies and advancement especially in the information and communication technology (ICT) sector have emerged causing various technological disruption and, in a way, changing our daily routine. The 4IR could not have come at a better time, introducing various new element. Today, people are dependent on technologies such as the Internet, and smartphones. This is happening because it is convenient and because the price of these technologies is more affordable. The advancements in ICT are supported by better infrastructures and various software development [5] such as the high-speed Internet, smartphones, large data centers and various intelligent software or applications [6]. With the widespread access to the Internet as a source of information and a communication tool, people and things all around the world are link and interconnected together. The advancement in computer technologies and software development have led towards the digitalization of the physical world. The synchronization between the physical world and the digital world is part of the fourth industrial revolution or Industry 4.0. New technological features such as the Internet of Things, augmented reality, big data and analytics, cloud computing, and cyber-security [7] compliments each other making the digital world reliable, resourceful and safe. ICT can be incorporated into the education sectors. With Internet connectivity, training providers will be interconnected and can share various resources and this is not just relevant during this pandemic period but also in the future.

The age of digitalization and the Internet have changed the way people run their daily routines. This includes the buying habits of consumers [7]; [3], information sourcing, the way people communicates and exchange data and the education sectors. E-commerce is getting the share of the market over conventional shopping [8] especially during movement control order in which people are restricted from going out [2]. In the education sectors, face to face classes is replaced by online learning through the Internet, using various platform. Home online learning and training system is suitable to avoid the crowded schools and institutes. Students

can also obtain education not just from the local providers but also from international colleges online. The only problem is that students especially TVET students cannot carry out hands-on practical lesson. With various changes and new alignment during this era, not just product can be customized, but also subject that can be learnt by students. Future jobs are no longer dependent on the traditional core program but by mix and matching various element needed for current sector and newly emerging sectors. Certain skillsets are needed in one industry whilst other skillsets are needed in other industry depending on how they are running their businesses.

A fully integrated and complete system is needed to provide good quality and effective education. The education sectors need to take advantage of various current and emerging 4IR technologies [9] and integrating ICT in all aspect of the education system from the learning and teaching process, the sharing of resources to the training management system. Digitalization of the education system is the way forward, especially as a preparation, should another pandemic hit the world again. Digitalizing the education will give more flexibility to students, teachers, training providers and all the stakeholder. An integrated education system can create a collaborative interaction between all the stakeholder [9], changing information and giving feedback that can then be used to improve the education system and also create borderless cooperation between institute all around the world.

In this project, a training management system is developed to integrate various element in training management such as registration, accreditation, grading, exams, syllabus and many more. The system is called MySPIKE and is developed internally by the Department of Skills Development under the Ministry of Human Resources. The system is aimed to be used to manage TVET training in Malaysia. The system that has been Online since 2019, is currently used to manage training related to the Malaysian Skills Certification System (SPKM). MySPIKE is one part of the fully digital education system concept. It is the stepping stone towards a fully digitalized education master plan.

Problem Statement. One of the main elements of a fully integrated digital education concept is the training management system which is focused on in this project. A training management system is really important to ensure systematic management of the education and learning process. Currently, most of the management part is done manually and locally. This involves many bureaucracies and mismanagement of data. With the current pandemic, some of the aspects are put on hold causing a lot of delays and interruption in the education system. Training management systems are normally only accessible locally and this is not convenient especially when students and staffs need to work from home.

In Malaysia, TVET is offered by public and private agencies. The public sector alone consists of at least nine different agencies. Most agencies running TVET programs has their training management system. The Department of Skills Development (JPK) which is responsible for skills training in Malaysian have their system. This is causing redundant leading to the waste of resources in which one must use too many systems to achieve the same goal. Even within JPK itself, various systems and no integration are causing several functions to be overlapping with redundant data and redundant resources. In the age of information and data, various systems lead towards various database with no centralized database. Many data are redundant and taking up resources such as storage space. These data are also difficult to access by others creating a loophole in data generation that could lead to misinformation. Users need to login to several systems to achieve complete a task or goal.

Thus, the main objective of this project is to develop an online platform that integrates various elements, function, data and services related to the Malaysian Skills Certification Sys-

tem or TVET training in Malaysia. This includes establishing a database related to Skills Training for various stakeholder for their reference and data generation to assist in identifying the needs in the Department's planning and projection to strengthen the Malaysian Skills Certification System.

Significance. To stay relevant and be more sustainable in the future, the education sectors need to change the whole learning and teaching process by digitalizing the whole system and making it in line with the current industrial revolution [10]; [11]. The learning and teaching process and every aspect of it including the management of the learning and teaching process needs to continue even when people are lockdown during the current pandemic. Digitalizing education is not just relevant during this pandemic, but also in the future.

Digitalization is a national agenda. The Malaysian government have been pushing towards digitalization since 1995 with the introduction of E-government initiatives. It started with the introduction of websites for each ministry to today providing various online services which are accessible to all citizens anywhere at any time. On 19 February, Malaysia's Prime Minister Muhyiddin officially launched the MyDIGITAL initiative as part of the government's plans to "transform Malaysia into a digitally-driven, high-income nation and a regional leader in the digital economy" [12]. MyDIGITAL is designed to complement national development policies such as the Twelfth Malaysia Plan (RMKe-12), the 2030 Agenda for Sustainable Development and Wawasan Kemakmuran Bersama 2030 (WKB 2030) [12]. Among them, it includes ideas and plans to improve digital literacy, create high-income jobs, make banking and finance business easier and more organized, provide virtual educational access to our children and bring medical facilities to remote towns. Through this initiative, by 2025, it is targeted that 80% of end-to-end online government services can be provided, 100% of the household will have internet access and all students have access to online learning. It is also projected that the digital economy will contribute 22.6% to the country's GDP, with plans to open up to 500,000 job opportunities in the digital economy [12]. Thrust one of the initiatives is to drive digital transformation in the public sector and thrust four of the initiative is to build agile and competent digital talent are part of the MyDIGITAL initiative that is relevant to the education sector. Thrust four especially is directly concerning the education sector and have a few strategies which are integrating digital skills into education at the primary and secondary level, shifting the focus of vocational and tertiary education from job-specific skills to competencies, the reskilling current workforce with the digital skills needed to stay relevant and ensure that gig workers are protected and equipped with the right skills [12]. As this is a national agenda, it is significant to explore the possibility of digitalizing the whole education system and this can be started from the training management system.

The other reason why this project is relevant is because of the current fourth industrial revolution (4IR). 4IR pillars consist of various elements which are related to ICT such as big data analytics, cyber-security, augmented reality, system integration, Internet of things, cloud computing, artificial intelligent, and blockchain [12]. The fundamental of 4IR is the Cyber-Physical System (CPS) [7]; [13] and this involves digitalization. The main concept is connecting the physical world to a digital world and creating a digital copy [7]; [14] or in other words, digitalizing or virtualizing the physical world for example to create a digital twin that would mirror the physical world in real-time [15]; [16]; [17]. Industry 4.0 is also a national agenda. On 31 October 2018, the National Industry 4.0 Policy Framework was launched by the prime minister. This policy was published by the Ministry of International Trade and In-

dustry (MITI) [7]. As for that, the education system needs to be in line with the current industrial revolution not just to educate people on 4IR but also to implement and adapt the 4IR element into the education system. Various elements of 4IR can be used as a tool in the learning and teaching process. For example, augmented reality can be used to teach students on a certain topic more realistically and this can be done online.

Today, various technology and advancement have open doors to endless possibilities. With the emergence of new technologies at a more affordable cost [18]; [19], various things that used to be impossible are emerging. This is supported by the largest network in the whole world which is the Internet. The Internet connects people [20]; [21] and has brought the world closer. Internet users are increasing exponentially and the number of devices connected to the Internet is increasing by the day [22]. The introduction of Internet Protocol Version 6 (IPv6) has enabled even more devices or things from computers to machines to various consumers devices to be connected to the Internet. The Internet has led to the disruption of our daily routine [22] with the introduction of various trends, for example, the trend of E-commerce [22]; [23] and E-learning. The use of social media such as Facebook and WhatsApp have also increased not just for socializing but also for E-commerce, E-learning and for spreading information. Internet-based companies such as Google, Facebook and Amazon are growing faster than ever since the last decade. With high demands on the Internet, communication infrastructures have been rapidly upgraded, including the introduction of 5G technology. This has made Internet speed increase and the coverage in widen. Now, most of the world is digitally interconnected with high-speed Internet [8]. The Internet subscription costs have also decreased making it available to the masses. As for that many new inventions, technology, and services related to the Internet have been introduced.

The outbreak of Covid-19, have caught the education systems off guard. Some training providers especially skills training institute are forced to shut down because they were not prepared for this pandemic. Digitalizing the education system is not something impossible if the relevant planning, resources and platform is established from the beginning and not ad-hoc as when the pandemic strike. Digitalizing the education system is not just relevant during a pandemic outbreak but must be a new norm for the future giving more flexibility to students, teachers, education manager and all the stakeholder. It is beneficial not just for the students but also for the teachers which are sometimes burdened with various training management aspects such as documentation.

Overall 4IR Digital Education Concept. 4IR is all about digitalization and interconnection for data exchange and data processing. This is called the Cyber-Physical System [7]. Physical systems are equipped with various IoT technologies for control and sensors for monitoring. This is part of the digitalization process. Then the system is interconnected and can be monitored and controlled locally or remotely. It is also connected to a cloud system that could provide various services.

Figure 1 shows the 4IR digital education concept. It consists of several elements such as the physical world, the cyber world, the cloud infrastructure, an artificial intelligent, and the interconnection of all these elements with all the stakeholder.

Figure 1. 4IR digital education concept

The first element is the physical world. This is the existing world in which traditional education operates. The current physical world needs to upgraded into an interconnected and smart environment. Machines and training equipment equipped with various monitoring sensors and are connected to the main network. The classrooms and labs are equipped with various smart system technology and connected to the internet. New training method is used for example virtual reality (VR) and augmented reality (AR). The whole physical system is also connected to a smart energy monitoring system for energy saving and to create a sustainable environment.

The physical system is then digitalized into a cyber world. In this cyber world, a digital twin can be created to mimic the existing physical machine and equipment which is available in the classrooms and labs. With this, students can still learn something even though they are not in a physical class or lab. This will allow each student to practice and use certain machine and equipment before using the real thing. Other than that, the digital twin will also be used to monitor the physical system in term of usage, maintenance and energy consumption. The digital world will also provide access to various online resources such as a digital library and self-online tutoring. In this way, the usage of paper is also reduced promoting a sustainable future. Another aspect of the digital world is the usage of simulation as part of the learning and teaching process. Students can use various simulation software to learn and understand the topic further. The simulation also provides a digital platform to carry out certain practical lesson and this can be done online. The digital world is accessible using a computer or any smart devices such as a smartphone.

The next element is the cloud infrastructure. The cloud act as the backbone connecting various system and interconnecting all the involved parties in the education system. The cloud infrastructure can provide various services such as storage, resources sharing such as notes

and research data, MQTT broker, and license sharing of various software and systems. The training management system is also stored in the cloud.

The next element is Artificial intelligent (AI). The AI can be used to analyze data, monitor the physical and digital world, receive feedback from all the stakeholder and help in various training management element. For example, the AI could monitor students and teacher's attendance, monitor the usage of machines, equipment and facilities, monitor the health and mood of students and teacher and suggesting various solutions for this matter and also monitor the performance of students and give suggestion on how to improve each student learning. The system can also survey the current job market trends and analyze feedback from the industry to determine which skill set is relevant to a student. It can also determine the training needed by a teacher to better improve their teaching skills.

The whole system is interconnected with each other. This includes the physical and digital world from one institute to all the other institutions that want to collaborate creating a big network. Various parties including the students, teachers, businesses, industries, training institute, facility management, machines, social media and all the stakeholder are interconnected to create an integrated network that opens door to a collaborative interaction with each other [24]. For example, a company can give feedbacks on an opening and this information can be conveyed to the correct person directly. Another example is the industry can request for a certain skill set to be added to the curriculum. The AI can determine and investigate this and determine whether this skillset is relevant. Is the concept of a fully integrated and smart digital education system.

MYSPIKE. The Malaysian Skills Integration Management System or simply MySPIKE is a centralized database system developed to improve the delivery and management system of the Malaysian Skills Certification System. It is a training management system that is part of the 4IR digital education concept. MySPIKE was first used in 2019. It was officially launched on 19 August 2020 by the Minister of Human Resource. MySPIKE was registered as a trademark and has acquired Copyright from the Intellectual Property Corporation of Malaysia (MyIPO) under the Copyright Act 1987 on 25 August 2020.

Initially, it consisted of four main modules which are Program Accreditation Modules, Student Registration, Personnel Certification, Verification and Non-Credit Assessment. Then several other modules are added which are Accreditation and Verification function that meets the Competency-Based Credit Assessment (CU) and the Module-Based Credit Assessment. MySPIKE continues to expand its functionality to fully support SPKM with the addition of National Occupational Skills Standard (NOSS) Modules, Star Rating, Malaysian Skills, Prior Performance Assessment (PPT) and Online Payment. The functionality of MySPIKE has currently been improved in compliance with the Code of Practice for TVET Program Accreditation (COPTPA), KAPPK and the 652 Act.

Objective. The main objective of this project is to develop an integrated online platform that integrates all data regarding the Malaysian Skills Certification System. Other than that, the objective is to establish a database related to Skills Training for stakeholder reference and to assist in identifying the needs and insight in the JPK's planning and projection to strengthening the Malaysian Skills Certification System.

Existing systems will be migrated into MySPIKE. New modules are developed to includes all services offered by JPK. New services and link with other government agencies is also developed and integrated into MySPIKE. Figure 2 shows the integration and migration of various modules.

Figure 2. Data migration and integration of new services

Development. MySPIKE was developed internally by JPK's staffs. It uses rapid application development (RAD) as shown in Figure 3.

Figure 3. The development process of MySPIKE

MySPIKE currently consists of 21 modules and is expanding. Among the currently established modules are Users, Personnel, Accreditation, Verify, Registration, Accreditation of Prior Achievement (PPT), Assessment, Certification, NOSS, Star Ratings, SkillsMalaysia, Industry, ePayment, eQB (question bank), eWIM (written information material), Statistics, Financing, Executive, Complaints, Problem Complaint Form and eSLDN (Sistem Latihan Dual National). Each of these modules has its function and is accessible using only one single login. Therefore, a user just needs to have a single login for all the function of SPKM. Figure 4 shows MySPIKE modules.

Figure 4. MySPIKE Modules

Network Infrastructure. Figure 5 shows the network infrastructure of MySPIKE. It is hosted by MAMPU and uses the MariaDB database.

Figure 2. MySPIKE Network Infrastructure

Statistics. Currently, MySPIKE has had 126,081 registered users since July 2018. It can be used by anyone interested and involved in TVET comprising of individuals, instructor, TVET training providers, employees and industry practitioners as well as employers. Currently, there are 1,387 training providers registered in the system.

Benefit and Impact. MySPIKE is a fully integrated system. MySPIKE integrates and migrates previously existing system into a single centralized system and this has eliminated redundancies in work and help simplify the process flow. It provides fast and wide access for users and is accessible from various devices. This helps reduce several bureaucracies making various services faster. With integrated online payment, a transaction can be made easily, safely and efficiently.

MySPIKE was developed in-house. This has reduced development cost. This has also reduced dependency on outsourcing contractors by utilizing in-house expertise and resources,

thus grooming existing talent in the government sector. It is also to respond to the government's call to develop and groom "Digital Transformers" in civil servants with highly skilled comprising technical experts and professional ICT-related talent and in line with the transformation to e-Government, in which government officer needs to be digital literate.

With a centralized system, data generation is more centralized. This will provide useful information and insight. Thus, a big data database can be established and a comprehensive skills training insight is made available and accessible to all the stakeholder. MySPIKE uses MAMPU cloud servers, thus the database is protected to ensure the privacy of users and backup at the Disaster Recovery Center (DRC). This ensures the integrity of the data.

MySPIKE is an online system thus promoting green technology towards a sustainable ecosystem. This promotes paperless service, reduce operation cost and simplify process flow whilst enhance productivity.

Further Development. The rebranding of MySPIKE in 2020 has open various possibility. It is targeted to be part of the bigger 4IR digital education concept. It is targeted in the future to be the Big Data for TVET, integrating various function and data from TVET Student and Instructor across various Agencies. Various modules will be added as needed in the future.

Conclusion. Digitalization is very important today. The world was caught off guard with the COVID-19 pandemic which has forced the world to a standstill. This has further highlighted the importance of digitalization. The current fourth Industrial revolution has provided various tools for a digitalize ecosystem. The education system which is important to produce a quality workforce for the nation's economy needs to be able to function in all situation. Thus, digitalization in the education sector is very important and this can be done using 4IR elements.

MySPIKE is part of the transformation toward a fully digitalized TVET education system. MySPIKE is a one-stop system for any service related to the Malaysian Skills Certification System. The system is accessible online using various devices and currently consists of 21 modules for various users. The system has successfully migrated the previously independent system, integrated and link new services and is already used to manage various aspects of the Malaysian Skills Certification.

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ОЦИФРОВКА TVET С ИСПОЛЬЗОВАНИЕМ ЭЛЕМЕНТОВ 4IR

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Аннотация: *Граница между физическим миром и кибер- или цифровым миром становится все более размытой. В последнее время прогресс в различных технологиях, особенно в области информационных и коммуникационных технологий, привел к цифровой эпохе. Этому способствует совершенствование коммуникационной инфраструктуры, в том числе широкодоступного и недорогостоящего для широких масс Интернета. С другой стороны, четвертая промышленная революция влияет не только на промышленность, но и на различные сектора, включая сектор образования. К сожалению, при всех новейших технологиях пандемия Covid-19 все же распространилась по всему миру и затронула мировую экономику. Секторы образования должны быстро адаптироваться к этой проблеме. Вводятся новые нормы для контроля за распространением этого вируса, которые включают социальное дистанцирование, избегание людных мест и работу из дома. Цифровизация образования с использованием элементов Индустрии 4.0 может стать решением для продолжения предоставления качественного образования, особенно для ТПОП, сейчас и в будущем. Этот проект направлен на разработку интегрированной системы управления онлайн-обучением для ТПОП в Малайзии в рамках концепции полностью интегрированной системы цифрового образования. MySPIKE — это система управления обучением, разработанная Департаментом развития навыков. Сегодня MySPIKE объединяет более 21 модуля и насчитывает более 120 тысяч пользователей, от студентов до преподавателей, учебных заведений и представителей отрасли.*

Ключевые слова: *цифровизация, ТПОП, 4IR, электронное правительство, система управления обучением.*

4IR ЭЛЕМЕНТТЕРІН ҚОЛДАНУ АРҚЫЛЫ ТЖКБ ЦИФРЛАНДЫРУ

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Аннотация: *Физикалық әлем мен кибер немесе цифрлық әлем арасындағы шекара барған сайын бұлыңғырлануда. Соңғы уақытта әртүрлі технологиялардың, әсіресе ақпараттық-коммуникациялық технологиялар саласындағы жетістіктер цифрлық дәуірге әкелді. Бұған коммуникациялық инфрақұрылымды, соның ішінде кең ауқымды адамдар үшін қолжетімді және қымбат емес Интернетті жетілдіру ықпал етеді. Екінші жағынан, төртінші өнеркәсіптік революция тек өнеркәсіпке ғана емес, сонымен қатар әртүрлі салаларға, соның ішінде білім беру саласына да әсер етеді. Өкінішке орай, барлық соңғы технологиялармен Ковид-19 пандемиясы соған қарамастан бүкіл әлемге таралып, жаһандық экономикаға әсер етті.*

Білім беру саласы бұл мәселеге тез бейімделуі керек. Бұл вирустың таралуын бақылау үшін әлеуметтік қашықтықты, адам көп жиналатын орындардан аулақ болуды және үйден жұмыс істеуді қамтитын жаңа нормалар енгізілуде. Индустрия 4.0 элементтерін пайдалана отырып, білім беруді цифрландыру қазіргі уақытта және болашақта, әсіресе ТжКБ үшін сапалы білім беруді жалғастыру шешімі бола алады. Бұл жоба толығымен интеграцияланған цифрлық білім беру жүйесі тұжырымдамасының бөлігі ретінде Малайзияда ТжКБ үшін интеграцияланған онлайн оқытуды басқару жүйесін әзірлеуге бағытталған. MySPIKE – дағдыларды дамыту бөлімі әзірлеген оқытуды басқару жүйесі. Бүгінгі күні MySPIKE-де 21-ден астам модуль және 120 000-нан астам пайдаланушылар бар, олар студенттерден тәрбиешілерге, оқу орындары мен сала өкілдеріне дейін.

Түйін сөздер: *цифрландыру, ТжКБ, 4IR, электронды үкімет, оқытуды басқару жүйесі.*

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DEVELOP DIGITAL STORYTELLING INTEGRATES WITH ANIMATION AS AN INNOVATIVE INSTRUCTIONAL TOOL: EFFECTS ON STUDENT'S BE-HAVIOURAL ENGAGEMENT IN LEARNING

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Abstract: From ancient times to today, storytelling has served popular instructional tool. Over the last decade, the emergence and availability of multimedia technologies, therefore upgrading the storytelling to digital storytelling. Today's students are growing up surrounded by digital technology. One form of multimedia that is becoming more popular in the education setting is digital storytelling. It is the best choice for teaching and learning nowadays. In line with this, animation has integrated with digital storytelling for the education system. Animation has notably contributed to provide the visualization system. Consequently, students prefer to learn from visual forms of subject content to engage them in learning more actively. Therefore, this paper discusses the student's behavioural engagement was foster by the digital storytelling integrates with animation.
Keywords: Digital Storytelling, Animation, Behavioural Engagement

Main provisions of the article. Implementing digital storytelling is an appropriate tool for learning and teaching, mainly student learning from multimedia technology to enhance their participation actively. Studies have proven that animation contributes to a positive outcome such as students are actively participating and engage, increase interest, and feel impressed.

Introduction. The innovation and advent of multimedia technology are developing rapidly in the 21st century. It also has driven the evolution of the education system. Properly using information technology enables human development via educational activities [1]; [2]; [3]. Robin [4] stated that one of the most potent tools in multimedia technologies is digital storytelling. It has been suggested that with the use of digital storytelling in education. It is defined as a critical component of 21st-century learning technologies [5]. Digital storytelling can generate interest and attention among "digital generation" students in today's classroom [6]. There is a significant increase in the participation and engagement of the student in a positive way.

Nevertheless, having advanced digital storytelling alone without a proper visualization system does not promise that student can enhance their learning engagement [7]. Learning should be made more visual and interesting to foster student engagement. Nowadays, students are not merely digital generation and become mainly visual learners [8]; [9]. Animation has identified innovative multimedia technology that teachers should use in the classroom. As a multimedia technology, animation is at the forefront of the visualization [10]; [11]. A study by Pekdağ [12] argues that animation is the process of animating graphics in a specific sce-

nario and is defined as an alternative teaching method to visualize knowledge. Therefore, it is essential to develop digital storytelling that integrates with animation to increase students' behavioural engagement.

Literature Review

Digital Storytelling. Constructivism is one of the most pivotal learning theories used and developed to enhance teaching and learning in recent times. Smeda et al. [13] pointed out that digital storytelling can facilitate a constructivist method for teaching and learning. Digital storytelling is a useful pedagogical approach that can improve the students' involvement in the learning process [14]. Digital storytelling is supported by a mixture of graphics, text, recorded audio narration, video, and music to present information on a specific topic through the use of multimedia technology [15]. It can be used to engage students in the content and make abstract or conceptual content more understanding.

Animation. The animation's usage is beneficial to students' learning. In various studies have proven that animation has been effectively delivering content to students. Specifically, animation is an interesting tool makes teaching methods and the classroom environment more engaging and entertaining as a whole. For instance, animation can help teachers to explain and reinforce the contents interestingly and entertainingly, particularly among digital generation [9]. Barak et al. [16] echoed that animation allow students to engage in three learning styles simultaneously, namely visual, auditory and kinesthetic which increases their knowledge comprehension.

Behavioural Engagement. Students engage in numerous different ways in the learning process. Behavioural engagement is active participation of students in learning. Behavioural engagement underpins that a particular set of behaviour such as learning behaviour [17]. Behavioural engagement refers to student's active engagement such as student pays attention, participate, listens and are involved in-class activities. Behaviours such as participation, effort, time on task may indicate the most robust engagement as students learn by performing such active action [18].

Conclusion. With the growing significance in fostering student participation in the educational sphere, behavioural engagement has become of particular interest for its role in persistence in learning and teaching. Hence, implementing digital storytelling is an appropriate tool for learning and teaching, mainly student learning from multimedia technology to enhance their participation actively. Studies have proven that animation contributes to a positive outcome such as students are actively participating and engage, increase interest, and feel impressed.

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ЦИФРЛІК МІНЕЗ-ҚҰЛЫҚТЫ ДАМЫТУ ЖӘНЕ МУЛЬТИФИКАЦИЯ МЕН ИННОВАЦИЯЛЫҚ ОҚЫТУ ҚҰРАЛЫ РЕТІНДЕ ИНТЕГРАЦИЯЛАУ: ОҚУДАҒЫ СТУДЕНТТЕРДІҢ МІНЕЗ-ҚҰЛҚЫНА ӘСЕРІ

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Түйін: Ерте заманнан күні бүгінге дейін әңгіме халықтық оқу құралы қызметін атқарып келеді. Соңғы онжылдықта мультимедиялық технологияның пайда болуы

мен қолжетімділігі хикаяларды сандық әңгімелеуге дейін жаңартуға әкелді. Қазіргі студенттер цифрлық ортада өсіп келеді. Білім беру ортасында танымал болып келе жатқан мультимедианың бір түрі - сандық әңгімелер. Бұл қазіргі уақытта оқыту мен оқу үшін ең жақсы таңдау. Сәйкесінше, анимация білім беру жүйесінде цифрлық әңгімелеумен біріктірілді. Анимация визуализация жүйесін құруға үлкен үлес қосты. Демек, студенттер оқу процесіне белсенді түрде қатыстыру үшін пән мазмұнының көрнекі формаларынан үйренуді жөн көреді. Осылайша, бұл мақалада анимациямен біріктірілген цифрлық әңгімелеу арқылы жеңілдетілген студенттердің мінез-құлық әрекеті талқыланады.

Түйінді сөздер: сандық әңгіме, анимация, мінез-құлық өзара әрекеттесу.

РАЗРАБОТКА ЦИФРОВОГО ПОВЕДЕНИЯ И ИНТЕГРИРОВАНИЕ С МУЛЬТИФИКАЦИЕЙ В КАЧЕСТВЕ ИННОВАЦИОННОГО УЧЕБНОГО СРЕДСТВА: ВЛИЯНИЕ НА ПОВЕДЕНИЕ УЧАЩИХСЯ В ОБУЧЕНИИ

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Аннотация: *С древних времен и до наших дней повествование служило популярным учебным пособием. За последнее десятилетие появление и доступность мультимедийных технологий привели к обновлению повествования до цифрового повествования. Современные студенты растут в окружении цифровых технологий. Одной из форм мультимедиа, которая становится все более популярной в образовательной среде, является цифровое повествование. Это лучший выбор для преподавания и обучения в настоящее время. В соответствии с этим анимация интегрировалась с цифровым повествованием в системе образования. Анимация внесла значительный вклад в создание системы визуализации. Следовательно, учащиеся предпочитают учиться на визуальных формах предметного содержания, чтобы активнее вовлекать их в процесс обучения. Таким образом, в этой статье обсуждается поведенческая вовлеченность учащихся, которой способствует цифровое повествование, интегрированное с анимацией.*

Ключевые слова: *цифровое повествование, анимация, поведенческое взаимодействие.*

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THE EFFECT OF TEACHING INNOVATION ON LEARNING EFFECTIVENESS AMONG THE STUDENTS OF INDUSTRIAL DESIGN IN HIGHER EDUCATION

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Abstract: This article discusses the effect of teaching innovation in Industrial Design education, it is needed to reinvent about everything to override challenge of public consciousness. Teaching innovation is including scientific advances, technology breakthroughs, new political, economic structures, environmental solutions, or an updated code of ethics for nowadays life. Everything demands innovative, out of box thinking is a must in teaching and learning. The challenge today for Industrial Design education is how to capture the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. This means that Industrial Design lecturers need a set of teaching innovation which influence innovative development. In this manner, the content explores to assimilate the elements, ideas and methods that consider as teaching innovation on learning effectiveness. The objectives of this article are to identify the effect of teaching innovation methods for an Industrial Design programme and to explore how processes of teaching innovation on learning effectiveness in Industrial Design programme. This article compiles secondary data on a topic by accredited scholars and researchers; critically reviews existing research on the topic; and analyses contrasting perspectives and theoretical approaches. In summary, this paper consolidates the concept of teaching innovation in Industrial Design education and the learning effectiveness among the Industrial Design students in higher education setting.

Keywords: Industrial Design Education, Teaching Innovation, Higher Education, Learning Effectiveness

Main provisions of the article. The topics discussed above focus mainly on the literature definition and an overview of Industrial Design teaching innovation, including strategies and ideas. It is important to have a full understanding of each topic and the relation between them. The objectives of research were achieved based on these findings. It is hoped that this research can help Industrial Design lecturers conduct the Industrial Design courses and improve the student learning effectiveness in higher education.

Introduction. Nowadays, the online and open education world is changing how education is delivered. Digital technologies are developing educational activities as well [1]; [2]. Within different level of education, innovative technologies have enormous potential to effect change of teaching method [3]. The education landscape is undergoing significant change as a result of teaching innovations. Lecturers and students are witnessing changes in the way higher education is taught and in the way students learn. Recent technologies and approaches

to education are already having a clear and positive impact on higher education in 21st century [4].

Many lecturers found out that inflexible timetables to be too rigid, have solved this via eliminating conventional classes altogether. With the assist of technology, design classes must not adhere to the constant layout approach characteristic of the conventional device. ID students stand to benefit lots from extra personalized design training and more mange over their own mastering skill, including hands on skill and software skill. The ramifications for lecturers are energizing, they become allowed to take on various jobs, including tutor, mentor and creator of activities that this present reality significance of subject material [5]. In reality, innovation and the present-day classroom version most customarily perform as antagonist. The device is evolving but not enough to get interest from young people equipped for the new global.

Background of Research. In 21st century life, Industrial Design (ID) education need to reinvent about everything to override challenge of public consciousness. Teaching innovation on learning viability among ID students is including logical advances, innovation forward leaps, new political, financial designs, ecological arrangements, or a refreshed code of morals for these days' life. Everything demands innovative, out of box thinking is a must in teaching and learning [6].

Teaching innovation for ID programme need strategies to initiate learners and lecturer into effective ways to help learners engage in different activities based on ideas about teaching and learning process. Different learning strategies may be used in each of the active learning designs [7]. To meet 21st century expectations in ID education, lecturers need to depart from the traditional ideas, pedagogies and need some changes to develop the sort of learning for ID students and their work futures. There are a number of ways that lecturers can use and provide students the tools and experiences with innovative mindset.

Objective. OECD [8] mentioned that design programmes are very common in many countries nowadays; creativity is increasingly important for lecturer teaching innovation for their professional success and that of their students, particularly given the learning effectiveness.

Teaching innovation should concentrate on encouraging development by setting interest, basic reasoning, profound comprehension, the guidelines and devices of request and imaginative conceptualizing at the focal point to the ID programme.

The objectives of this study are:

To study components of teaching innovation on learning effectiveness required in Industrial Design Programme.

To identify techniques and strategies for teaching innovation which provide Industrial Design students with a good outcome.

Meta-Analysis. Meta-analysis is a set of techniques used to combine statements from different journals, papers and articles into one report. In this article, meta-analysis combines information from multiple lecturers, scholars and researchers to increase the chances of finding valuable ideas.

In Table 1, eligibility, identifying studies, abstracting data are defined, and the results are discussed. The scope of analysis constitutes the study of teaching innovation for Industrial Design. This study acquired three sub-topics directly related to Industrial Design education. These three topics are: 1) A need for 21st century Industrial Design Education, 2) Teaching Innovation for Active Learning Strategies, 3) Teaching Innovation for Active Learning Ideas.

All of these topics play important roles in guiding lecturers to conduct teaching innovation on learning effectiveness in higher education for Industrial Design programme.

Table 1: Important Issues of Teaching Innovation for Industrial Design Programme

Accredited Lecturers, Scholars of Researchers	A Need 21st Century Industrial Design Education	Teaching Innovation for Active Learning Strategies	Teaching Innovation for Active Learning Ideas
Reeves [9]	Lecturers need to examine their professional practice and their impact on student achievement in 21st century education		
Carrol et al. [10]	Design thinking is a power tool for learning comes in the ways it can support a diverse range of interdisciplinary academic content	Teaching lessons that use design thinking as leverage for learning can provide rich experiences that encourage the imposition of a full set of knowledge and skills	
Nilson [11]	Problem-based learning offers students the opportunity to develop skills		
Stuart [12]	Problem-based learning technique encourages knowledge construction among students		
Berkeley [13]		Multiple active learning strategies may be used in each of the active learning design. *Sit & talk with peers nearby, turn & talk, individual or group quizzed and jigsaws*	
Dove & Revilla [14]			From creating study plans and keeping engagement, to behavior records and communicating with students out of the classroom, mobile apps offer lecturers harness tech in place of combating it

Glover [15]			Teaching through role play is a sufficient way to make students step out of their comfort zone and develop their interpersonal skills
Edsys [16]			Innovative ideas that will help lecturers mix into their teaching strategies: *"Real-World" Learning, Creative Teaching, Brainstorm, Audio & Video Tools, Classes Outside the Class-room, and Role Play*

Results and Discussion. All the information is focused on teaching innovation on learning effectiveness for Industrial Design programme and divided into three topics where more will be explained about the teaching innovation of Industrial Design programmes. The topics clarify the understanding of 21st century Industrial Design education need through teaching innovation strategies and ideas

A Need for 21st Century Industrial Design Education. Reeves [9] expressed that lecturer need to look at their expert practice and their impact on student accomplishment. In the spirit of student-centered responsibility, a 21st century education must consequently be attached to learning results and capability in both center subject information and 21st century abilities that are normal and profoundly esteemed in and beyond school. There are various ways that teachers can utilize and furnish students the instruments and encounters with innovative mindset.

Design Thinking to Optimize Student Learning

Design thinking is a way to deal with discovering that centers around building up design inventive certainty through involved tasks that emphasis on empathy, advancing a predisposition toward activity, empowering ideation and encouraging dynamic critical thinking. It is a power tool for learning comes in the manners it can uphold a diverse range of interdisciplinary academic content [10]. Teaching lessons that use design thinking as influence for learning can give rich encounters that encourage the imposition of a full arrangement of knowledge and skills.

Move from projects to Problem Based Learning

Most lecturers have done projects, but the majority do not use the defined set of methods associated with high-quality problem-based learning (PBL). Nilson [11] pointed that a well-design PBL project offers students the opportunity to develop skills related to concept interpretation, critical thinking and analysis. Stuart [12] claimed that PBL technique encourages knowledge construction among students, stimulating students to integrate design process into activities in reality.

Teaching Innovation for Active Learning Strategies. Different strategies may be used in active learning of Industrial Design programme, especially for teaching innovation

[17]. Multiple active learning strategies may be used in each of the active learning designs. Here is the list of strategies:

Sit & talk with peers nearby

Disclose to design students that a think-pair-share permit them to initiate their earlier information and offer design thoughts regarding project. Design students get an opportunity to arrange their thoughts by utilizing this design. In this structure, students contemplate the project brief, the pair up with classmate to talk about their intuition, end up share their discussion with another group.

Turn and Talk

In a turn and talk, an inquiry concerning design problem is tossing to students and basically go to the individual close to them to examine. This can fill in as an agreeable route for students to impart their reasoning and thoughts to other people and set up for them to keep offering to the bigger group. lecturer doesn't have to hear every one of the substances shared, only the significant part of subject.

Individual or Group test

Give designs students a test that they complete exclusively and go in to be evaluated. Place students in a small group after the individual test and give a test once more. They will talk about the appropriate responses in their group and turn it in for a group score. Both tests are reviewed and if the group score is higher, the two evaluations are arrived at the midpoint of. The group score can't hurt somebody in the event that they have a higher individual score.

Jigsaws

Jigsaw conversation is a fun and dynamic group organization model that supports peer instructing and helpful learning. Design students work in small group to peruse project brief that has been coordinated into areas. Every student gets in the gathering to peruse one segment of the material furnished and afterward imparted the data to the remainder of their group. There are different changes of jigsaws, they read it separately and afterward talk about in their small group to ensure everybody in their group gets it [13].

Teaching Innovation for Active Learning Ideas. The challenge today for Industrial Design lecturer is the way to catch the students' attention and putting across thoughts so that it stays with them long after they have left the classroom. Edsys [16] listed some innovative ideas that will help lecturers mix into their showing strategies and make the class seriously fascinating.

"Real-World" Learning

Connect the lessons to real world learning. Share the real-world experiences with students to make teaching lessons fresh and interesting. Relating and demonstrating through real life situations, will make the theory easier to understand, students will get it very clear. For example, lecturers can make use of smart apps in class to make some sessions more fun and attractive. Dove & Revilla [14] stated that from creating study plans and keeping engagement, to behavior records and communicating with students out of the classroom, mobile apps offer lecturers harness tech in place of combating it. For example, Kahoot (Figure 1) let lecturers turn the class lesson into a gameshow. Lecturers have to do is enter the prepared questions and answers into the site to create an instantly playable game with a web browser. Then the students just download to join in on the fun.

Figure 1. Kahoot (Source: Digital Trends)

Creative Teaching

Use creative tools to stimulate creativity, include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a good time to test student's capability and identify student's creative abilities and encourage creative contributions. Bring aspects of creativity into all your subjects, be it design process, design thinking and design project. Think of ways to develop their creative ideas. Encourage different ideas, give them freedom to explore.

Brainstorm

Set aside a few minutes for brainstorming sessions to generate new ideas into classrooms. These sessions are an extraordinary method to get the expressive energies pumping. Design students will get various thoughts if numerous minds zeroing in on one single though and will likewise include everybody in class get into the conversation. This is an incredible stage for students to voice out their considerations. Lecturer can set a few guidelines before the brainstorming session start.

Audio & Video Tools

Lecturers can fuse general media materials in teaching sessions. Utilize some information illustrations or psyche planning and mind planning apparatuses that will help students' creative mind flourish and develop. These strategies won't just build up their capacity to tune in yet will likewise assist them with understanding the ideas better. For instance, lecturer can get configuration project introduction materials, direct live online conversations or playback accounts of public instructors. There is a great deal of brilliant applications for amazing slideshow or introductions.

Classes Outside the Classroom

Some lessons are best realized, when students are taught outside of the classroom. Sort out field trips that are applicable to the lessons or essentially go for exploration outside of the classroom. Design students will track down this new and energizing; they will learn and recall the things instructed quicker. Lecturer just need to arrange depending on the age group, utilize this technique for certain exercises; ensure keep it sufficiently straightforward to catch their mind and attention.

Role Play

Instructing through role play is an adequate method to make design students venture out of their customary range of familiarity and build up their relational abilities. This strategy proves to be useful, particularly when showing design case study or current design trends. The pretending approach will assist the design students with seeing how the teaching material

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will be applicable to their daily tasks. This is a procedure that permits students to investigate practical circumstances by cooperating with others in a managed way to create insight and preliminary various techniques in a supported environment [15].

Conclusion. Whether lecturers are facing a lecture hall filled with 100 students or a small class with 10 students, one of the primary goals for the class should be actively engage students with innovative methods. Industrial Design students learn more when they participate in the design process of active learning through teaching innovation, whether it is through discussion, practice, review, or application.

The topics discussed above focus mainly on the literature definition and an overview of Industrial Design teaching innovation, including strategies and ideas. It is important to have a full understanding of each topic and the relation between them. The objectives of research were achieved based on these findings. It is hoped that this research can help Industrial Design lecturers conduct the Industrial Design courses and improve the student learning effectiveness in higher education.

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ӨНДІРІСТІК СТУДЕНТТЕРДІ ОҚУ ТИІМДІЛІГІНЕ ОҚУ ИННОВАЦИЯЛАРЫНЫҢ ӘСЕРІ ЖОҒАРЫ ОҚУ ОҚУЫНДАҒЫ ДИЗАЙН

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Аннотация: Бұл мақалада өнеркәсіптік дизайндағы білім берудегі инновацияны оқытудың әсері талқыланады, қоғамдық сана сынынан өту үшін бәрін қайта ойлап табу қажет. Инновациялық білім ғылыми жетістіктерді, технологиялық жетістіктерді, жаңа саяси және экономикалық құрылымдарды, экологиялық шешімдерді немесе қазіргі өмірдің жаңартылған этика кодексін қамтиды. Барлығы жаңашыл, қордан тыс ойлауды талап етеді, оқыту мен оқу үшін қажет. Өнеркәсіптік дизайн бойынша білім берудің бүгінгі күні студенттердің назарын аудару және идеяларды олар сыныптан шыққаннан кейін ұзақ уақыт бойы сақтайтын етіп жеткізу болып табылады. Бұл өнеркәсіптік дизайн мұғалімдеріне инновацияның дамуына әсер ететін нұсқаулық инновациялар жиынтығы қажет екенін білдіреді. Сондықтан оқытудың тиімділігін оқытудағы жаңашылдық ретінде қарастырылатын элементтерді, идеяларды және әдістерді меңгеру үшін мазмұн зерттеледі. Бұл мақаланың мақсаты өнеркәсіптік дизайн бағдарламасында инновациялық оқыту әдістерінің әсерін анықтау және инновациялық оқыту процестерінің өнеркәсіптік дизайн бағдарламасында оқытудың тиімділігіне қалай әсер ететінін зерттеу болып табылады. Бұл мақала аккредиттелген ғалымдар мен зерттеушілерден тақырып бойынша қосымша деректерді жинайды; тақырып бойынша бар зерттеулерді сыни тұрғыдан қарастырады; және қарама-қарсы көзқарастар мен теориялық көзқарастарды талдайды. Осылайша, бұл мақалада өнеркәсіптік дизайндағы инновацияларды оқыту тұжырымдамасы және жоғары оқу орындарында өнеркәсіптік дизайн студенттерін оқытудың тиімділігі жинақталған.

Түйін сөздер: өнеркәсіптік дизайн бойынша білім, оқыту инновациялары, жоғары білім, оқытудың тиімділігі.

ВЛИЯНИЕ ОБУЧАЮЩИХ ИННОВАЦИЙ НА ЭФФЕКТИВНОСТЬ ОБУЧЕНИЯ СТУДЕНТОВ ПРОМЫШЛЕННЫХ ДИЗАЙН В ВЫСШЕМ ОБРАЗОВАНИИ

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Аннотация: *В этой статье обсуждается эффект обучения инновациям в образовании по промышленному дизайну, необходимо заново изобрести все, чтобы преодолеть вызов общественного сознания. Обучение инновациям включает в себя научные достижения, технологические прорывы, новые политические и экономические структуры, экологические решения или обновленный кодекс этики для современной жизни. Все требует инновационного, нестандартного мышления, необходимого в преподавании и обучении. Задача сегодня для образования в области промышленного дизайна состоит в том, как привлечь внимание студентов и донести идеи таким образом, чтобы они оставались с ними еще долго после того, как они покинут класс. Это означает, что преподавателям промышленного дизайна нужен набор учебных инноваций, влияющих на инновационное развитие. Таким образом, содержание исследует, чтобы усвоить элементы, идеи и методы, которые рассматриваются как инновации в обучении эффективности обучения. Цели этой статьи - определить влияние методов обучения инновациям в программе промышленного дизайна и изучить, как процессы обучения инновациям влияют на эффективность обучения в программе промышленного дизайна. В этой статье собраны вторичные данные по теме от аккредитованных ученых и исследователей; критически рассматривает существующие исследования по теме; и анализирует противоположные точки зрения и теоретические подходы. Таким образом, в этой статье консолидируется концепция обучения инновациям в области промышленного дизайна и эффективности обучения студентов, изучающих промышленный дизайн, в высших учебных заведениях.*

Ключевые слова: образование в области промышленного дизайна, инновации в обучении, высшее образование, эффективность обучения.

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THE ROLE OF THE PRINCIPAL IN IMPROVING THE QUALITY OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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Abstract. The aims of this study were 1) to analyze the implementation of the principal's role as a motivator in improving the quality of online learning during the covid-19 pandemic at Bintoro 4 Demak State Elementary School, 2) to analyze the implementation of the principal's role as a supervisor in improving the quality of online learning during the covid pandemic. -19 at the Bintoro 4 Demak State Elementary School, 3) analyzing the impact of providing motivation and supervision on improving the quality of online learning during the COVID-19 pandemic at the Bintoro 4 Demak State Elementary School. The method used in this research is qualitative phenomenology. Data collection techniques using interviews, observation and documentation. The data analysis technique uses the theory of Milles and Hubermen which consists of data reduction, data display, and conclusion drawing/verification. As for the validity of the data using the degree of trust (credibility), transferability (transferability), dependability (dependability), certainty (confirmability). The results of the study 1) The implementation of the principal's role as a motivator in improving the quality of online learning during the Covid-19 pandemic at Bintoro 4 Demak Elementary School includes (1) utilizing all potential, coordinating and increasing collaboration of all school components, (2) giving appreciation to outstanding teachers and students, (3) providing direction, guidance and advice to teachers and students, (4) conducting multi-way communication with various stakeholders. 2) Implementation of the role of the principal as a supervisor in improving the quality of online learning during the Covid-19 pandemic at Bintoro 4 Demak Public Elementary School online by means of the principal sending a question form regarding the completeness of learning administration using google form, so that the completeness of the learning device can be found. . after it is known that there are learning problems the principal provides academic assistance through private conversations using video calls and face-to-face online meetings using google meet. 3) The positive impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Bintoro 4 Demak Elementary School is that all school members have enthusiasm for learning, teachers are enthusiastic in teaching and students are increasingly independent in learning. The impact of the existence of e-supervision carried out by the principal, teachers can carry out online learning by collaborating with technology.
Keywords: Principal's role, quality online learning.

Main provisions of the article. The positive impact of providing motivation and supervision to improving the quality of online learning during the Covid-19 pandemic at Public

Primary School number 4 Bintoro, Demak is that all school residents, both teachers and students, have enthusiasm for learning, teachers are enthusiastic about teaching and students are increasingly independent in learning. The impact of the existence of e-supervision by the principal, teachers can carry out online learning by collaborating with technology.

Introduction. The quality of online learning is decreasing, occurring in schools and teachers located in remote areas or districts, the problem is also how to overcome fundamental limitations such as non-existent or unstable internet access, financial limitations of students' families, and limited digital school facilities [1]. For rural areas that can still access the internet, costs are an obstacle because students' families cannot pay for credit and internet data packages for their children.

The principal as an education management officer is one of the important components of achieving national education goals because the principal is the person most responsible for the success of the school. Especially on student learning carried out by teachers in the online learning process [2]. The difficulty of teachers in implementing online learning requires the role of the principal as a motivator in motivating and a role as a supervisor in providing academic assistance with learning problems. This is because the success of learning carried out by the teacher cannot be separated from the attention of the principal [3].

The principal's role is to help teachers understand issues and make wise decisions that can positively affect student education. In this case the principal acts as a partner, innovator and pioneer, consultant, and motivator. One of the principal's roles is as a motivator. The principal must have the right strategy to motivate education staff in carrying out their duties and functions. This is because motivation is a dominant factor and can move other factors towards work effectiveness, especially in the current era of the Covid-19 pandemic.

The key to the success of a school essentially lies in the efficiency and effectiveness of the implementation of the principal's role because the success of a school is the success of the principal itself. The need for leadership qualities of principals, it is always emphasized the importance of three basic abilities that need to be possessed by principals, schools, namely conceptual skills, human skills and technical skills [4].

This supervision has a positive impact on improving the quality of teachers, education staff and students. Supervision is one of the important factors in an effort to improve the quality of education through activities carried out by supervisors. School supervisors supervise to provide assistance to principals, teachers and education staff in solving problems encountered during the education process. Supervision intends to develop a better learning situation. What is meant by the situation of the learning process is a situation where there is a process of interaction between teachers and students in an effort to achieve learning objectives.

Conceptual framework. The quality of learning since the Covid-19 pandemic has declined globally in Indonesia and specifically in the Demak Regency area. The decline in the quality of learning was identified from the number of students who complained that in distance learning during the Covid-19 pandemic, there was no explanation from the teacher about the materials being studied. In fact, teachers can record videos explaining a material before giving assignments to students. The problem is, teachers are also not equipped with digital literacy education and technological skills to take advantage of existing basic facilities. In addition, the Ministry of Education and Culture does not provide specific and detailed directions in the implementation of online learning during the Covid-19 pandemic, so teachers and schools are required to innovate and make their own policies [5].

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tions such as non-existent or unstable internet access, financial limitations of students' families, and school digital facilities that are inadequate limited [6]. For rural areas that can still access the internet, costs are an obstacle because students' families cannot pay for credit and internet data packages for their children. In the end, teachers are often forced to visit students in their respective homes despite the risk of spreading Covid-19 [7].

Based on the results of an interview with the principal in the pre-research, Mr. Nuryanto on Monday, December 28, 2020, that the quality of learning at the Public Primary School number 4 Bintoro, Demak has decreased. The decline in the quality of learning is caused by teachers not being ready for online learning, the ability of teachers to manage the learning process becomes increasingly difficult when faced with a set of computers and various rules in virtual learning. The average test results which are decreasing below the minimum standard of completeness criteria compared to before the implementation of online learning during the Covid-19 pandemic is an indicator of the declining quality of learning.

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The principal as a supervisor is charged with the role and responsibility of monitoring, fostering, and improving the learning process in the classroom. One of the principal duties of the principal, apart from being an administrator, is also a supervisor [8]. In online learning like this, the role of the principal as a supervisor is very much needed in helping teachers solve problems or difficulties they face. Supervision is an integral part of all educational management activities aimed at developing the effectiveness of the performance of educators and education personnel in schools. Supervision as one of the main tasks and functions of the Principal on the competence of the principal [9]. The target of supervision is the improvement and development of the performance of teachers and education personnel in learning.

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Likewise, the role of the principal as a very important motivator in order to encourage teachers to continue to improve the quality of learning. Teachers who have high work motivation always create new innovations to achieve the expected goals. If in the school there are some teachers who have low work motivation, then they cannot complete the work assigned to them with good results. This situation can cause obstacles in achieving work results or affect the effectiveness of teachers' work.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 explains that school principals are teachers who are given the task of leading and managing educational units which include kindergartens, extraordinary kindergartens, elementary schools, extraordinary elementary schools, secondary schools. first, special junior high school, high school, vocational high school, special high school, or Indonesian School

Abroad. According to Priansa & Euis [10], defines the principal as "a functional teacher who is given the task to lead a school, where the teaching and learning process is held or a place for interaction between teachers who give lessons and students who receive lessons".

The principal's role is to help teachers understand issues and make wise decisions that can positively affect student education. In this case the principal acts as a partner, innovator and pioneer, consultant, and motivator. One of the principal's roles is as a motivator. The principal must have the right strategy to motivate education staff in carrying out their duties and functions. This is because motivation is a dominant factor and can move other factors towards work effectiveness, especially in the current era of the Covid-19 pandemic.

The key to the success of a school essentially lies in the efficiency and effectiveness of the implementation of the principal's role because the success of a school is the success of the principal itself. The need for leadership qualities of principals, it is always emphasized the importance of three basic abilities that need to be possessed by principals, schools, namely conceptual skills, human skills and technical skills [4].

The principal is the manager of education in the school as a whole and the principal is the formal leader of education in his school. In an educational environment in schools, the principal is fully responsible for managing and empowering teachers to continue to improve their work abilities. By increasing the ability of all the potential it has, it is ensured that teachers continue to improve their work abilities. By increasing the ability of all the potential they have, it is certain that teachers who are also partners of the principal as a field of educational activity can try to display a positive attitude towards their work and improve their professional competence.

Research objectives. This research wants to know the role of the principal as a motivator and supervisor in improving the quality of learning at Public Primary School number 4 Demak. Researchers act as instruments as well as data collectors. Therefore, the researchers came to directly observe the implementation of online learning and the implementation of the role of the principal of the Public Primary School number 4 Bintoro.

Methodology

Research design. This type of research is qualitative phenomenology, which is an approach that focuses on the concept of a particular phenomenon and the form of the study is to see and understand the meaning of an experience related to a particular phenomenon which in the context of this research is the phenomenon of the principal's role as a motivator and supervisor. in improving the quality of learning during the Covid-19 pandemic.

As for the research design that is used as a guide for action in the field to determine the implementation of the role of the principal as a motivator and supervisor in improving the quality of online learning during the Covid-19 pandemic and to determine the impact of providing motivation and supervision carried out by the principal of Public Primary School number 4 Bintoro, Demak with how to conduct field research that is focused on the problem and research objectives.

from the results of research in the field, it was found that the government's policy with the Minister of Education and Culture Decree No. 4 of 2020 regarding learning from home in the midst of the Covid-19 pandemic in its implementation experienced many obstacles and obstacles. All because the ability of educators to master and operate IT is not all capable or proficient. While online learning relies heavily on the use of technology, this is the problem in general online learning has decreased the quality of learning.

Principals in this condition need to play their role to improve the quality of learning. One of these roles is as a motivator and supervisor. As a motivator, the principal is able to encourage teachers to stay enthusiastic in carrying out online learning and the role as a supervisor for the principal is able to provide assistance and guidance on online learning problems faced by teachers.

from the analysis of the data found in the field and a discussion of the results of the research, the researchers concluded that there was an implementation of the role of the principal as a motivator and supervisor as well as the impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak.

Data Sources. Data and data sources in this study include primary data and secondary data. Primary data were obtained directly by the researcher from the principal, teachers, and students when the researcher was at the research site using interview techniques. while the secondary data obtained by the researcher in the form of documents related to the role of the principal during online learning.

The source of data in this study is the source of the informant's data and the source of written data. The source of the informant's data is obtained by conducting interviews with the principal to explore data about the role of the principal as a motivator and supervisor as well as to teachers and students who are affected by the principal's role. while the written data sources are obtained from student progress notes, documents in the form of school profiles.

Data collection technique. First the technique used in this research is structured interview technique and unstructured interview. Structured interviews have the aim of knowing all forms of in-depth nature, as previously formulated in accordance with a problem that is free (relaxed) and can provide the widest opportunity for informants to provide the necessary information. With this method the researcher will interview the principal, several teachers as the main source and some students regarding the role of the principal as a motivator and supervisor at Public Primary School number 4 Bintoro, Demak.

The second technique is observation. This method researchers use to explore the general situation of the implementation of the principal's academic supervision and the implementation of the role of motivator during the Covid-19 corona pandemic at Public Primary School number 4 Bintoro, Demak. The third technique is documentation. Data from documentation has a high level of confidence in the truth or validity. Documentation as a rich source of data to clarify the state or identity of the research subject, so as to speed up the research process.

The third technique used in qualitative research is documentation as a data source because of its benefits for referring, interpreting, and predicting [11]. It says the document can be accounted for because it is a stable, rich and encouraging source, as evidence for a test. The documentation required in this study is all supporting data owned by the school. The documentation technique was chosen because documentation is a stable data source, and is able to show a fact that is ongoing and easy to obtain. Data from documentation has a high level of confidence in the truth or validity. Documentation is a rich source of data in clarifying the state or identity of the research subject, so as to speed up the research process.

Findings and discussion. The following are the findings on the research on the role of school principals in improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak.

Table 1. Research Results

No	Research Purposes	Research Result
1	Implementation of the principal's role as a motivator in improving the quality of online learning during the COVID-19 pandemic	Utilize all potential, coordinate and improve collaboration of all school components Give appreciation to teachers and students who excel Provide direction, guidance, and advice to teachers and students Perform multi-way communication with various stakeholders
2	Implementation of the principal's role as a supervisor in improving the quality of learning from the Covid-19 period	Supervision is very necessary in order to develop more teaching and learning situations through coaching and improving the teaching profession Supervision is an activity that can motivate teachers to carry out teaching tasks with full responsibility and professionalism Supervision is useful to help teachers find solutions to the obstacles faced in the teaching process
3	The impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic	Teacher: Enthusiasm to learn in order to improve professionalism More enthusiasm in carrying out teaching tasks with new paradigms Student: Enthusiastic in learning online More independent in learning

Implementation of the principal's role as a motivator in improving the quality of online learning during the COVID-19 pandemic at Public Primary School Number 4 Bintoro, Demak. The principal's role as a motivator in improving learning during the Covid-19 pandemic at Public Primary School Number 4 Bintoro, Demak, one of which is (1) utilizing all potential, coordinating and increasing collaboration of all school components, (2) giving appreciation to outstanding teachers and students, (3) providing direction, guidance and advice to teachers and students, (4) conduct multi-way communication with various stakeholders.

The role as a motivator carried out by the principal is in line with the theory according to Daryanto [12]. That the principal is not only responsible for the smooth running of the school technically academically, but all activities, the state of the school environment with its conditions and situations as well as relationships with the surrounding community is also their responsibility. Initiatives and creativity that lead to the development and progress of the school are the duties and responsibilities of the principal.

Mulyasa [13], as a motivator, the principal must have the right strategy to motivate education staff and students in carrying out various tasks and functions. The role of the principal as a motivator is very important in developing and achieving school goals that have been

set, one of which is the school's goal in the field of libraries, the principal provides motivation to all school residents to maximize the use of the library, as is now online learning during the pandemic.

According to Danim [14], "Motivation is the encouragement of leaders, including principals, to act in a certain way. Motivation is basically a mental condition that encourages leaders to take actions or activities and provides strength that leads to achieving the fulfillment of desires, giving satisfaction, or reducing imbalances.

According to Danim [14], "Extraordinary leaders do their main tasks and functions beyond what should be done according to minimum standards". The self-motivation that exists in every school principal is also a source of enthusiasm that encourages him to take action (external motivation) against other school members (teachers, employees and students) to jointly achieve the goals that have been set.

Implementation of the principal's role as supervisor in improving the quality of online learning during the COVID-19 pandemic at Public Primary School number 4 Bintoro, Demak. The implementation of academic supervision at the Public Primary School number 4 Bintoro, Demak consists of three stages, namely planning, implementing and following up on the results of academic supervision. The findings of the research at Public Primary School number 4 Bintoro, Demak regarding the role of the principal as a supervisor in improving learning during the Covid-19 Pandemic Period that it turns out that supervision is carried out online with the term e-supervision. This is certainly a unique and different thing where previously supervision used conventional methods where the principal met face to face with the teacher who was his mentor to explore various problems related to the learning process.

In the midst of the Covid-19 pandemic, school principals continue to adapt to new situations that are still unclear, especially in conducting learning for students. Principals and teachers need to work together to design contextual learning to be applied online, as well as principals as research findings also conduct online supervision [15]. This is in accordance with the research of Suwaebah [16] that the implementation of academic supervision at the Public Vocational High School number 1 Indramayu and the Public Vocational School number 1 Sindang in Indramayu Regency. In his conclusion, Suwaebah [16] stated that academic supervision activities carried out by the Education Unit Supervisor and Headmaster carried out online can motivate teachers to develop professionalism, improve teacher performance, enhance the quality of the learning process, so that learning objectives can be achieved.

However, the difference is that the uniqueness of the Public Primary School number 4 Bintoro, Demak is the online supervision carried out using the Zoom application, as well as the Google Classroom in online classes, to provide direction to teachers and students in a virtual video forum. Of course, this is a little different when schools do it only to one individual when facing problems in online learning. This is also slightly different from the results of Siahaan et al. research [17] that the ability of the principal at Muslim Elementary School in carrying out supervision is in the good category but carried out conventionally where teachers and principals meet face to face even though they still wear masks.

Based on research findings at Public Primary School number 4 Bintoro, Demak Academic supervision even though online is still professional supervision in the academic field which is carried out based on scientific principles regarding their field of work, who understands learning more deeply than just ordinary supervisors. This academic supervision activity carried out by the principal is a form of professional service developed to improve the professional component of the school, especially in online learning during the pandemic. Even yes-

terday, a webinar was held to improve the ability of teachers to improve the quality of learning during the current Distance Learning period.

The implementation of the supervision of the principal of the Public Primary School number 4 Bintoro, Demak which is carried out online is unique in its own right, for example in the supervision of teacher learning devices, the principal of the Public Primary School number 4 Bintoro, Demak asked for a Learning Implementation Plan file and syllabus online and then assessed the existing points, then if there is a shortage, the principal will make a virtual relationship via video call for clarification and coaching. Then based on research findings at the Public Primary School number 4 Bintoro, Demak that once a week the principal holds a virtual meeting with all teachers using the Zoom meeting application. This means that school principals always find innovation steps in the midst of limitations and distance learning policies by the government.

This is in line with Purwanto et al. [18] that teachers in carrying out their main duties, namely as educators and teachers who are the spearhead in carrying out the education wheel. The logical implication of academic supervision is that teachers are expected to be able to shape the professionalism of teachers themselves in carrying out their duties, so as to create an effective learning process development and increase efficiency in learning. Implicitly the contribution of supervision is very much needed in order to develop a better teaching and learning situation through coaching and improving the teaching profession.

The impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Public Primary School Number 4 Bintoro, Demak. The positive impact of providing motivation and supervision on improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak is that all school residents, both teachers and students, have an enthusiasm for learning, this is known based on active reactions and interactive relationships both in learning and in learning. complete study assignments. Then the teacher's enthusiasm in teaching and students' learning independence is increasing. Increasing students' learning independence at home without even being under parental assistance and supervision.

The Ministry of National Education in Andang [19], mentions the function of the principal and aspects of his work, one of which is as a motivator, there are several tasks including: being able to manage spaces (principals, deputy teachers, administrative staff) that are conducive to work, able to organize conducive classrooms to be able to organize a conducive lab/workshop space for study/practice, able to manage a library conducive to learning, able to arrange a cool, comfortable, and orderly school environment, able to create harmonious working relationships among employees, able to create harmonious working relationships fellow teachers, able to create harmonious working relationships among teachers and employees, able to create a sense of security in the school environment, able to apply the principle of appreciation able to apply the principle of punishment able to develop internal and external motivation for school members.

The impact of the existence of e-supervision by the principal, teachers can carry out online learning by collaborating with technology. Teachers can do online classroom learning using google meet or google classroom, besides that teachers are able to innovate in learning and renovate Learning Implementation Plans with online and offline learning models during the pandemic.

Likewise, the findings of this study are in line with Busrin [20] that academic supervision activities carried out by Education Unit Supervisors and school principals can motivate

teachers to develop their professionalism, improve teacher performance, enhance the quality of the learning process, so that learning objectives can be achieved.

The findings of this study are in line with Kurniati [21] that the supervision carried out by the principal according to the perception of most teachers is quite sufficient. Therefore, it is recommended for school principals to improve the quality of supervision, such as increasing class visits in the context of clinical supervision, observing improvements, motivating teachers' morale, reviewing lesson plans, conformity between learning devices and learning implementation, and observing learning methods. It is hoped that by increasing the frequency of class visits, teacher performance will grow. The teacher's work motivation is classified as good so it needs to be maintained and improved, especially in terms of independence in work, defending opinions and solving problems. It is hoped that with the increase in teacher work motivation, better performance will grow.

The quality of learning after academic supervision during the covid-19 pandemic at the Public Primary School number 4 Bintoro, Demak is increasing and in the good category, this is based on the cumulative value of the questionnaire filled out by the teacher about the quality of online learning. The results of the research findings above explain that the professional principal of the Public Primary School number 4 Bintoro, Demak in the new paradigm of education management must have a positive impact and fundamental changes in the renewal of the education system in schools, especially during the Covid-19 pandemic, these impacts include the effectiveness of education, strong school leadership, effective management of educational resources orientation to quality improvement, team work that is compact, intelligent and dynamic, independent, participatory with school members and the community, openness, managerial, innovative, continuous evaluation and improvement, responsive, and anticipation of needs and accountability [22, 23]. The principal as a leader, has a strong personality, understands the conditions of teachers and other education personnel, has short-term and long-term programs, and is visionary, able to make the right and wise decisions and able to communicate well with all school members.

Conclusions and Recommendations. Based on the explanation that has been described, several conclusions can be drawn as research findings that the implementation of the principal's role as a motivator in improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak includes 1) utilizing all potential, coordinating and increasing collaboration of all school components, 2) giving appreciation to outstanding teachers and students, 3) provide direction, guidance and advice to teachers and students, 4) conduct multi-way communication with various stakeholders. Implementation of the principal's role as a supervisor in improving the quality of online learning during the covid-19 pandemic at Public Primary School number 4 Bintoro, Demak online school with the term e-supervision. The technical implementation of this is by way of the principal sending a question form regarding the completeness of learning administration with the google form, so that the completeness of the learning device can be known. After it was discovered that there were learning problems, the principal provided academic assistance through private conversations using video calls and online face-to-face meetings using Google Meet. The positive impact of providing motivation and supervision to improving the quality of online learning during the Covid-19 pandemic at Public Primary School number 4 Bintoro, Demak is that all school residents, both teachers and students, have enthusiasm for learning, teachers are enthusiastic about teaching and students are increasingly independent in learning. The impact of the existence of e-supervision by the principal, teachers can carry out online learning by collaborating with technology.

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Ковид-19 пандемиясы кезінде онлайн оқытудың сапасын арттырудағы көшбасшының рөлі

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Түйін. *Бұл зерттеудің мақсаты: 1) Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн-оқыту сапасын арттырудағы мотиватор ретінде көшбасшы рөлін іске асыруды талдау; 2) Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн оқытудың сапасын арттыру үшін жетекші ретінде жетекші рөлінің орындалуын талдау, 3) мотивация мен бақылауды қамтамасыз етудің білім деңгейін жақсартуға әсерін талдау Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн оқыту сапасы. Бұл зерттеуде қолданылатын әдіс – сапалық феноменология. Сұхбат, бақылау және құжаттаманы қолдану арқылы мәліметтерді жинау әдістері. Деректерді талдау әдісі деректерді қысқарту, деректерді көрсету және қорытынды жасау/тексеруден тұратын Миллес пен Губерманның теориясын пайдаланады. Сенімділік (ықтималдық), тасымалданғыштық, сенімділік, сенімділік (верификациялық) дәрежесін қолданатын деректердің сенімділігіне келетін болсақ. Зерттеу нәтижелері 1) Бинторо 4 Демак бастауыш мектебінде Ковид-19 пандемиясы*

кезінде онлайн оқытудың сапасын арттырудағы мотиватор ретінде көшбасшы рөлін жүзеге асыру (1) барлық әлеуетті пайдалануды, барлық мектептің ынтымақтастығын үйлестіруді және кеңейтуді қамтиды. құрамдас бөліктер, (2) құрметті мұғалімдер мен студенттерге құрмет көрсету, (3) мұғалімдер мен студенттерге бағыт-бағдар беру, нұсқау беру және кеңес беру, (4) әртүрлі мүдделі тараптармен көпжақты байланыс орнату. 2) Бинторо 4 Демак мемлекеттік бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн режимінде оқытудың сапасын арттыруда жетекшінің google арқылы оқытуды басқарудың толықтығы туралы сауалнама жіберу арқылы жетекші рөлін жүзеге асыру. , сондықтан оқу құрылғысының толықтығын табуға болады. Оқу мәселелері белгілі болғаннан кейін, директор Google Meet арқылы бейне қоңыраулар және бетпе-бет онлайн кездесулер арқылы жеке сөйлесулер арқылы академиялық көмек көрсетеді. 3) Бинторо 4 Демак бастауыш мектебінде Ковид-19 пандемиясы кезінде онлайн оқытудың сапасын жақсарту үшін уәждеме мен бақылауды қамтамасыз етудің оң әсері барлық оқушылардың оқуға ынталы болуы, мұғалімдердің оқуға ынталылығы және оқушылардың тәуелсіз болуы. оқуда. Директор жүзеге асыратын электронды бақылаудың болуының әсері мұғалімдерге технологиямен ынтымақтаса отырып, онлайн оқытуды жүргізуге мүмкіндік береді.

Түйінді сөздер: көшбасшы рөлі, жоғары сапалы онлайн оқыту.

Роль руководителя в повышении качества онлайн-обучения во время пандемии Covid-19

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Аннотация. Целью данного исследования были: 1) проанализировать реализацию роли руководителя как мотиватора в повышении качества онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак; 2) проанализировать выполнение роли руководителя в качестве супервайзера по улучшению качества онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак, 3) анализ влияния обеспечения мотивации и контроля на повышение качества онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак. Метод, использованный в данном исследовании — качественная феноменология. Методы сбора данных с использованием интервью, наблюдения и документации. В методе анализа данных используется теория Миллеса и Хубермена, состоящая из сокращения данных, отображения данных и составления/проверки выводов. Что касается достоверности данных с использованием степени доверия (правдоподобия), переносимости, надежности, определенности (подтверждаемости). Результаты исследования 1) Реализация роли руководителя как мотиватора в повышении качества онлайн-обучения во время пандемии Covid-19 в начальной школе Bintoro 4 Demak включает (1) использование всего потенциала, координацию и расширение сотрудничества всех школ компоненты, (2) воздать должное отличившимся учителям и ученикам, (3) дать указания, рекомендации и советы учителям и ученикам, (4) провести многостороннее общение с различными заинтересованными сторонами. 2) Реализация роли руководителя как супервайзера в повышении качества

онлайн-обучения во время пандемии Covid-19 в государственной начальной школе Бинторо 4 Демак онлайн посредством направления руководителем анкеты о полноте администрирования обучения с помощью google, чтобы можно было найти комплектность обучающего устройства. После того, как становится известно, что есть проблемы с обучением, директор оказывает академическую помощь посредством частных бесед с использованием видеозвонков и личных онлайн-встреч с использованием Google Meet. 3) Положительное влияние обеспечения мотивации и контроля на повышение качества онлайн-обучения во время пандемии Covid-19 в начальной школе Bintoro 4 Demak заключается в том, что все ученики проявляют энтузиазм к учебе, учителя с энтузиазмом относятся к обучению, а ученики становятся все более независимыми в обучении. Влияние существования электронного надзора, осуществляемого директором, позволяет учителям проводить онлайн-обучение, сотрудничая с технологиями.

Ключевые слова*: роль руководителя, качественное онлайн-обучение.*

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REGULATION OF THE AGRICULTURAL MARKET TO ENSURE FOOD SATURATION

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Annotation. The main task of the agricultural sector of Kazakhstan is to provide its population with food at the expense of its own production. The Republic has a high potential for dynamic growth and development. In the last two decades (2000-2020), the agriculture of the republic has been steadily developing. Growth in individual products is observed from 30% to 2.7 times. The number of livestock has increased by 1.5 to 2.5 times, depending on its type. All this contributed to a significant improvement in the food supply of the country's population compared to 2000-2010. However, for a number of products, especially potatoes, vegetables and fruits, milk, poultry meat and eggs, it was not possible to achieve or even approach scientifically sound nutrition standards. The share of imports for individual products remains high and exceeds the threshold level of 20% of imports in the capacity of the domestic market. The main reason is the insufficient level of agricultural production. Crop yields and livestock productivity remain low. Low labor productivity in the industry (7-8 thousand dollars) compared to developed countries (50-60 thousand dollars).

Keywords: agro-industrial complex, economy, development, food security, product quality, food, agriculture.

The main reasons for this situation are: reduction of soil fertility. Annual losses of humus in agriculture in Kazakhstan amount to 0.5-1.4 t/ha; poor material and technical equipment of commodity producers (70% of agricultural machinery is subject to replacement), which leads to massive technological disruptions. The fragmentation and small-scale production of agricultural subjects, their low payment capacity; insufficient degree of processing of agricultural products affects; the relatively low level of state support for the agricultural sector (4.5-5% of the value of gross agricultural output, at the same time, according to WTO rules, 8.5% is allowed for the Republic of Kazakhstan). The development of agricultural cooperation and its financial support from the state are lagging behind. Together, all this determines the insufficient level of food security in Kazakhstan and causes the need for its assessment and development of improvement measures, which reflects the relevance of this article [1].

Main provisions of the article.

In developed countries with a high standard of living, the demand for food is quite high, and therefore the elasticity of demand for food prices is low.

In countries with a lower standard of living for people with low incomes, the elasticity of demand for the price of certain types of food, for example, meat, is quite high.

Despite the increase in prices for bakery and pasta products, their share in the total demand for food in Kazakhstan has increased, as prices for meat and meat products have also

increased. In this regard, it is necessary to comprehensively address the issues of food security by improving the agricultural market.

Introduction. In the Message of the Head of State K.-Zh. Tokayev to the people of Kazakhstan "Kazakhstan in a new reality: a time for action" it is noted: "It is impossible to create a competitive economy without a developed agriculture." The problems of food security today are global in nature. The problems of food production, distribution and trade are the basis of agri-food policy of any state. In recent years, the agricultural sector of Kazakhstan has had positive dynamics, as evidenced by the data of international experts [2].

According to the international rating conducted by the British magazine "The Economist" (results of 2020), Kazakhstan ranked 32nd out of 113 countries in terms of comprehensive indicators of food security (2019 - 48th place). Among the CIS countries, this is the third place after Belarus (23rd place) and Russia (24th place). For the Republic of Kazakhstan, the achieved level in the ranking among developed countries is the result of the sustainable development of the industry in recent years [3].

Methodology. The main research methods are analytical, which allows to study the processes of development of agro-industrial production in dynamics; comparative analysis to determine the level of growth or decrease in production by year, per capita. Included in the analysis is a comparison of actual data with standards, indicators of the effective use of agricultural resources and their role in increasing production volumes, in particular, in the use of land resources; an economic and statistical method. Statistical data for 2000, 2015-2020 were used. according to the production of the main types of agricultural products in Kazakhstan, the population, the level of consumption of products per capita, the availability of agricultural machinery, data on export and import of agricultural products, data on the volume of financing of agricultural science. The causal method reveals the main reasons for the low productivity of agricultural sectors, in particular crop yields: low soil fertility, a significant number of small-scale and small-earth agricultural formations, insufficient development of seed production and lack of agricultural machinery

Results. So, only in 2015-2020 yy. growth by types of agricultural products ranged from 7.5% to 2.5 times. The production of vegetables (by 28.8%), oilseeds (by 65.2%), sugar beet (by 48.9%), fruits (by 65.6%), meat (by 25.3%) has grown especially significantly over the specified period (Table 1). At the same time, the level of 1990 has not been reached for certain types of products (grain, sugar beet, meat), which is a growth potential for the near future.

Table 1. - Production of the main types of agricultural products in Kazakhstan, thousand tons.

Name	Actual production			2020y. in % to:	
	1990y.	2015y.	2020y.	1990y.	2015y.
Cereals	28 487,0	18 672,8	20 065,3	70,4	107,5
Potato	2 324,0	3 521,1	4 006,7	172,4	113,8
Vegetables	1 136,0	3 564,9	4 590,9	4,0 times	128,8
Melon crops	302,0	2 087,6	2 425,0	8,0 times	116,2
Oilseeds	229,8	1 547,5	2 556,5	11 times	165,2
including sunflower	126,0	534,0	844,2	6,7 times	158,1
Sugar beet	1 044,0	174,1	466,3	44,7	248,9
Fruit	301,0	216,2	347,2	115,3	160,6
Meat	1 559,6	931,0	1 166,6	74,8	125,3
Milk	5 641,6	5 122,4	6 051,4	107,3	118,1
Egg, million pcs.	4 135,1	4 736,9	5 065,8	122,5	106,9

Note: compiled by the authors.

The growth of production in recent years has occurred both due to the economic regulation of the industry and the effective involvement of land resources in agricultural production.

In 2001-2020, the area of farmland increased by 14.4 million hectares as a result of the involvement of reserve lands in agricultural use. Arable land increased by 5.7 million hectares, irrigated arable land – by 300 thousand hectares, pastures - by 13.8 million hectares. The total sown area in the republic in 2020 amounted to 21.8 million hectares, compared with 16.2 million hectares in 2000. In its structure, 70.5% is occupied by cereals, oilseeds – 11.3%, fodder - 15.5% [4].

The involvement of additional areas of farmland in economic turnover, the growth of livestock contributed to an increase in agricultural production per capita and improved food security of the country's population, as evidenced by the data in Table 2.

Table 2. - Production of the main types of agricultural products per capita in Kazakhstan (kg. per capita).

Name	Actually			2020г. in % to:	
	1990y.	2015y.	2020y.	1990y.	2015y.
Seed	1 702,0	1 072,2	1 076,9	63,3	100,4
Potato	139,0	202,2	215,0	154,7	106,3
Vegetables and melons	86,0	324,5	376,5	4,4 times	116,0
Oilseeds	13,7	88,8	137,2	10 times	154,5
Sugar beet	62,0	10,0	25,0	40,3	250,0
Fruits and berries	18,0	12,4	18,6	103,3	150,0
Meat	92,0	53,4	62,6	68,0	117,2
Milk	337,0	297,6	324,8	96,4	109,2
Egg	250,0	272,0	272,0	108,8	100,0

Note: compiled by the authors.

However, the achieved level of production for certain types of products does not allow the population to consume them according to the standards defined by the Ministry of National Economy of the Republic of Kazakhstan (Table 3).

Table 3. - Food consumption in Kazakhstan (kg. per capita).
Note: compiled by the authors.

Products	1990y.	2016y.	2020y.	Ministry of National Economy of the Republic of Kazakhstan	Consumption in % to the standard		
					1990y.	2016y.	2020y.
Bread products and cereals	148,0	130,7	140,3	109	135,8	119,9	128,7
Potato	86,0	110,9	114,3	100	86,0	110,9	114,3
Vegetables and melons	76,0	90,2	86,6	149	51,0	60,5	58,1
Fruit	23,0	64,6	63,5	132	17,4	48,9	48,1
Vegetable oil	11,2	19,5	17,3	12	93,3	162,5	147,2
Sugar and confectionery	38,0	40,7	43,0	33	115,2	123,3	130,3
Meat and meat products	73,0	68,3	74,4	78,4	93,1	87,1	94,9
Milk and dairy products	311,0	238,9	238,6	301	103,3	79,4	79,3
Egg	225,0	237,0	263,0	265	84,9	89,4	99,3

This is especially true for potatoes, vegetables, fruits, milk and eggs. At the same time, bread, vegetable oil, sugar, i.e. glucose-forming products are excessively consumed, which clearly violates the structure of nutrition and leads to excess human weight and various diseases. The level of food security is determined by the share of imported products in the market capacity. The greatest dependence on the external market for: fruits – 67.9% in the structure of the market capacity, poultry meat - 49.9%, vegetable oil - 39.0%, sugar - 38.9% (taking into account own production and imported raw materials). In addition, canned products occupy a large share of imports in the market capacity (up to 96%).

Thus, the share of imports for many products remains high and exceeds the threshold level of 20% of imports in the capacity of the domestic market.

The capacity of the food market and ensuring food security is also affected by the level of exports of products. In Kazakhstan, the basis of agricultural exports is grain and grain products. In recent years, the export of these products has been at the level of 7-8 million tons. Grain export resources can be significantly higher (up to 10-12 million tons), especially to the countries of Central Asia. However, there are both internal and external problems that hinder exports. Internal problems include: a low level of provision of grain storage capacities (capacities only provide grain storage in years with average yields); insufficient elaboration of the mechanism for regulating the relationship of subjects in the grain market (small and medium-sized grain producers do not have access to the production and logistics infrastructure of grain farming and cannot independently enter the foreign market).

There is also an obvious lack of a unified pricing policy and high domestic prices for Kazakh grain that do not allow the formation of competitive export prices for flour; weak organization of transport logistics for grain transportation (shortage of grain wagons, etc.), high railway tariffs for grain supply; inefficient policy in the field of diversification of sown areas of grain crops.

Along with internal problems in the foreign market, there are factors constraining the export of Kazakh grain and grain products. Currently, there is fierce competition for the markets to which Kazakh wheat is exported: in the countries of Central Asia (Turkmenistan, Kyrgyzstan, Tajikistan, Uzbekistan, Afghanistan), where wheat and flour from Kazakhstan dominated in the volume of their imports, products from other countries (Russia, Pakistan) have now begun to arrive; in Azerbaijan, Kazakh wheat competes with Russian; in Iran - with products from various manufacturing countries, including Canadian, European. In addition, the purchasing countries are introducing various economic measures. Thus, a fierce competition is developing in the foreign wheat market between the EAEU member states and other states [5].

An important place in the export of agricultural products belongs to meat. Today Kazakhstan produces more than 1 million tons of meat and has a great export potential. The land resources of Kazakhstan have real opportunities to double the number of livestock and its productivity. The needs of the livestock market are huge both within the country and in a number of states.

Consequently, the agro-industrial complex of the country, having a huge potential, has a great prospect of development and, accordingly, the possibility of entering foreign markets. The export of agricultural products stimulates the production of domestic raw materials, increases the load of processing enterprises. Well-established export channels can become a factor that, eventually, will raise domestic agriculture and processing to a new level.

In this direction, in recent years, work has been intensified on the development of meat animal husbandry, feed production, expansion of acreage of fodder crops, management of

pasture resources, increase of state support measures, improvement of the veterinary organization system and ensuring the safety of livestock products.

Currently, the volume of its financing in Kazakhstan is 0.16% of gross agricultural output. In accordance with the State Program for the development of agriculture for 2017-2021, it is planned to increase the financing of agricultural science in 2030 to 1% of total agricultural production, including 0.5% in 2021. For comparison, in 1991, the amount of funding for the science of the agricultural sector of the republic was 1.2% of gross agricultural output. Also, according to the recommendations of the International Academic Council, the share of spending on science among developing countries should be about 1-1.5% of GDP, and in developed countries it is from 2 to 4.5% of GDP.

The implementation of the above measures, as well as the creation of an innovation and technological system, together with measures of state support, will increase production volumes in the industry to an appropriate level that ensures the country's food security.

Conclusions. The agricultural sector is the leading sector of Kazakhstan's economy, despite the fact that it occupies only 8% of the GDP structure. But this industry ensures the vital activity of the entire population of the country (19 million people). In the last decade, agro-industrial production has been steadily developing. In 2015-2020, the production of agricultural products increased by 7.5% to 2.5 times in certain sectors, which ultimately contributed to an increase in the level of food security of the country's population.

At the same time, the achieved level of production does not yet allow for a number of types of food to be consumed according to scientifically sound standards. These products include: potatoes, vegetables and melons, fruits, milk and eggs. For some products, excessive consumption is observed, that is, significantly higher than normal. These include: bread, vegetable oil, sugar, that is, containing a large amount of glucose, which leads to a violation of the quality of the diet and worsens the health of the population.

The level of food security is largely determined by both production volumes, exports of products, and import volumes. There is a close interdependence between these indicators. High production volumes lead to full or close to full provision of food needs. Excess production determines the size of exports, and its insufficient or low level increases the import of imported products to the domestic market of the state, and it becomes import-dependent. In Kazakhstan, export-oriented agricultural products are: grain, flour, certain types of meat (beef, lamb). The rest of the production is focused on the domestic market. In the structure of nutrition, a large share of imports in fruits (67.9% in the structure of market capacity), poultry meat (49.9%), vegetable oil (39.0%), sugar (38.9%).

Kazakhstan has large amounts of farmland, especially pastures. Currently, there are 100.9 million hectares of farmland in use by agricultural producers, including 19.6 million hectares in the all territories. At the same time, about 90 million hectares of pastures belong to reserve lands, which represent a large reserve for the development of animal husbandry and a 2-fold increase in meat production for domestic consumption and export.

The successful development of the agricultural sector is largely determined by its material and technical base. Currently, the number of agricultural machinery in Kazakhstan is much lower than the need for it. Compared to 1991. It has decreased by an average of 2.5 times by species, besides its wear, according to experts, is more than 70%. Therefore, for the development of the agricultural sector, it is necessary to take appropriate measures as soon as possible in order to strengthen the technical base of the industry. As world experience shows, service cooperatives should be created in this area, rental, rental and leasing of equipment should be developed.

To increase the competitiveness of agricultural production, it is necessary to increase the efficiency of scientific research, to provide scientific institutions with sufficient funding. According to world experience, its level should be at least 1-1.5% of the value of gross agricultural output.

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АЗЫҚ-ТҮЛІКПЕН МОЛЫҚТЫРУДЫ ҚАМТАМАСЫЗ ЕТУ ҮШІН АГРАРЛЫҚ НАРЫҚТЫ РЕТТЕУ

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Түйін. *Жұмыста елді азық-түлікпен қамтамасыз ету үшін Қазақстан Республикасының аграрлық нарығын жүйелеу мен жетілдірудің негізгі бағыттары қаралды. Мақалада Қазақстан Республикасының Стратегиялық жоспарлау және реформалар жөніндегі агенттігі Ұлттық статистика бюросының деректері негізінде Санаттар разрядында ұлттық нарықтың азық-түлікпен қамтамасыз етілуіне талдау беріледі.*

Авторлар Қазақстанның аграрлық секторының қазіргі жай-күйіне, оның проблемаларын анықтауға және жаһандану процестері жағдайында оны дамыту жөнінде ұсыныстар әзірлеуге өз көзқарасын ұсынады. Жұмыста сауда мен басқа елдермен экономикалық байланыстардың кеңеюі жағдайында аграрлық секторға сыртқы факторлар көбірек әсер етеді, бұл тұрақсыздықтың өсуіне әкеледі.

Түйін сөздер: *агроөнеркәсіптік кешен, экономика, даму, азық-түлік қауіпсіздігі, өнім сапасы, азық-түлік, ауыл шаруашылығы.*

РЕГУЛИРОВАНИЕ АГРАРНОГО РЫНКА ДЛЯ ОБЕСПЕЧЕНИЯ ПРОДОВОЛЬСТВЕННОГО НАСЫЩЕНИЯ

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Резюме. *В работе рассмотрены основные направления систематизации и совершенствования аграрного рынка Республики Казахстан для продовольственного обеспечения страны. В статье даётся анализ обеспеченности национального рынка продовольствием в разряде категорий на основе данных Бюро национальной статистики Агентства по стратегическому планированию и реформам Республики Казахстан. Авторами предлагается свое видение на современное состояние аграрного сектора Казахстана, выявление его проблем и разработка предложений по его развитию в условиях глобализационных процессов. В работе охарактеризовано то, что в условиях расширения торговли и экономических связей с другими странами аграрный сектор все больше подвергается влиянию внешних факторов, что ведет к росту нестабильности.*

Ключевые слова: *агропромышленный комплекс, экономика, развитие, продовольственная безопасность, качество продукции, продовольствие, сельское хозяйство.*

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ENSURING FOOD SECURITY IN KAZAKHSTAN: THEORY, METHODOLOGY AND PRACTICE

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Annotation. *In the modern world, the logic of states' actions is subordinated to the idea of finding advantageous positioning in the new post-industrial information world, where the interests of states collide in the struggle for political influence, finance, and human capital. Economic leaders seeking to maintain their global dominance are increasingly violating the rules that they themselves once proclaimed. They are being overtaken and overtaken by new economies, which is why competition is becoming more and more deformed from the point of view of law and rules. Kazakhstan, as a country regaining its rightful place in the world, is experiencing exorbitant political and economic pressure from countries that consider themselves pillars of the current world order. However, throughout its history, the Republic of Kazakhstan has faced attempts to impose someone's political will and values on it. Contrary to this, our country acts on the world stage based on the understanding that the world system should be based on the principles of fair competition, respect for the culture and traditions of other countries, mutual assistance and cooperation.*

Keywords: *economy, development, agro-industrial complex, food security, product quality, competitiveness, agriculture.*

The Eurasian Economic Union (EAEU) is an example of a new approach to the formation of an effective economic order, when countries on a voluntary, mutually respectful and equal basis build a unified system for managing integration processes. It is once again important for our country to make an economic breakthrough in a very short historical period, as it has been more than once, in order to consolidate not only its own position in the global economic space, but also the positions of its numerous allies. Without effective management, it is impossible to create an economic foundation for a new innovative economy. And without an efficient economy, a productive foreign policy loses one of the most important pillars [1]. Today, the EAEU has become an important springboard for developing new tools and approaches to managing economic alliances that can attract new allies and partners. However, this is not a spontaneous process, and therefore it needs fundamental and theoretical elaboration at each of the levels and directions of cooperation. Any crisis, as a rule, is a harbinger of economic growth, but only when exposing social and economic contradictions, it is used by state institutions as a driver and navigator, forming a fundamentally new economic policy and management mechanisms. It is worth noting that here we are talking not so much about un-

derstanding the causes of the crisis, as about building a fundamentally new toolkit for the progressive socio-economic development of the country. Slogans and actions should coincide, generating pragmatic managerial steps aimed at the final result. The aggravation of the political situation in the world has demonstrated the realities of the global conjuncture for Kazakhstan, sharply exposing the problem of national security, which is based on the economic strength of the country. Unification processes in the world are increasing and the development of the EAEU is becoming an important factor of stability for the Republic of Kazakhstan[2].

Main provisions of the article.

Currently, our defeats on the economic front are largely due to the disorientation of public administration, the withdrawal of the state from active and effective partnership with business.

The managerial style of public administration, as a rule, has a traditional character, alienated from the result, expressed in the role of the state as a kind of observer, macro-regulator and "assistant" of business.

Globalization dictates new rules of the game in the international arena, when cross-country competition gets a new round of its development.

Introduction. The expansion of transnational corporations and the ability of the country to oppose it with the market power of the economy predetermine the outcome of this struggle. The support of business and the incubation of its competitive advantages in the conditions of the global world order are becoming not just a new policy of the state, but a struggle for its survival. That is why, in our opinion, in Kazakhstan, the problem of effective public administration comes to the fore in overcoming the crisis [3]. Competition from the commodity segment has moved into the competition of management systems, both from business structures and states. Becoming a state leader and a locomotive of innovative economic development is not a political slogan, but a necessity. The alliance of the state and business in the innovation sphere in the modern world is significantly effective when the state undertakes the construction of infrastructure elements of the economic and risk management system. Business in the innovation sector always plays the "second number" after the state, picking up the most developed and effective developments for their further financing and adaptation in the market space. Only the creation of an effective set of state regulation tools can change the role of the state in the economic development of the country. An example of effective economic management is the Foundation "To the People of Kazakhstan", which attracted the interest of many companies in innovative cooperation with the state. With large-scale financing of this Fund, it can become a real global player in the market[4].

Methodology. Research methods include methods of economic, theoretical, logical and comparative analysis, synthesis and graphical method. The theoretical and methodological basis of the research was the development of leading foreign and domestic scientists in the field of management, agriculture. The regulatory framework consists of laws of Kazakhstan, decrees of the President of the Republic of Kazakhstan, resolutions of the Government of the Republic of Kazakhstan, international standards. Annual and financial reports at the country and regional level served as the informational and empirical basis of the study, ensuring the representativeness of the initial data, reliability, reliability and accuracy of conclusions, recommendations and proposals.

Results. In the context of globalization, the economic nature of the state is changing – from a regulator to a navigator, a leader, a senior business partner directly interested in the development of high-margin export-oriented sectors of the national economy [5]. In fact, this is a managerial response of the state to the challenges of globalization and the intensification

of cross-country competition. A special place in this competition belongs to the agricultural market, as a catalyst for the level of independence of the state in terms of its food security. Food security is an economic category officially accepted in international practice, which is used to characterize the state of the food market of a country or group of countries, as well as the world market, which ensures guaranteed access of all social groups of the population to vital food at any time and in volumes sufficient to achieve medical consumption standards. Almost a billion inhabitants of the planet receive an amount of food that is not sufficient to ensure a healthy lifestyle. First of all, 10 are residents of the countries of South and Southeast Asia and tropical Africa. The problem of food shortage in the post-war years has undergone significant changes in the direction of increased consumption and localization of poverty, but, nevertheless, demonstrates significant asymmetry across regions and states of the world. So, according to this factor, four groups of countries can be distinguished in the modern world:

– Firstly, these are the leaders of food security - Japan, Australia, North America, Western and Northern Europe, which demonstrate overproduction of food and are export donors of the world, supporting the world food balance. For some food items, including grain and sunflower oil, the Republic of Kazakhstan has joined this elite club in recent years;

- secondly, the UN WHO considers most countries in the regions of Latin America, Central Asia, southern Europe, ASEAN close to the norm of food consumption;

– thirdly, the who, the UN defines as "acceptable" level variations in the criteria of food security of the countries of the former Soviet Union, Eastern European countries, Indonesia, India and Egypt.

– fourth, it was a large group of developing countries, which form a significant part of the population of the planet and experiencing the full brunt of the struggle for physical survival;

- fifth, economic success is based on the quality of human capital, which forms a new management paradigm based on communication and continuous educational process. It is innovative management that is able to synthesize effective management decisions that act ahead of the curve.

With the development of globalization, not only multinational companies, but also all, without exception, states and interstate associations are moving to the concept of "risk management", when the factors of globalization do not make it possible to sustainably manage internal socio-economic systems [6].

These risks are based on:

- the absence of borders that ensure the containment of the movement of financial, information, human and other resources;

- uncompromising intercivilizational struggle of standards and lifestyle, as well as worldviews;

- an attempt to monopolize the regulation of international relations and the ideology of human development on the basis of the formed supranational public institutions of governance;

- unification of models of state structure and their forcible installation in the regions of the world without taking into account their historical, ethnic and national characteristics;

- deformation of the process of socialization of the individual from traditional methods of family upbringing and public education to information and communication technologies of a single global virtual space.

All these trends in the development of mankind are becoming a challenge for each state individually and require the search for solutions that ensure the stability of the social system.

The goal of the food policy is to ensure the accelerated development of all spheres of the agro-industrial complex, increase its innovative component, competitiveness, which will eventually become the basis of collective security, increase the standard of living and incomes of the population in each region of Kazakhstan [7]. The realization of the formulated goal dictates the need to solve the following tasks:

1. Implementation of a balanced economic policy using modern mechanisms and tools adequate to the global world order to manage the processes of integration and the formation of a single economic landscape.

2. Development and implementation of programs in the field of agriculture aimed at increasing the profitability of production, including through the innovative component, taking into account the specifics of the national interests of the EAC member states.

3. Formation of effective logistics for the free movement of goods and services, as well as labor and capital, while ensuring economic security.

4. Ensuring effective promotion of export-oriented agricultural products on world markets through the production of innovative products and the synergy of the EAEU.

5. Ensuring a competitive environment and effective forms of support for the agro-industrial complex for activities for accelerated development in the agricultural sector of various forms of ownership.

6. Implementation of comprehensive measures for the formation and maintenance of food security.

7. Development of a unified effective foreign economic policy of the Republic of Kazakhstan in the field of agriculture, ensuring priority development on the basis of mutually beneficial relations with partner states and international organizations, including the WTO.

8. Development of integration in the field of agricultural science, including breeding and seed production, plant protection, breeding, veterinary medicine, increasing soil fertility, improving land reclamation, introduction of progressive innovative technologies, including in the market of production of environmentally friendly food products and in other areas.

9. Coordination of work on training and retraining of personnel in managerial and agricultural specialties based on the latest achievements of scientific and technological progress in the agricultural sector.

10. Formation and ensuring the effective operation of a unified information system of the agricultural market, ensuring transparency of market processes throughout Kazakhstan and improving the business climate for all economic entities.

11. Coordination of investment policy aimed at sustainable development of export-oriented priority sectors of the single agricultural market.

12. Support for the development of cooperation between business structures - participants of the EAEU agro-industrial complex market, ensuring the efficiency of agribusiness and its competitiveness in the world market.

13. Development of industry models of interaction of business structures using the potential of interstate industry unions in the field of agriculture.

The most important criteria for the effectiveness of the implemented agro-industrial policy are increasing the competitiveness and export orientation of agricultural production, reducing costs, increasing incomes, profitability of agribusiness, as well as the development

of the social sphere in rural areas, improving working conditions, which ultimately directly affects the localization of poverty among the rural population.

A separate block characterizing the effectiveness of agricultural policy is the growth of commodity exchange in the single agricultural market of the EAEU, an increase in the share in the production of environmentally friendly products and ensuring collective food security. A special place in the activities of the EAEU is given to the agrarian market and collective food security as the basis of the national security of the participating states.

Already at present, grain, sunflower oil, sugar, potatoes fully meet the consumption standards of the population and have a growing export potential.

On the contrary, dependence on imports for meat and milk remains, although the dynamics of meat production shows constant growth and by 2025 Kazakhstan will reach the level of self-sufficiency for this group of goods.

Kazakhstan occupies a prominent place in the regional agricultural market of the EAEU, but the level of food security of the Union countries lags far behind the developed countries of the world (Table 1).

Table 1. - Rating of the countries of the Eurasian Economic Union on the food security index in 2021.

Rating	Country	Index value
43	Russia	63.8
44	Belarus	63.5
56	Kazakhstan	56.8

Note: compiled by the authors.

During the functioning of any international economic organization, objective problems arise related to their management. Only through the efforts of national economies can we achieve a positive result and reach the leading positions in the world rankings.

Conclusions. Currently, there is a discussion about replacing the concept of "food security" with the concept of "food well-being". The difference lies in their optimistic and pessimistic approaches to providing food to the population. If "food security" is based on a system of threats to state security and represents a framework of protective state measures, then the concept of "food well-being" is based on a positive scenario of the development of the political situation around Kazakhstan. If food security is ensuring the minimum needs of the population or a policy of survival in an aggressive environment, then "food well-being" implies improving the well-being of people, improving the comfort of their residence on the territory of the Republic, reliability and stability of food supply, availability to consumers anywhere in the country of the usual food at an affordable price from the point of view of the consumer himself. It seems to us that the substitution of two concepts is illegal, since the Republic of Kazakhstan and its allies will have to be in an aggressive environment for a long time until a balanced polarization of the whole world takes place. In this regard, food security is a minimum program for Kazakhstan and its allies, and the Food Welfare Program can be part of a comprehensive social program for the development of human capital in the Republic of Kazakhstan and the EAEU countries, since by its nature it sets the task of providing competitive comfort for the population.

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ҚАЗАҚСТАННЫҢ АЗЫҚ-ТҮЛІК ҚАУІПСІЗДІГІН ҚАМТАМАСЫЗ ЕТУ: ТЕОРИЯ, ӘДІСТЕМЕ ЖӘНЕ ПРАКТИКА

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Түйін. Мақалада интеграциялық процестерге қатысу призмасы арқылы Қазақстан Республикасының азық-түлік қауіпсіздігін қамтамасыз етудің негізгі теориялық және әдіснамалық негіздері қарастырылады. Елімізде азық-түлік қауіпсіздігін қамтамасыз етудің негізгі міндеттері айқындалды. Жұмыста әлемдік рейтингті ескере отырып, Қазақстанның ЕАЭО қатысушы елдерінің азық-түлік қауіпсіздігін қамтамасыз ету рейтингіндегі ұстанымы сипатталған. Ел халқын азық-түлікпен аграрлық қамтамасыз ету жүйесін жетілдірудің негізгі бағыттары ұсынылды. Мақалада өнімнің сапасын арттыру және азық-түлік қауіпсіздігін тиімді қамтамасыз ету жолдары көрсетілген.

Түйін сөздер: экономика, даму, агроөнеркәсіптік кешен, азық-түлік қауіпсіздігі, өнім сапасы, бәсекеге қабілеттілік, ауыл шаруашылығы.

ОБЕСПЕЧЕНИЕ ПРОДОВОЛЬСТВЕННОЙ БЕЗОПАСНОСТИ КАЗАХСТАНА: ТЕОРИЯ, МЕТОДОЛОГИЯ И ПРАКТИКА

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Резюме. В статье рассматриваются основные теоретико-методологические основы обеспечения продовольственной безопасности Республики Казахстан через призму участия в интеграционных процессах. Определены основные задачи обеспечения продовольственной безопасности в стране. В работе охарактеризована позиция Казахстана в рейтинге обеспечения продовольственной безопасности стран участниц ЕАЭС с учетом мирового рейтинга. Предложены основные направления совершенствования системы аграрного обеспечения продовольствием населения страны. В статье указаны пути повышения качества продукции и эффективного обеспечения продовольственной безопасности.

Ключевые слова: экономика, развитие, агропромышленный комплекс, продовольственная безопасность, качество продукции, конкурентоспособность, сельское хозяйство.

ANALYSIS OF THE EFFECTIVENESS OF THE RISK MANAGEMENT SYSTEM IN COMMERCIAL BANKS

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Annotation. *Banking systems in different countries of the world, as well as the sustainability and effectiveness of their development, are constantly under the control of international organizations, central banks of countries and the public. This universal interest is due to the activities of banks related to the accumulation of funds in them and placement on their behalf. Commercial banks are financial intermediaries and active business structures that are exposed to a variety of risks in carrying out their operations. Global economic crises, the complexity of the functioning of various economic systems have prompted the development of a risk-based approach to banking business. This led to the creation of internal risk management systems in organizations, and primarily in banks. The problem of systemic risk management in the banks of Kazakhstan is under constant attention from the National Bank of the Republic of Kazakhstan. This is due to the main development goals of the country aimed at creating a modern banking system and promoting sustainable and balanced economic development. The continuous improvement of banking operations in different countries of the world has led to the increased importance of banking supervision over banks and the development of alternative forms of control over the activities of banks, including in our country.*

Keywords: *risks, system efficiency, risk model, risk system assessment, commercial banks, financial system, financial policy.*

In modern economic conditions, the functioning of the banking system of any country is associated with a large number of associated risks. It is impossible not to take into account their influence, since the results of the activities of credit institutions directly depend on them. Adequate risk management will reduce the negative consequences and maximize the results of the commercial bank's activities. At the present stage of risk management development, all the diversity of risks has been widely studied and covered in the scientific literature. Painstaking work is underway to develop methods for their assessment. However, it is worth noting that risk management issues are mainly solved by their individual types, within the framework of individual activities, without taking into account the interrelationships, which can be expressed both in an increase in total risk and a decrease, which should not be underestimated, as it can directly affect the financial results of the bank. Thereby ensuring the relevance of the problem of complex risk assessment and their impact on the financial performance of a credit institution, setting the management of the organization the task of implementing approaches

into the management and decision-making system, taking into account the complex assessment of associated risks, taking into account the risk/profitability ratio [1].

Main provisions of the article. To assess the effectiveness of the risk management system, banks need to be guided by international standards, best practices and documents of the National Bank of the Republic of Kazakhstan.

A scientific study of theoretical and methodological approaches and principles of the assessment of corporate management systems and risks existing in the world practice, their integration with the requirements of the legislation of the Republic of Kazakhstan to the bank's risk management systems determined the methodological basis of the author's model for assessing the effectiveness of the risk management system.

Introduction. In the context of the designated problem field, it is possible to define the main purpose of the study as the development of a model of the effectiveness of a risk management system, which consists of components and criteria included in the components. This model can be used to evaluate the bank's existing risk management systems [2]. A general integrated indicator of this assessment has been developed, which makes it possible to assess the effectiveness of the bank's current risk management system and outline ways to improve it. The first organization to develop an international standard in the field of capital measurement and risk assessment is the Basel Committee on Banking Supervision. His recommendations on capital adequacy, issued in 1988, became the basis for further improvement of the proposed methodology and the appearance of modern documents, on the basis of which banking systems using a risk-oriented approach to the activities of banks are currently being developed. The content and fundamental principles of the Basel Documents are considered in sufficient detail in the scientific economic literature and are reflected in the legal acts of the National Bank of the Republic of Kazakhstan, which adopted a number of regulatory documents that are mandatory for Kazakh banks when they create risk management systems in the course of their activities. Speaking about efficiency, it is necessary to take into account that the risk management system of any bank cannot be considered effective unless a vertical of functions at all levels of management and execution is built for its stable functioning, which can be represented in the form of a clear hierarchy from the supervisory board to the bank's employees [3].

Methodology. Methodological approaches to the management of complex financial risk based on the system of setting strategic limits in the areas of activity are considered. In the course of solving these problems, the authors relied on the results of theoretical and methodological approaches reflected in the works of scientists Penikas G.I., Shevchenko E.S., Fantazzini D., Solozhentsev E.D. Sharipov A.K., Baydybekova S.K. The main research methods were analysis, including statistical analysis and evaluation of random distributions, comparison, generalization, grouping, classification, optimization.

Results.

The presented Model (Fig. 1) clearly shows the different levels of the risk management system in the corporate governance of the bank and consists of components included in this system. The components make it possible to evaluate the current risk system for its effectiveness in achieving the bank's strategic goals. The model takes into account information flows affecting the bank's risks based on the external and internal environment, includes different levels of interrelationships of structural elements included in the bank's risk management system.
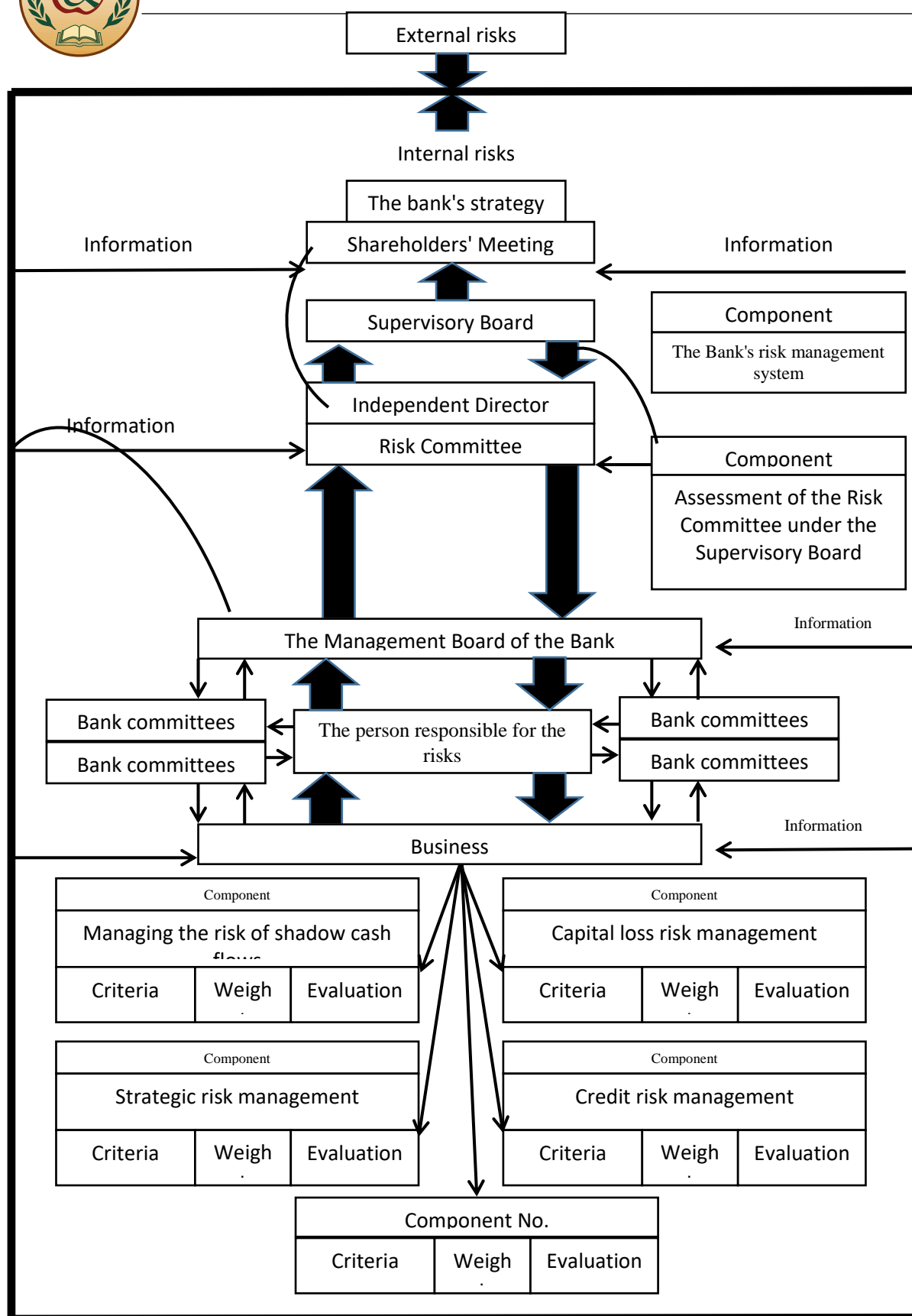
Figure 1. - A model for evaluating the effectiveness of a risk management system.
Note: compiled by the authors.

It determines the dependencies of the structural elements with the developed components, reflecting the specific relationships that form a single cycle of management of the bank's risk system. The use of structural analysis made it possible to establish meaningful components of the Model filled with specific managerial meaning and criteria for their evaluation. Each component of the Model includes a list of criteria developed by the bank independently, taking into account the bank's development strategy and its risk appetite. Each qualitative or quantitative evaluation criterion included in the components of the Model is evaluated by a point method on a scale from 1 to 4 points, where 1 point is the highest score and 4 is the lowest. The score is formed based on the criteria presented in Table 1.

Table 1. - Model Evaluation Criteria.

№	Characteristics of the criterion
1	Yes (regularly, in accordance with local regulations, in full)
2	With a few exceptions (usually quite complete)
3	Partially (in some cases, not fully enough)
4	No (never, not provided for by local regulations)

Note: compiled by the authors.

The model consists of a system of components that include various evaluation criteria, the main and mandatory of them is the component covering the risk management system and the level of its penetration into business processes.

Another methodological aspect that needs to be taken into account when developing the components of the Model is the requirements for banks to create corporate management systems. In the Banking Code of the Republic of Kazakhstan, corporate governance of the bank is understood as a system of interaction between shareholders, management bodies, control bodies, bank officials and other interested parties aimed at the overall management of the bank's activities [4]. The Supervisory Board of the bank ensures the organization of corporate governance and risk management systems. In international practice, the supervisory boards of banks check the effectiveness of corporate management systems both independently and with the help of audit organizations, focusing on the recommendations of the International Finance Corporation. The recommendations of this international financial institution, which is part of the structure of the World Bank, are used by most countries of the world, therefore it seems appropriate to include in the Model a component related to the effectiveness of the work of the risk committee under the supervisory Board of the bank. This committee is a structural element of the corporate management system, and one of its main tasks is to ensure high-quality preparation of decisions of the supervisory Board on issues related to the bank's risk management. The effectiveness of the work of the Supervisory board in the organization of the bank's risk management system depends on the activities of the risk committee under the Supervisory Board.

In the future, when banks of the Republic of Kazakhstan conduct self-assessment of the activities of supervisory boards and committees established under them, these criteria can be used as the basis for the development of a separate methodology for self-assessment of the risk committee under the Supervisory Board of the bank. The components of the Model that make up the management system for certain types of risks determined by the bank are based on the requirements of the National Bank, the principles of the Basel Committee on Supervision, obliging the bank to identify the main risks arising in the course of its activities, the sources of their occurrence and to manage its inherent risks. The main types of banking risks

that need to be included as separate components are credit, country, market risks, interest rate risk of the bank portfolio, liquidity risk, operational and strategic risks, and risk of loss of the bank's business reputation (reputational risk) and concentration risk [5].

Since banks define the list of inherent risks in their risk strategy and policy, it can be expanded by them independently. According to the authors, the above list of risks should be expanded by including the risk of capital loss and the risk of shadow cash flows. These are significant risks that require attention not only from the management board of the bank, but also from its owners. And since the bank's risk strategy and policy are considered by the supervisory boards of banks as the highest collegial management bodies, the management of these risks, along with others, will be under the close attention of the bank's owners.

The risk of capital loss by the bank at this stage of the development of the economy of our country requires special attention of top managers and owners of the bank. Only for 2020 the change in the dollar/euro exchange rate as an external factor affecting the amount of the bank's capital led to a 25% depreciation of the capital.

The risk management process includes eight interrelated elements that are components of one whole: internal environment, setting goals, defining events, risk assessment, risk response, controls, information and communication, monitoring. In the SOSO model, risk management is a complex, cyclical process in which all elements affect each other. Since the banks of the Republic of Kazakhstan are at the same time organizations, joint-stock companies, in relation to the banking system, this approach, according to the authors, can be clarifying and complementary in the development of components and criteria for the effectiveness of the risk management system.

For example, when criteria are included in the component of assessing individual types of risk, it is necessary to assess the management processes of each type of risk separately and an overall assessment based on the above elements. This will make it possible to determine the interrelationships and the depth of penetration into the bank's structure of risk management procedures and the relationship with the internal control service. Evaluation of the effectiveness of any management system, including the bank, is directly related to understanding the internal content of each business process and information channels within the bank. When developing the components of the model, it is necessary to take into account the strategic goals of the bank related to its mission, which is reflected in its development strategy. The bank's strategy for a specific period includes a set of performance indicators of the bank. The most important indicators should be reflected in the quantitative criteria included in the components related to the financial performance of the bank and the level of acceptable risks to achieve them [6].

The main performance indicators are traditionally associated with the return on assets, equity, and the value of shares. But they should be expanded and included in the components, selecting the most significant ones for the bank. This will allow for a better assessment of the effectiveness of the risk management system. The model, when used by banks, makes it possible to determine a set of components taking into account the risks inherent in the bank and to develop evaluation criteria. The point-weight assessment makes it possible to evaluate each criterion included in the component and the component of the risk management system itself. This allows, in turn, assessing the effectiveness of the bank's risk management system.

Conclusions. Thus, when developing methodological approaches to building /forming a Model for assessing the effectiveness of the bank's risk management system, the recommendations of the Basel Committee regarding the organization of banking supervision and risk management were used, which are reflected in the legislative acts of the National Bank of the

Republic of Kazakhstan regulating the risk-oriented approach of banking business. The SOSO methodology was also used, which is a synthesis of existing approaches to risk management and analysis of risk situations, providing an integrated approach to the structure of building a common risk management system. These approaches are integrated with international requirements for corporate bank management systems and requirements for the creation of these systems. They allowed the authors to present a model that takes into account the following:

- information flows affecting the bank's risks, based on the external and internal environment;

- different levels of interrelationships of structural elements included in the bank's risk management system;

- dependencies of structural elements with the developed components.

The model reflects a single cycle of management of the bank's risk system. It includes a set of the following components:

- the bank's risk management system;
- assessment of the risk committee under the Supervisory Board of the bank;
- Strategic risk management;
- credit risk management;
- Liquidity risk management;
- bank portfolio interest rate risk management;
- Country risk management;
- Operational risk management;
- managing the risk of loss of business reputation;
- market risk management (by type);
- capital loss risk management;
- Managing the risk of shadow cash flows.

The point-and-weight evaluation of the criteria included in the components allows calculating the indicator for assessing the quality of management of each component separately and the overall integrated indicator for evaluating the effectiveness of the bank's risk management system. During the development and implementation of the Model in a particular bank, more than 160 criteria were used, united by 12 components of the model, which allowed the bank to assess the effectiveness of the bank's risk management system, calculate a common integrated indicator and an indicator for each component of the risk management system. In turn, this made it possible to identify areas of loss of control over risks, assess the adequacy of the risk management system to the nature and volume of transactions, develop recommendations for improving the current system and planning the bank's budget. The component of the Model "Assessment of the Risk Committee under the Supervisory Board of the bank" can be used in the future for self-assessment of the activities of the committee carried out by banks in assessing the corporate management system.

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КОММЕРЦИЯЛЫҚ БАНКТЕРДЕГІ ТӘУЕКЕЛДЕРДІ БАСҚАРУ ЖҮЙЕСІНІҢ ТИІМДІЛІГІН ТАЛДАУ

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Түйін. Мақалада теориялық-әдіснамалық аспектілер, қаржылық тәуекелдерді кешенді бағалау және басқару әдістері және оларды банкті стратегиялық басқару жүйесіне енгізу қарастырылады. Зерттеу шеңберінде авторлар қаржылық тәуекелдерді жеке-жеке және олардың кешенінде бағалаудың негізгі әдістерін талдау және жүйелеу бойынша міндеттерді айқындап, шешті. Пайда мен шығындар шотының жекелеген элементтерінің өзара байланысына және олардың банк қызметінің қорытынды қаржылық нәтижесіне әсеріне негізделген қаржылық тәуекелдерді кешенді бағалау моделі ұсынылды. Қызмет бағыттары бойынша стратегиялық лимиттерді белгілеу жүйесіне негізделген кешенді қаржылық тәуекелдерді басқарудың әдістемелік тәсілдері қаралды.

Түйін сөздер: тәуекелдер, жүйенің тиімділігі, тәуекелдер моделі, тәуекелдер жүйесін бағалау, коммерциялық банктер, қаржы жүйесі, қаржы саясаты.

АНАЛИЗ ЭФФЕКТИВНОСТИ СИСТЕМЫ УПРАВЛЕНИЯ РИСКАМИ В КОММЕРЧЕСКИХ БАНКАХ

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Резюме. В статье рассматривается теоретико-методологические аспекты методики комплексной оценки и управления финансовыми рисками и их имплементация в систему стратегического управления банком. В рамках исследования авторами были определены и решены задачи по анализу и систематизации основных методов оценки финансовых рисков в отдельности и их комплексе. Предложена модель комплексной оценки финансовых рисков, основанной на взаимосвязи отдельных элементов счета прибылей и убытков и их влияния на итоговый финансовый результат деятельности банка. Рассмотрены методические подходы к управлению комплексным финансовым

риском, основанной на системе установления стратегических лимитов по направлениям деятельности.

Ключевые слова: *риски, эффективность системы, модель рисков, оценка системы рисков, коммерческие банки, финансовая система, финансовая политика.*

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ҚОНАҚЖАЙЛЫЛЫҚТЫҢ КОНЦЕПТУАЛДЫҚ НЕГІЗДЕРІ

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Андатпа. Мақалада ұсынылған зерттеудің мақсаты экономикада басым болатын қонақжайлылық анықтамасын ретроспективті талдау негізінде қонақжайлылық тұжырымдамасын жасау болып табылады. Қонақжайлылықтың әртүрлі белгілеріне сүйене отырып, мақалада қонақтың тұрғын үйге, тамаққа деген қажеттілігін қанағаттандыру, қолжетімділікті қамтамасыз ету арқылы ақпарат алу арқылы үйден тыс жерде қорғауды, қабылдауды және күтуді қамтамасыз ететін, Интернет, теледидар, радио; демалыс пен ойын-сауыққа қажеттілік – SPA-аймақтың, анимациялық бағдарламалардың болуы; әдеттен тыс, жарқын әсерлердің қажеттілігі - қайтарымды негізде шығармашылық орналастыру құралдарының пайда болуы әлеуметтік институт ретінде «қонақжайлылық» авторлық түсінігі берілген. Мақалада қонақжайлылықты зерттеудегі кросс - пәнаралық тәсіл тұжырымдамасы берілген. Қонақжайлылық тек қонақ үй бизнесі тұрғысынан ғана емес, сонымен бірге олардың қазіргі әлеуметтік-экономикалық, саяси және мәдени шындықтармен қарым-қатынасында тарихи және мәдени дәстүрлерді жинақтайтын кеңірек құбылыс ретінде қарастырылады.

Зерттеу барысында алынған нәтижелерді қонақжайлылық секторын талдау және дамыту бойынша бағдарламалық шараларды әзірлеуде пайдалануға болады.

Түйін сөздер: Қонақжайлылық, Қонақ үй, қонақжайлылық, өнім, қызмет көрсету, қонақүйлік лояльдық.

Негізгі ережелер. Негізгі қорытындылар мен ұсыныстар қонақтарды орналастыру мен қызмет көрсетудің негізгі көзі ретінде қонақжайлылық нарығының ағымдағы жағдайын зерттеу үшін қажет.

Кіріспе. Қонақжайлылық қазіргі уақытта өте қарқынды дамып келеді. Қонақжайлылық экономиканың қарқынды дамып келе жатқан салаларына жатады. Қонақжайлылық бізді қоршаған әлемді, оның тарихын, көрікті жерлерін және мәдени мұрасын білудің қолжетімді құралдарының біріне айналды. «Қонақжайлылық» (лат. Hospitium, hospitalitas) сөзінің этимологиясы жалпы үндіеуропалық түбірге барып, соған байланысты hospes / hostis ұғымдарымен байланысты. Сонда бұл сөзді «жау», «бөтен», «бөтен, шекара бұзған» деп атаған.

Материалдар мен тәсілдер.

Зерттеу барысында танымның жалпы ғылыми әдістері қолданылды, сонымен қатар салыстыру, монографиялық, нормативтік, экономикалық және статистикалық сияқты арнайы әдістер қолданылды. Зерттеудің ғылыми негізі осы мәселемен айналысатын отандық және халықаралық ғалымдардың жарияланымдары болды. Ақпараттық база ретінде ішкі және халықаралық актілер қызмет етті.

Нәтижелер мен пікірталас.

Ғылымда қонақжайлылықтың әртүрлі түсіндірмелері бар.

Л.А. Ульянченко қонақжайлылық – бұл қызметкерлердің клиенттерге, қызметкерлерге қатысты қадір-қасиетіне, құрметіне және сыпайылығына негізделген корпоративтік философия деп санайды[1, 21 б.]

П.Г. Николенко қонақжайлылық – бұл клиенттермен қарым-қатынас әдісі, ол патронат, қорғау, назар аудару, оларды қонақүйде, ГРК, қонақүйде орналастыру және бейімдеу кезінде қамқорлықты білдіреді [2, 21 б.]

С.В.Заякиннің айтуы бойынша қоғам дамуының қазіргі кезеңінде қонақжайлылықтың әлеуметтік институты «қонақжайлылық индустриясы кәсіпорындары (қонақ үйлер, мейрамханалар және т.б.) қызметкерлерінің кәсіби қоғамдастығының қонақтардың аморфты және гетерогенді қауымдастығымен тұрақты өзара әрекеттесуі болып табылады. қызмет көрсету (техникалық қызмет көрсету) арқылы соңғысының материалдық және рухани қажеттіліктерін қанағаттандыру» [5, 64 -65 б.].

Н.М. Мышьякова орыс тілінде қонақжайлылық «қонаққа деген жылы қарым-қатынас», «қонақтарды жақсы қабылдау, нан-май», яғни қонақжайлылық деп түсінілетінін атап өтеді [3,7 б]:

1) «қонақтарды қарсы алу, сергіту, көңіл көтеруді» қамтитын процесс ретінде адамның мінезінің сапасы;

2) «әртүрлі типтегі объектілер мен ұғымдардың гетерогенді жиынтығымен корреляция жасайтын ұжымдық ұғым»

5, қонақжайлылықты, қонақжайлылықты, дәстүрді ұстануды, тамақ пен сусын түрлерін білдіреді және иконалық тәрбиені білдіреді.

В.Романов қонақжайлылық өркениет ұғымдарының бірі екенін, ол прогресс пен уақыттың арқасында қызметтерді тұтынушылар (туристер) үшін барлық жақсылықты жасайтын, миллиондаған мамандар жұмыс істейтін қуатты индустрияға айналғанын атап өтеді. Қонақжайлылық индустриясы адам қызметінің әртүрлі салаларын қамтиды – туризм, рекреация, ойын-сауық, қонақ үй және мейрамхана бизнесі, қоғамдық тамақтану, экскурсиялық қызмет, көрмелер ұйымдастыру және әртүрлі ғылыми конференциялар өткізу [5, 3 б.].

Американдық зерттеуші Дж.Уолкер қонақжайлылық құбылысының пайда болу себептері туралы айта отырып, «ашық әлемде аман қалу үшін ол (адам – А.Р.) оларды (шетелдіктерді – А.Р.) не түгел жоюы керек, не «бөтен адамдар арасында өзіңдікі» болу, яғни ол жабық болған адамдарға осы кеңістікте уақытша қалуға рұқсат беру, тіпті олар болған кезде өзіңізге бірдей қатынастың кепілі ретінде олардың қолдауы мен көмегін алу. сіздің территорияңызда. Бұл қонақжайлықтан басқа ештеңе емес» [6, 5б].

Авторлық түсінігі. Мақалада қонақтың тұрғын үйге, тамаққа деген қажеттілігін қанағаттандыру, қолжетімділікті қамтамасыз ету арқылы ақпарат алу арқылы үйден тыс жерде қорғауды, қабылдауды және күтуді қамтамасыз ететін, Интернет, теледидар, радио; демалыс пен ойын-сауыққа қажеттілік – SPA-аймақтың, анимациялық бағдарламалардың болуы; әдеттен тыс, жарқын әсерлердің қажеттілігі - қайтарымды негізде шығармашылық орналастыру құралдарының пайда болуы әлеуметтік институт ретінде «қонақжайлылық».

Қонақжайлылықтың ырымы бар. Қонақ күтудің күрделі ырымы мынадай құрылымға ие [4, 12 - 15 б.]:

1.алдын ала лиминар ритуалдар – қонақты ескі дүниеден ажырату (филиал);

2. лиминар ритуалдар – қонақ енді өз кеңістігіне жатпайды, бірақ ол әлі оны қабылдайтын қауымдастықтың бір бөлігі емес (өтпелі, алшақтық);

3. постлиминарлық ритуалдар – инициация, шетелдікті жаңа әлемге қосу, содан кейін оны «өзіміздікі» деп қабылдау керек.

(қосу);

4. сублиминальды ритуалдар – қонақты өзінің «өз» кеңістігінен шығарып, «бөтен» әлемге (көшіп кету) шығарып салу.

Алдын ала лиминар ритуалдар. Қонақты сыртқы әлемнен ажырататын алдын ала ырымдарға бүгінгі күнге дейін сақталғандары жатады: қонақ бас киімін, сырт киімін, аяқ киімін шешуі, жуынуы, өзін ретке келтіруі, т.б. Мұндағы мақсат – бөтен адамды үй нормаларына бейімдеу, ол иеліктен шығару сапасын жоғалтып, енді бөгде күштердің дирижері болмайтындай етіп. Тұрғын үйге кіре берісте қолды және бетті жуу тек жолдарды шаңнан тазартуды ғана емес, сонымен қатар алаңдаушылық пен бөтен жолдағы әдеттерге тосқауыл қоюды білдіреді. Қонақ жол жамылғыларын алып тастап, осылайша жол бейнесін деконструкциялайды, онымен бірге «бөтен» мәртебесін алып, өзін «өзінің» мәртебесінде тұрғызады. Дене бірте-бірте жол жамылғысын жоғалтады: арба аулада, аяқ киім мен таяқ босағада, сыртқы киім мен сөмке дәлізде. Белдік пен қалпақ денеде ең ұзақ сақталады, оны шешу арнайы рәсімдермен жабдықталған. Бір қызығы, келу ғұрыптарында қорғаныш (қорғау) қызметін атқаратын киім-кешек пен құрал-жабдықтарды (аяқ киім, бөтелке мен сөмке, қалпақ пен белдік) алып тастауға ерекше мән беріледі. Оларды алып тастау бұрынғы әлеуметтік мәртебенің де жойылуын білдіреді және онымен бірге жол сақтығы - жабу-қорғау қажеттілігі.

Лиминар ритуалдар. Лиминарлық ритуалдар екі тарапты достық, сенімді қарым-қатынасқа дайындауға арналған. Бұл «бөтеннен» «өз әлеміне» - шеберлер әлеміне өту ырымдары. Лиминарлық ырым кезінде қонақ өзінің кеңістігімен байланысын үзіп, бейтарап объектіге айналды деп есептелді. Және оның «өзінің» кеңістігіне біртіндеп енгізуді бастау керек болды. Оларға: салтанатты кіру, амандасудың ауызша формулалары, сәлемдесу қимылдары (қол алысу, сүйісу, сыйлықтар) жатады.

Постлиминарлық ритуалдар – бейтаныс адамдарды қоғамға қосу – бірге ас ішу, сусын ішу, қонақ пен үй иесін арқанмен немесе белбеумен байлау, тіпті уақытша асырап алу сияқты түрлі әрекеттерді де қамтыды. Бұл символдық мағынада қонақтың аз уақыт болса да өзін осы қауымдастықпен сәйкестендіретінін білдірді. Кездесу салтанатының маңызды медиаторы ретінде бірлескен асқа (тамақ пен сусын - судан араққа дейін) маңызды рөл берілді. Мереке шабандозды жегішке, оның өмірлік ресурстарының өз үлесіне құқығы бар үй шаруашылығының мүшесі үшін қымбат адамға айналдырады. Қонақтардың кездесуіндегі мереке таза символдық болуы мүмкін («Шәй ішесіз бе?») Немесе өте ұзақ және салтанатты, бірақ әрқашан ерекше. Тоқыраудан кейін қонақпен одан әрі қарым-қатынас жасау мүмкіндігі ашылады. Мерекеде көрсетілген қарым-қатынас стратегияларына назар аударайық. Біріншіден, үй иесінің беделін бекіту және қонақтың оны қабылдауға дайындығы. Екіншіден, агрессияға тосқауыл қою. Үшіншіден, ортақ ас қонақты тану құралы деп түсіндіріледі.

Сублиминалды ритуалдар - көшіп келу (қайту немесе қоштасу) ғұрыптары, біріншіден, қонақ қаламауы үшін, мүмкіндігінше ұзақ уақыт бойы (қожайындарының тұрғын үйінің белгілі бір шекарасын кесіп өткенге дейін) «өзінің» болып қалуы керек болатын ырымдарды қамтиды, үй иесіне зиян келтіру, екіншіден, қонақ үй иелерінің

жағымды бейнесін қалыптастыруы керек. Кетіп бара жатқан қонақ үй иелерінің сиқырлы күштерінің өзіндік «дирижері» ретінде қарастырылды, олар үшін бойтұмар ретінде де «жұмыс істеуге» тура келді. Қонақпен қоштасқанда салтанатты жағы үнемі болды.

Ритуалдың құрылымы іс-әрекеттің қасиетті мағынасын қамтитын әртүрлі символдық тілдер (кодтар) арқылы жүзеге асырылады: әрекеттік (әрекеттер тізбегі), сипаттық, кеңістіктік, уақыттық, объективті (материалдық), сөздік (сөздік), музыкалық. (дыбысты) және суретті. Қонақтарды қарсы алу және қабылдау рәсімінде кеңістіктік код ең көп қатысады.

Қонақжайлық принциптері:

Тәртіп

Сана

Адалдық

Ұйымдастыру

Құрмет

Сезімтал

Әдептілік

Дұрыстық

Достық

Әдептілік

Қонақжайлылықты өзінің Statler қызмет көрсету кодексінде [7] баяндалған Тұтынушыларға қызмет көрсету принциптерінің негізін қалаған Э.М.Статлер бастады:

«Жұмысқа тек құрметті, жүрегі таза және сыпайы, жиі және ықыласпен күлетін адамдарды қабылдаңыз. Бөлмені тазалау қажет болса, оларды тазалаңыз. Күнделікті күйбең тірліктің астында жүргендей әрекет ететін және осы ыңғайсыздықты басынан өткеретін наггерлерден арылыңыз. Сіз бұл адамдарды қайта тәрбиелей алмайсыз. Оларға лайықты жұмыс таба алмайсыз. Олардан құтылыңыз, басқа біреу жұмысқа алсын, сонда сіз үйрететін адамды жұмысқа аласыз. Жақсы қонақүйдің міндеті – өз тұтынушыларын қуанту. Statler қонақүйлерінің басты мәселесі басқа қонақүйлерге қарағанда ең жақсы қызмет көрсету екені жалпыға мәлім. Барлығына олардың ақшасына басқа қонақүйлерден бұрын алған қызметтерінен жақсырақ қызмет көрсетілетінін түсіндіріңіз. Ешқашан намысқой немесе мысқыл болмаңыз. Қонақ жалақыңызды береді. Ол сенің тікелей жанашырың.

Қонақжайлылық бірқатар факторлардың әсерінен дамиды, оларды екі топқа бөлуге болады – сыртқы және ішкі. Сыртқылары қонақжайлылық индустриясының қызмет етуіне қатысы жоқ қоршаған шындықтың құрамдас бөліктерінің әсерімен анықталады. Ішкі факторлар қонақжайлылық индустриясындағы кәсіпорындардың ұйымдастырылу және қызмет ету ерекшеліктеріне тікелей байланысты. [8, 9-12 б.].

Саяси және құқықтық факторлар.

Мәдени факторлар

Экономикалық және қаржылық факторлар.

Әлеуметтік-демографиялық факторлар

Саяси және құқықтық факторлар

Саяхаттағы қауіпсіздік факторы

Инфрақұрылым және коммуникация факторы

Сауданы дамыту

Материалдық-техникалық факторлар

Қонақ үй қызметі саласын дамыту
Қонақ үй желілері мен ассоциацияларын құру
Тарату жүйелерінің дамуы
Еңбек факторы
Маркетинг
Маусымдық фактор

Қонақ үй қонақжайлылығының өнімін жетілдіру. Қонақ үй өнімінің құры-лымында үш деңгей бар:

1) мақсатына сәйкес өнім;
2) нақты өнімділіктегі өнім;
3) күшейту бар бұйым

Кез келген өнімнің негізінде кез-келген қажеттілікті қанағаттандыру қажеттілігі жатыр, сондықтан өнімнің мәні - концепция, яғни. өнімнің белгілі бір мәселені шешуге, тұтынушының нақты қажеттіліктерін қанағаттандыруға бағытталғандығы. Сондықтан қонақүй әкімшілігі үшін өнімнің өзінің қасиетін емес, одан тұтынушыға тигізетін нақты пайдасын (пайдасын) ұсыну және таратудың маңызы зор. Бірінші кезеңде тұтынушыға арналған қонақүй өнімі әлі жоқ, клиент әртүрлі қонақүйлер өзіне ұсынатын өнімдерді нақты артықшылықтар мен өзіне тиімділік үшін талдайды. Бұл кезеңде өнімнің мазмұндық жағы қалыптасады, қызметтердің толық спектрі келісіледі, тұтынушы сана-сында болжамды пайда мен болжанған өнімнің нақты құнына салыстырмалы талдау жүргізіледі. Егер өнім ұғымы оның мазмұны ретінде көрінсе, онда оның нақты орында-лудағы нысаны дәл осы ұғымды жүзеге асыруға мүмкіндік беретін қасиеттердің белгілі бір жиынтығы болып табылады, яғни. қонақтың кейбір қажеттілігін қанағаттандыру үшін. Екінші кезеңде өнім шынымен бар және тұтынушы оның қасиеттері мен сипат-тамаларын, артықшылықтары мен кемшіліктерін нақты бағалай алады. Сондықтан бұйымның екінші деңгейінде оның қасиеттері мен белгілері қарастырылады; сапа деңгейі, жайлылық, беделділік, қауіпсіздік, үнемділік және т.б.. Қонақ үй өнімін күшейту (үшінші кезең) әлеуетті тұтынушыларды іздеуге және ұстауға үлкен ықпал ететін қызмет көрсету, кеңес беру және ақпарат беру ерекшеліктерін білдіреді. Бұған қызмет көрсетудің жоғары сапасы мен жылдамдығы, сауатты және толық консультаци-ялар, клиентпен бейресми қарым-қатынас және мейірімді қарым-қатынас арқылы қол жеткізуге болады. Бәсекеге қабілеттілік тұрғысынан өнімді күшейту идеясы қонақ үй қызметкерлеріне өнімді жақсарту мүмкіндіктерін ең тиімді жолмен анықтауға мүмкіндік береді [8, 31 -32 б.]

Қонақжайлылықтың таза әсері – тұтынушылардың лояльдыгы. Бұл адалдықтың болуы, яғни тұтынушылардың осы компанияға, өнімге деген жағымды көзқарасы және тұрақты сатылымның негізі болып табылады. Бұл өз кезегінде компания табыстылығының стратегиялық көрсеткіші болып табылады. Еліміздің қонақжайлық индустриясында тұтынушылардың лоялдығын қалыптастыру және қолданылып жүрген лоялдық бағдарламаларын Алматы қаласында орналасқан бірнеше отельдерде талдау жүргізілді. Атақты Алматы отельдерінде келген қонақтарды бес топқа сегментейді. Оның ішінде тұрақты қонақтар бар, яғни лояльды қонақтар. Тұрақты қонақтарға «комплимент» ұсынылады. «Комплимент» дегеніміз – сыйлықтар[9, 136 -137 б.].

Орналастыру қызметтері біртұтас қонақжайлылық индустриясына айналуда. Дж.Дитмер мен Дж.Гриффиннің қонақжайлылық индустриясының құрылымы қонақжайлылық пен туризмнің макросекторларын қамтиды. Өз кезегінде қонақжайлы-

лықтың макросекторы тамақ секторы мен орналастыру секторы болып табылады. Макросекторлық туризм – туристік агенттіктер мен туроператорлар, көлік, ойын-сауық және демалыс

Қонақжайлылық индустриясының қазіргі заманғы дамуының негізгі тенденцияларына мыналар жатады:

1) қонақ үй қызметтерін мамандандыру мен әртараптандыруды тереңдету;

2) трансұлттық компанияларға айналатын кең ауқымды корпоративтік формалардың – қонақ үй желілерінің қалыптасуы;

3) қонақжайлылық индустриясында ақпараттық менеджмент жүйелерін, технологиялық қамтамасыз етуді, маркетингті кеңінен қолдану;

4) қонақ үй кәсіпорындарының капиталын қаржы, сақтандыру, құрылыс, көлік және экономиканың басқа да салаларының капиталымен интеграциялау;

5) қонақ үй бизнесін ұйымдастыру мен басқаруда ғылыми менеджментті пайдалану;

6) нарықтың нақты сегментіне бағытталған шағын қонақ үй кәсіпорындарының желісін дамыту [10, 8 б.].

Қорытындылар. Қонақжайлылық дамып келеді. Қонақжайлылықтың эволюциялық кезеңі қонақжайлылық индустриясына айналуымен сипатталады. Қонақжайлылық индустриясының тұжырымдамасында қонақжайлылық және туризмнің макросекторлары қалыптастырылды. Қонақжайлылық индустриясындағы нарықтық қатынастардың күрделілігі мен әртүрлілігі қонақжайлылық пен туризмнің макросекторлары секторларының өзара дамуының мультипликативті әсерін анықтайды. Қонақжайлылық индустриясының ерекшелігі - әртүрлі салалардың осы саласындағы тікелей және (немесе) жанама өзара әрекеттесуінің әртүрлілігі мен күрделілігі,

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КОНЦЕПТУАЛЬНЫЕ ОСНОВЫ ГОСТЕПРИИМСТВА

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Аннотация. *Целью представленного в статье исследования является выработка концепции о гостеприимстве на основе ретроспективного анализа сложившегося в экономической науке определении о гостеприимстве. В статье на основе различных характеристик гостеприимства приводится авторское понятие «гостеприимство», как социальный институт, обеспечивающий защиту, прием и заботу вне дома путем удовлетворения потребности гостя в жилье, питании, получении информации предоставлением доступа к интернету, телевидению, радио; потребности в рекреации и развлечении – наличием SPA-зоны, анимационными программами; потребности в получении необычных, ярких впечатлений – появлением креативных средств размещения на возмездной основе. В статье представлена концепция кросс-дисциплинарного подхода к исследованию гостеприимства. Гостеприимство рассматривается не только с точки зрения гостиничного дела, но и как более широкое явление, аккумулирующее историко-культурные традиции в их взаимосвязи с современными социально-экономическими, политическими и культурными реалиями.*

Полученные при проведении исследований результаты могут быть использованы при выработке программных мер по анализу и развитию сферы гостеприимства.

Ключевые слова: *Гостеприимство, Гостиница, гостиничное дело, продукт, услуга, гостиничная лояльность.*

CONCEPTUAL BASIS OF HOSPITALITY

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Annotation. *The purpose of the research presented in the article is to develop a concept of hospitality based on a retrospective analysis of the definition of hospitality prevailing in economic science. Based on various characteristics of hospitality, the author's concept of "hospitality" is given in the article, as a social institution that provides protection, reception and care outside the home by satisfying the guest's need for accommodation, food, obtaining information by providing access to the Internet, television, radio; needs for recreation and*

entertainment - the presence of a SPA-zone, animation programs; the need for unusual, vivid impressions - the emergence of creative accommodation facilities on a reimbursable basis. The article presents the concept of a cross-disciplinary approach to the study of hospitality. Hospitality is viewed not only from the point of view of the hotel business, but also as a broader phenomenon that accumulates historical and cultural traditions in their relationship with modern socio-economic, political and cultural realities.

The results obtained during the research can be used in the development of program measures for the analysis and development of the hospitality sector.

Key words: *Hospitality, Hotel, hotel business, product, service, hotel loyalty.*

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ҚОНАҚ ҮЙ ІСІНІҢ ЭКОНОМИКАЛЫҚ СИПАТТАМАСЫ

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Андатпа. Мақалада ұсынылған зерттеудің мақсаты экономикадағы қонақ үй туралы қазіргі түсініктерді ретроспективті талдау негізінде қонақ үй бизнесінің тұтас бейнесін жасау болып табылады. Қонақүйдің әртүрлі сипаттамаларына сүйене отырып, мақалада «қонақ үй» туралы авторлық концепция, қайтарымды негізде қонақтарды орналастыру және демалысты ұйымдастыру қызметін ұсынатын көп функциялы әлеуметтік-экономикалық кешен ретінде берілген. Қонақ үй кәсіпорындарының коммерциялық бағыттылығы қонақ үй және сервистік бизнестің пайда болуына, сонымен қатар Қонақ үй қызметі, Қонақ үй кәсіби этикасы, Қонақ үйге лояльдығы бар мамандандырылған индустрияның құрылуына әкеледі. Бұл жағдай қонақ үй бизнесін сервистік және қонақ үй кәсіпорындарының дербес кешені ретінде бөліп көрсетуге мүмкіндік береді. «Қонақ үй өнімі» табиғи потенциал ретінде және оны алу үшін қонақүй табысының негізгі көзі ретінде қарастырылады. «Қонақ үй өнімі» қонақтарға кешенді қызмет көрсету пакеті түрінде ұсынылған. Қонақ үй өнімі спектрлік талдауға ұшырайды, оның ішінде қонақ үй қызметінің қасиеттері, қонақ үй өнімінің пішіні (қатты және жұмсақ өнім), тұтынушылар көзқарасы бойынша қонақ үй өнімінің құрылымы (өнімнің өзегі - функционалдық қасиеттері).

Зерттеу барысында алынған нәтижелерді қонақжайлылық саласын талдау және дамыту бойынша бағдарламалық шараларды әзірлеуде пайдалануға болады.

Түйін сөздер: Қонақ үй, қонақжайлылық, өнім, қызмет көрсету, кәсіби этика, қонақ үйге лояльдық.

Негізгі ережелер. Негізгі қорытындылар мен ұсыныстар орналастыру және қонақтарға қызмет көрсетудің негізгі көзі ретінде қонақ үй қызметтері нарығының ағымдағы жағдайын зерттеу үшін қажет.

Кіріспе Әр уақытта адамның негізгі мақсаттарының бірі - демалыс қажеттілігін қанағаттандыру. Қазіргі уақытта «қонақ үй» түсінігі жоғары әлеуметтік мәнге ие және мәдениетаралық коммуникацияда маңызды рөл атқарады. Әртүрлі мәдениеттердегі қонақ үй көріністерінің этникалық әртүрлілігіне қарамастан, оның негізгі белгілері өзгеріссіз және барлық халықтар үшін бірдей. Бұл мақаланың мақсаты қонақ үй мазмұнының жалпы құрылымдық ерекшеліктерін көрсету болып табылады.

Материалдар мен тәсілдер.

Зерттеу барысында танымның жалпы ғылыми әдістері қолданылды, сонымен қатар салыстыру, монографиялық, нормативтік, экономикалық және статистикалық сияқты арнайы әдістер қолданылды. Зерттеудің ғылыми негізі осы мәселемен айналысатын ғалымдардың жарияланымдары болды. Ақпараттық база ретінде ішкі және халықаралық актілер қызмет етті.

Нәтижелер мен пікірталас.

Wikipedia қонақ үй, отел(фр. Hôtel) белгілі бір нөмірлерден тұратын, бір басқаруға ие, қызметтер кешенін ұсынатын (ең аз – төсек жинау, бөлмені тазалау) орналастыру құралы ретінде анықталады. және ванна бөлмесі) [1].

Туризм глоссарийінде отел (қонақ үй) (французша *hotel*), саяхатшылардың уақытша тұруына арналған жеке ғимарат немесе ғимараттар кешені[2].

Қонақ үй бизнесі бойынша дәрістерде қонақ үй (қонақ үй) - бұл қызмет көрсетулер кешенін (ең аз - күнделікті бөлме мен ванна бөлмесін, төсек-орын жабдықтарын тазалау) ұсынатын және белгіленген талаптарға сәйкес белгілі бір сынып пен санатқа жататын нөмірлерден тұратын ұжымдық орналастыру объектісі. көрсетілетін қызметтер мен бөлме жабдықтары[3].

«Қонақ үй бизнесін ұйымдастыру» оқулығында қонақ үй (лат. Deversoria, гер. Gasthof, фр. Hotel) - ақшаға баспана табатын орын. Одан әрі қонақ үй бизнесі іскерлік туризм мен демалысты дамытумен тығыз байланысты материалдық және материалдық емес сипаттағы қызметтерді көрсету саласы болып табылады[4, с.16].

Атақты автор-ғалымдар Н.М.Мышьякова, С.Г.Шкуропат қонақ үй ісін тек салалық көзқарас тұрғысынан ғана емес, сонымен бірге олардың қазіргі әлеуметтік-экономикалық, әлеуметтік-экономикалық, мәдени және этникалық дәстүрлермен қарым-қатынасында жинақтаған кеңірек құбылыс ретінде қарастырады, саяси және мәдени шындықтар [5, 6 б.].

Біздің ойымызша, Қонақ үй (лат. deversoria, нем. Gasthof, француз қонақ үйі) – қонақтарды орналастыру және демалысты ұйымдастыру қызметін ұсынатын көп функционалды әлеуметтік-экономикалық кешен.

Халықаралық тәжірибеде Дүниежүзілік Сауда Ұйымының сарапшылары әзірлеген Туристерді орналастыру орындарының Стандартты классификациясы қабылданған. Оған сәйкес, барлық орналастыру орындары екі санатқа бөлінеді - ұжымдық және жеке.

1-кесте – Орналастыру орындары

Санаттар	Сандар	Топтары
1. Ұжымдық орна-ластыру орындары	1.1. Қонақ үйлер және ұқсас ор-наластыру орындары	1.1.1. Қонақ үйлер 1.1.2. Ұқсас мекемелер
	1.2. Арнайы орналастыру орын-дары	1.2.1. Сауықтыру нысандары 1.2.2. Еңбек және демалыс лагерлері 1.2.3. Ұжымдық көліктер 1.2.4. Конгресс орталықтары
	1.3 Басқа ұжымдық орналастыру объектілері	1.3.1. Рекреациялық тұрғын үйлер 1.3.2. Кемпингтер 1.3.3. Басқа
2. Жеке орналасты-ру құралдары	2.1. Жеке орналастыру орындары	2. 1,1. Меншікті тұрғын үйлер 2.1.2. Жалға алынған бөлмелер 2.1.3. Жалға алынған тұрғын үйлер 2.1.4. Туыстарымен және достарымен тұру (тегін) 2.1.5. Басқа
Дереккөз[6]		

Қонақ үй бизнесін ұйымдастырудағы негізгі сөздер:

«Қонақ үй қызметі»,

«Қонақ үй кәсіби этика»,

«Қонақ үйге лояльдық».

Қонақ үй қызметі – орналастыру орындарының осы классификациясының стандарттарына сәйкес әртүрлі санаттағы клиенттердің қонақ үй және мейрамхана кешендерінде қызмет көрсетуді ұйымдастырудың перспективалық бағыты.

Қонақ үй қызметкерлерінің кәсіби этикасы:

- қонақ үй кәсіпорындарының қызметкерлері арасындағы моральдық қарым-қатынастың нақты түрін анықтайтын мінез-құлық ережелері. Қонақ үй қызметкерлерінің кәсіби этикасы ең алдымен қызмет көрсету мәдениетімен байланысты. Қонақжайлылық индустриясының қызметкерлері оң қасиеттердің тұтас кешеніне ие болуы керек. Кейбіреулері.

Тиімділік. Сөз бен істің бірлігі. Тәртіптілік. Сана. Адалдық. Ұйымдастыру. Сыйластық. Әдептілік. Экспозиция. Дұрыстық. Әдептілік. Толеранттылық

Қонақ үйге лояльдық тұтынушылардың осы отелге, онын өнімге деген жағымды көзқарасы және тұрақты сатылымның негізі болып табылады. Бұл өз кезегінде Қонақ үйге табыстылығының стратегиялық көрсеткіші болып табылады.

Бәсекелестерден өнім сапасы бойынша ерекшелену қиындай түсуде және нарықта өз позицияларын сақтау үшін клиенттердің адалдығын арттыру мақсатында қызмет көрсетуге баса назар аудару маңызды бола түсуде. Лояльдық бағдарламасын жасамас бұрын, тұтынушылардың осы компанияға деген адалдығының нақты деңгейін бағалау қажет. Ол үшін оны бағалау критерийлерін анықтау қажет. Сондықтан тұтынушылардың адалдығын бағалау критерийлерінің тақырыбы бүгінгі күні әсіресе өзекті[7, с.136 б.].

Ежелгі Қазақстан аумағы арқылы өткен ірі сауда жолдары; оның бойымен керуендер ұзын ағынмен қозғалатын. Адамдар мен жануарларды түнеу, демалуды ұйымдастыру қажет болды. Ежелгі қазақтар қонақ кешендер – керуен сарайлар (адамдар мен түйелер үшін) ұйымдастырған.

Түркістан қаласында Орталық Азиядағы ең ірі «Керуен-Сарай» көпфункционалды кешенінің ашылуы. «Керуен-Сарай» кешені Қожа Ахмет Ясауи кесенесіне қарама-қарсы «Әзірет-Сұлтан» мәдени қорығының буферлік аймағында 20,5 га аумақта орналасқан. Мұнда 4 мыңнан астам тұрақты жұмыс орны ашылды. Кешен құрамына Жібек жолы дәуіріндегі саудагерлер мен қолөнершілер көшесі, «ұшатын театр», ат спорты шоуына арналған амфитеатр, шығыс бар, сауда орталықтары мен бутиктер, қонақ үйлер мен мейрамханалар, СПА және фитнес-орталық, кинотеатр, отбасылық ойын-сауық орталығы. Бұл ретте барлық құрылымдар су арнасымен біріктірілген, онда «Қайықтар шеруі» суда театрландырылған шоу өтеді.

1-сурет – Түркістан қаласындағы «Керуен-Сарай» көпфункционалды кешені
Дереккөз: Zakon.kz

Қонақ үй индустриясында қонақ үй ұсынысының күрделі сипатын көрсету үшін «қонақ үй өнімі» термині кеңінен қолданылады. Бұл тәсіл экономикалық теория тұрғысынан қолайлы, мұнда «өнім» адам еңбегінің, экономикалық қызметінің «нәти-жесі», материалдық, рухани, ақпараттық нысанда немесе орындалған жұмыс пен қызмет түрінде ұсынылған .

Қонақ үй өнімінде қонақ үй қызметін өнімнен ерекшелейтін төрт белгі бар[8, 28 -30 б.]:

Біріншіден, қызметтердің сезілмеуі – олардың қолға түспейтіндігі немесе мате-риалдық емес сипаты олардың көрсетуге, көруге, тасымалдауға, сақтауға болмайтынын білдіреді.

Екіншіден, өндіріс пен тұтынудың бір-бірінен ажырамастығы – қызмет клиент пайда болған кезде ғана көрсетілуі мүмкін. Осы тұрғыдан алғанда қызметтерді өндіру мен тұтыну бір-бірімен тығыз байланысты және оны бұзуға болмайды.

Үшіншіден, өзгермелілік – қызмет көрсету сапасы әр түрлі және өндірушінің кәсіби деңгейіне, оның құзыреттілігіне, қызметкерлердің мейірімділігіне, сыпайылығы мен көпшілдігіне, сондай-ақ әрбір тұтынушының жеке талаптарын ескеруіне байланы-сты.

Төртіншіден, сақтау мүмкін еместігі – қызметтерді болашақта пайдалану үшін өндіру немесе сақтау мүмкін емес, сұраныс пен ұсыныс арасындағы тепе-теңдікке жету мәселесі туындайды.

Дегенмен, қонақ үй өнімі қызметтердің спецификалық сипаттамаларымен қатар, ерекше белгілері бар:

• бір уақытта ұсынылатын қонақүй қызметінің ситуациялылығы және қызметті қайта пайдалану кезінде оның сипаттамаларының өзгеруі;

• қызмет көрсетудің даралығы, өйткені қонақ үй өнімін жаппай ұйымдастыру жағдайында да қонақ үй клиенттің жеке сұраныстарын орындауға дайын;

• қонақ үй өнімінің пайдалану құнының қасиеттерінің айырмашылығы, өйткені қонақ үй өнімін сатып алу туралы шешім қабылдау кезінде оның нақты сапалық сипаттамалары әлі жоқ, олар қызмет алған кезде ғана ашылады;

• туристке көрсетілетін қызметтер кешенінің қайнар көзінің белгісіздігі және салыстырмалы анонимділігі, өйткені қонақ үй қызметтерін әр түрлі кәсіпорындар мен мекемелер көрсетеді; ол тек туристік өнімді сататын туристік фирманы біледі, ол әлі де ұсынылатын белгілі бір қонақүй қызметтеріне кепілдік берді;

• сатып алушы тауарды сатып алған жерді тұтыну орнынан бөлетін қашықтықты еңсереді, сондықтан қонақ үй қызметтері тұтынушы оларды өндіретін жерге жеткізген кезде ғана сатылуы мүмкін;

• қонақ үй өнімін сатып алуға арналған тұтынушы табысының қалыптасуы тұтыну процесінің өзі уақытша тұратын елдердің жағдайларымен немесе әлемдік бағамен қалыптасқанымен, тұрақты тұратын елдің шарттарымен реттеледі;

• туристерді тұтыну тегін алынған және жергілікті жерде сатылатын жеңілдіктерді қамтиды;

• туристік процесте тұтынушы үйден тыс тұруға байланысты емес қажеттіліктерді қанағаттандыру үшін де, сапардың өзінен туындаған шығындарды да көтереді;

• туристік тұтыну процесі әрқашан уақыт пен кеңістікте шектелген; маусымдық фактордың маңызы зор;

• тікелей көрсеткіштерден басқа бірқатар айнымалыларға (сәнге, клиенттің денсаулық жағдайы, қызметкерлердің қарым-қатынасы, клиенттің әлеуметтік жағдайы) тәуелді қонақ үй өнімінің сапасы критерийлерінің белгісіздігі және субъективтілігі;

• қонақ үй өнімінің сапасына форс-мажорлық сипаттағы сыртқы факторлар айтарлықтай әсер етеді, яғни олар сатушы мен сатып алушылардың еркі мен әрекеттеріне тәуелді емес.

Қонақ үй өнімінің бірқатар қасиеттерін де бөліп көрсетуге болады:

• қонақжайлылық – қызметкерлердің қадір-қасиетін, құрметін және сыпайылығын қамтиды;

• Ақылға қонымдылық – барлық қызметтерді көрсету туристің саяхатының мақсатына сәйкес болуы керек;

• сенімділік – туристке нақты ұсынылатын өнімнің жарнамаға сәйкестігі, ақпараттың сенімділігі;

• тиімділік – туристтің шығындарын барынша азайта отырып, ең үлкен нәтижеге қол жеткізу;

• тұтастық – қонақ үй өнімінің толықтығы;

• айқындық – қонақ үй өнімін тұтыну, оның бағыты туристке де, өндірушіге де түсінікті болуы керек;

• пайдаланудың қарапайымдылығы – сервистік технологиядағы қателерді оңай анықтау мүмкіндігі;

• икемділік – қонақ үй өнімі әртүрлі тұтынушыларға бағытталған болу үшін белгілі бір қызметтерді ауыстыру мүмкіндігін қамтамасыз етуі керек;

• пайдалылық – кез келген мақсатқа жетуге қызмет ету, тұтынушылардың белгілі бір мақсатты тобының қажеттіліктерін қанағаттандыру мүмкіндігі.

Джон Уоркер қонақжайлылық пен бизнестің басқа салаларындағы ең маңызды айырмашылық эфемерлі немесе көрінбейтін өнімді жасау екенін көрсетеді[9 ,7 б.].

Қонақ үй өнімі қатты және жұмсақ болуы мүмкін.

Сондай-ақ, қонақ үй өнімінің өз құрылымы бар, ол көбінесе оны өндірушілердің көзқарасы бойынша бағаланады. Дегенмен, қонақ үй өнімін тұтынушы тұрғысынан құрылымдау мәселесіне аз көңіл бөлінеді. Бірақ қонақүй өнімінің сәттілігі немесе оның нарықтағы сәтсіздігі соған байланысты. Қонақ үй өнімінің құрылымын тұтынушы тұрғысынан диаграмма түрінде елестетуге болады.

Өнімнің құрылымы екі бөліктен тұрады: өнімнің өзегі – оның функционалдық қасиеттері мен сипаттамалары және эстетикалық сапа көрсеткіштерін, жайлылық көрсеткіштерін, брендті, кепілдіктерді, имиджді қамтитын өнімнің «брендтік қабығы». Турист үшін «қабық» көбірек қызығушылық тудырады, өйткені ол оның сапасынан пайда көреді, бұл қонақүй қызметінен толық, толық қанағаттануды қамтамасыз ететін «қабық» [8, 28 -30 б.].

Қорытынды. Қонақжайлылық іс эволюциядан өтуде. «Қонақ үй» эволюция көп функционалдылыққа көшуімен сипатталады. Көпфункционалдылық қонақ үйді қонақтарды орналастыру және қызмет көрсету үшін әлеуметтік-экономикалық кешенге айналдырумен анықталады. Қонақтарға бір қонақ үй қызметі емес, қонақ үй өнімі ұсынылады. Қонақтарды орналастыру және оларға қызмет көрсетуге арналған әлеуметтік-экономикалық кешен қонақ үй қызметі, қонақ үй этикасы, қонақ үйге лояльдықты қамтиды. Олардың әрқайсысы әртүрлі эндогендік және экзогендік факторларға байланысты. Олардың әрқайсысы жеке зерттеуді қажет етеді

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ЭКОНОМИЧЕСКИЕ ХАРАКТИРИСТИКИ ГОСТИНИЧНОГО ДЕЛА

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Аннотация. Целью представленного в статье исследования является выработка целостного образа о гостиничном деле на основе ретроспективного анализа сложившегося в экономической науке представлений о гостинице. В статье на основе различных характеристик гостиницы приводится авторское понятие «гостиница», как много функциональный социально-экономический комплекс предоставляющий сервис по размещению и досугу гостей на возмездной основе. Коммерческая направленность гостиничных предприятий приводит к появлению гостинично-сервисного бизнеса, а также к созданию специализированной отрасли с Гостиничным сервисом, Гостиничной профессиональной этикой, Гостиничной лояльностью. Это обстоятельство позволяет выделить гостиничное дело в самостоятельный комплекс сервисно-гостиничных предприятий. Как естественный потенциал , и как основного источника гостиничного дохода для его получения рассматривается «гостиничный продукт». «Гостиничный продукт» представлен в форме комплексного пакета обслуживания гостей. Гостиничный продукт подвергнут спектральному анализу, включающего свойства гостиничной услуги, формы гостиничного продукта (твердый и мягкий продукт), структуру гостиничного продукта с точки зрения потребителей(ядро продукта – функциональные свойства).

Полученные при проведении исследований результаты могут быть использованы при выработке программных мер по анализу и развитию сферы гостеприимства.

Ключевые слова: Гостиница, гостиничное дело, продукт, услуга, профессиональная этика, гостиничная лояльность.

ECONOMIC CHARACTERISTICS OF THE HOTEL BUSINESS

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Annotation. The purpose of the research presented in the article is to develop a holistic image of the hotel business based on a retrospective analysis of the ideas about the hotel that have developed in economic science. Based on the various characteristics of the hotel, the author's concept of "hotel" is given in the article, as a multi-functional socio - economic complex that provides accommodation and leisure services for guests on a rechargeable basis. The commercial orientation of hotel enterprises leads to the emergence of a hotel and service business, as well as to the creation of a specialized industry with Hotel service, Hotel professional ethics, and Hotel loyalty. This circumstance makes it possible to single out the hotel business as an independent complex of service and hotel enterprises. The "hotel product" is considered as a natural potential and as the main source of hotel income for its receipt. The "hotel product" is presented in the form of a comprehensive guest service package. The hotel product is subjected to spectral analysis, including the properties of the hotel service, the shape of the hotel product (hard and soft product), the structure of the hotel product from the point of view of consumers (the core of the product is functional properties).

The results obtained during the research can be used in the development of program measures for the analysis and development of the sphere of hospitality.

Key words: Hotel, hospitality, product, service, professional ethics, hotel loyalty.

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ИНТЕРНЕТ - МАРКЕТИНГ В КОМПАНИЯХ

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Аннотация. В статье представлены новые направления и подходы электронной коммерции для улучшения маркетинга своего бизнеса на рынке. На сегодняшний день роль Интернета очень высока, как и использование технологий интернет - маркетинга в деятельности современных компаний, которые в основном ориентированы на использование ИТ - технологий и выявление связанных с этим проблем. Интернет является инструментом создания не только в финансовых, информационных, консультационных услуг, но и инновационных видов бизнеса, например, в сфере электронной коммерции. Эти составные элементы маркетинговой деятельности получили характеристику при использовании интернет - технологий для развития современных бизнес-структур, которые, в свою очередь ориентированы на цифровой маркетинг.Сегодня это становится популярным способом привлечения потребителей, проведения исследований, а также является эффективным методом продвижения компании на рынок. Это направление с каждым годом становится все популярнее и активно внедряется, что можно объяснить значительными преимуществами и широким спектром используемых инструментов.

Ключевые слова: Интернет маркетинг, продвижение товаров и услуг на рынок, цифровой маркетинг, реклама, маркетинговая компетентность.

Основные положения. Эта статья основана на изучении возможностей применения технологий интернет маркетинга в деятельности современных компаний, направленные на качественное использование современных интернет технологий и выявления проблем, связанных с ними.

Введение. Цифровой маркетинг стал ключевым инструментом современного потребительства. Предоставление более аутентичного контента, использование чат-ботов и голосового поиска, более активное использование маркетинга в социальных сетях и создание привлекательного пользовательского опыта — вот ключевые тенденции, о которых нужно знать и использовать в 2022 году. Эта статья предназначена для владельцев малого бизнеса и для цифровых маркетологов, которые хотят узнать больше об основных тенденциях и о том, на чем им следует сосредоточить свои маркетинговые усилия в 2022 году. Хотя многие принципы маркетинга остаются неизменными каждый год, инструменты, которые компании используют для достижения успеха в маркетинге, сильно различаются из года в год. Газетная реклама раньше была обычным явлением; теперь цифровая реклама и искусственный интеллект играют решающую роль в маркетинговой тактике бизнеса.

Материалы и Методы. Некоторые из этих технологических достижений обычно используются крупными корпорациями, но малые предприятия могут многому научиться из маркетинговых стратегий, которые используют более крупные фирмы. Существует семь маркетинговых тенденций малого бизнеса, цели которых заключались в этом исследовании:

✓ Рост аутентичного контент - маркетинга;

✓ Повышение спроса на чат - ботов;

✓ Более широкое использование голосового поиска;

✓ Большее внимание и использование анализа данных для определения намерений потребителей;

✓ Расширение использования маркетинга в социальных сетях;

✓ Расширенное использование цифровых пространств для создания и развития отношений с потребителями;

✓ Большой акцент на обеспечении привлекательного пользовательского опыта.

Результаты и обсуждения. Анализ исследования показал, что проблема реализации возможностей интернет маркетинга актуальна на сегодняшний день [1]. Миллиарды людей используют социальные сети, форумы и блоги, которые сделали их основными площадками для обмена мнениями касательно любых вопросов, от комментарий и постов до покупки тех или иных товаров. В современном мире «социальная сеть» приобрела новое понятие общения реального времени т.е эра социальных сетей [2]. Положительными сторонами использования социальных сетей в целях продвижения товаров и услуг являются малый и бизнес, возможность удалено работать, создавать проекты и идеи. Существуют и недостатки:

- Конкуренция, которая с каждым годом имеет спрос;

- Великие идеи заимствуются конкурентами;

- Люди выше среднего возраста не принимают информацию в социальных сетях достоверной.

Поэтому необходимо установить следующие цели:

- продвинуть на рынок бренд или товар;

- изменить сложившуюся репутацию бренда;

- оказать поддержку клиентам;

- изучить аудиторию бренда в социальных сетях [3].

Основа этой поведенческой техники - анализ предшествующего поведения пользователя: поисковые запросы, просмотренные страницы, реакция на показанную рекламу и т.д. [4].

Активное развитие технологий и интернета являются основным инструментом для современного человека, феноменом 21 века которого социальная сеть. Многие компании стали рассматривать социальные сети как инструмент продвижения и получения прибыли. Таким образом, современные технологии маркетинга изменили все: общение, взаимодействие,поведение между людьми в совершении покупок. Большие данные стали не только реальностью бизнеса, но и реальностью каждого потребителя, которому приходится приспосабливаться к информационному веку и вырабатывать новые модели поведения. Выходя на интернет рынок, многие компании фактически приоткрывают завесу огромного рынка и новой возрастной аудитории, которую нельзя игнорировать [5]. Интернет клиенты не являются пассивными наблюдателями на рынке, они являются активными участниками диалога с компаниями, соавторами маркетинго-

вых стратегий и активными судьями всех действий и решений компаний. Их мощность связана с технологическими, экономическими, социальными и юридическими правами. Помимо обмена информацией о продуктах и услугах, которые они используют, их очень привлекает множество вариантов обмена информацией о себе. Юнг охарактеризовал интернет публику как «проницательную, фрагментированную и циничную», указывая на количество свободы, пространства и власти, которую они получили за последние несколько лет [6]. Интернет потребители очень требовательны с точки зрения их удовлетворенности маркетинговой коммуникацией и опыта использования продуктов и услуг, которые они используют. Информация без вовлечения и развлечения недостаточно для достижения восторга. Потребители постоянно ищут особый, необычный и гиперсонализированный контент, который соответствует их образу жизни и идеальному представлению о себе. Они используют все онлайн - варианты, чтобы найти лучшее решение для своих интересов. Фазы, через которые проходит потребитель при взаимодействии с брендами в онлайн - среде: осведомленность, вовлечение, покупка, защита интересов, в ожидании вдохновляющего контента на каждом этапе своего изучения.

Основным компонентом интернет маркетинга является интернет канал для продвижения бренда. Основные каналы интернет маркетинга следующие:

- Веб сайты;
- Мобильный маркетинг;
- Маркетинг по электронной почте;
- Маркетинг в социальных сетях;
- Контент маркетинг.

Веб сайт является отправной точкой в интернет - маркетинговой компании и общении с клиентами. Это «место» в цифровом пространстве, принадлежащее компании, где можно найти всю информацию о компании и ее продуктах. Это также конечный пункт назначения всех баннеров, профилей в социальных сетях, текстов и аналогичного контента, который существует в Интернете о компании. Специфическим и очень популярным типом веб сайта является блог, который генерирует свою способность оказывать влияние на потребителей, предоставляя информацию о конкретном продукте, обычно высказываемого экспертом или обычным потребителем, который выражает свои первые впечатления о предмете в форме личного дневника [7]. Идея, которая стоит за ведением блога - это электронное сарафанное радио и поощрение общения о продукте между потребителями, имеющими опыт его использования.

Контент маркетинг - это стратегический маркетинговый подход, направленный на создание и распространение ценного, актуального и последовательного контента для привлечения и удержания четко определенной аудитории и, в конечном итоге, для стимулирования прибыльных действий клиентов. Маркетинг по электронной почте - это прямой способ личного и индивидуального общения с новыми и старыми клиентами. Это помогает привлечь больше клиентов и передать широкий спектр сообщений в творческих формах с возможностью получения прямой обратной связи от клиентов и легкого измерения их эффективности. Маркетинговые компании по электронной почте являются экономически эффективными, персонализированными, быстрыми, масштабными, но целенаправленными, одобренными потребителями, которые обычно сознательно регистрируются в списке электронной почты компании и легко отслеживаются. Хотя потребителям следует избегать рассылки большого количества информации, которая не имеет отношения к делу, а рассылается просто для того, чтобы напомнить потребителям о присутствии компании.

Мобильный маркетинг - это создание контента или рекламы, которые доступны для просмотра и подходят для мобильного устройства. Под ним подразумевается любая маркетинговая деятельность, осуществляемая через сеть, к которой потребители постоянно подключены с помощью личного мобильного устройства. Мобильный маркетинг стал необходимостью в бизнесе в последние несколько лет, учитывая, что степень мобильного взаимодействия потребителей настолько всеобъемлюща, что ни один бизнес не может игнорировать его, и это подразумевает, что «весь маркетинг должен быть оптимизирован для мобильных устройств, в первую очередь».

Таким образом, интернет маркетинг при правильном выборе каналов, обеспечивает широкий спектр преимуществ для современных компаний: 1. дешевый способ выйти на международный рынок; 2. расширение охвата клиентов за короткий промежуток времени; 3. дополнительный доход; 4. обеспечение обратной связи.

Успешная стратегия интернет маркетинга требует интегрированной компании, сотрудничества и координации всех действий и участников, чтобы избежать создания дублирующихся контентов, не соответствующий общей маркетинговой цели.

Свитвуд пояснил, что основные навыки маркетолога связаны с управлением данными, аналитикой, управлением данными и отчетностью. Кроме того, он выделил роль входящего маркетинга и искусство взаимодействия с клиентами на каждом этапе принятия решения, создав более глубокий и интеллектуальный разговор с потенциальными клиентами. Входящий маркетинг, как одна из основных стратегий интернет маркетинга, предпочтительно относится к потребителям путем предоставления ценности, привлекая тем самым, их внимание [8]. Однако традиционные маркетологи не хотят признавать, что мир изменился. Они не спешат пользоваться открывающимися перед ним возможностями. Современная технология расширяет процесс цепочки поставок и уделяет большое внимание реальному бизнесу не только адаптироваться, но и автоматизировать системы для смешивания контента и технологий с важной информацией. Компании двигаются к этой новой эре инноваций в электронной коммерции так как хотят сократить отходы, время цикла от заказа до доставки и стоимости единицы своих продукций. В потребности в помощи интернета нуждается каждая компания для развития своей продукции [9]. Большинство исследователей предполагали, что личные отношения более эффективны в том смысле, что маркетологи могут видеть мгновенную реакцию клиентов, которая является достоверной. Тем не менее, электронная почта считается более выгодной, так как это экономически выгодно: 1. не зависит от времени (разница часовых поясов); 2. может передавать текст и графики [9]. Первым фактором, способствующим внедрению Интернета, является не финансовая окупаемость инвестиций, а и качественные маркетинговые преимущества для взаимоотношения бизнеса с клиентами [10]. Майкл Сарен и Вебстер сфокусированы на ориентацию клиентов, сегментацию рынка, таргетинга и позиционирования и с помощью Интернет технологий будет прослеживаться гибкая связь, которая всецело поддерживает эту цепь. Однако немногие используют эту систему как инструмент коммуникации для построения отношений, вместо этого они используют его как маркетинговый инструмент для обмена информацией [11]. Для того, чтобы отношения имели место быть, необходимо предоставить информацию о компании, а также информацию из базы данных клиентов.

Заключение. Интернет сеть - это маркетинговый канал, используемый рекламодателями, маркетологами и обществом для поиска нужных товаров, чтобы сочетать маркетинговый комплекс для наилучшего удовлетворения потребностей клиентов. Для компаний нашего времени важно иметь доступ к Интернету, чтобы быть более успеш-

ным. Интернет маркетинг нацелен не только на потребителей, но и на рекламу маркетологов из компаний. Это связано с тем, что компании предпочитают нанимать специалистов по созданию веб сайтов. Люди всегда находятся в состоянии стресса из-за долгих часов работы, и им не хватает времени на общественную деятельность или даже шоппинг. Таким образом, они развивают это новое тысячелетие, где обмен мгновенными сообщениями через электронную коммерцию становится для них повседневностью и рутиной. Электронная почта так же известна, как прямой маркетинг в поддержку деятельности электронной коммерции. Большинство клиентов считаю, что эти новые средства массовой информации пользуются успехом в отношении традиционной маркетинговой рекламе. Но интернет следует использовать с другими средствами массовой информации для более эффективного маркетингового инструмента. Интернет маркетинг станет еще более важным в будущем и компании имея доступ к интернету, начнут вести бизнес через мир Интернета. Определяющими факторами успеха являются инновации, а не отношение с клиентами. Разработчики программного обеспечения, банки и учреждения, будут уделять внимание на повышение безопасности в Интернете. Компании должны будут обезопасить себя с таких областях как, целостность данных, конфиденциальность данных и подлинности путем установки маршрутизаторов. Клиенты будут искать компанию в Интернете, так как есть уникальные возможности для маркетинговых услуг компании, продажи продукции и сбора данных в сети. Комплекс маркетинга играет важную роль в электронной коммерции, основываясь на интересы клиентов. Доступна также и видео сессия в прямом эфире, где есть возможность поговорить с представителями компании напрямую через сеть.

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КОМПАНИЯ ҚЫЗМЕТІНДЕГІ ИНТЕРНЕТ МАРКЕТИНГ

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Түйін. Мақалада сіздің бизнесіңіздің нарықтағы маркетингін жақсарту үшін электрондық коммерцияның жаңа бағыттары мен тәсілдері ұсынылған. Бүгінгі таңда Интернеттің рөлі өте жоғары, сонымен қатар қазіргі заманғы компаниялардың қызметінде Интернет-маркетингтік технологияларды пайдалану, негізінен IT-технологияларды қолдануға және онымен байланысты проблемаларды анықтауға бағытталған. Интернет тек қаржылық, ақпараттық, консалтингтік қызметтерді ғана емес, сонымен қатар бизнестің инновациялық түрлерін, мысалы, электронды коммерция саласында құру құралы болып табылады. Маркетингтік қызметтің бұл

құрылыс блоктары заманауи бизнес құрылымдарын дамыту үшін Интернет-технологияларды пайдаланумен сипатталды, олар өз кезегінде цифрлық маркетингке бағытталған. Бүгінгі күні бұл тұтынушыларды тартудың, зерттеулер жүргізудің танымал тәсіліне айналуда, сонымен қатар тиімді әдіс болып табылады. компанияны нарыққа жылжыту әдісі. Бұл бағыт жыл сайын танымал бола түсуде және белсенді түрде жүзеге асырылуда, мұны айтарлықтай артықшылықтар мен қолданылатын құралдардың кең ауқымымен түсіндіруге болады.

Түйінді сөздер. Интернет-маркетинг, тауарлар мен қызметтерді нарықта жылжыту, цифрлық маркетинг, жарнама, маркетингтік құзыреттілік.

INTERNET MARKETING IN COMPANIES

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Summary. *The article presents new directions and approaches of e-commerce to improve the marketing of your business in the market. Today, the role of the Internet is very high, as is the use of Internet marketing technologies in the activities of modern companies, which are mainly focused on the use of IT technologies and the identification of related problems. The Internet is a tool for creating not only financial, information, consulting services, but also innovative types of business, for example, in the field of e-commerce. These building blocks of marketing activities have been characterized by the use of Internet technologies to develop modern business structures, which in turn are focused on digital marketing. Today, this is becoming a popular way to attract consumers, conduct research, and is also an effective method of promoting a company to the market. This direction is becoming more and more popular every year and is being actively implemented, which can be explained by significant advantages and a wide range of tools used.*

Keywords. *Internet marketing, promotion of goods and services on the market, digital marketing, advertising, marketing competence.*

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ПРАВИЛА ДЛЯ АВТОРОВ ЖУРНАЛА

(с учетом изменений в Требованиях к научным изданиям для включения их в Перечень изданий, рекомендуемых для публикации результатов научной деятельности-Приказ Министра образования и науки Республики Казахстан от 30 апреля 2020 года № 170)

Журнал «Статистика, учет и аудит» (в дальнейшем - Журнал) публикует оригинальные работы ученых и специалистов научно-исследовательских организаций, высших учебных заведений, организаций и административных структур Казахстана, а также иностранных авторов. В журнале публикуются оригинальные статьи по научным направлениям статистики, учета и аудита, микро и макроэкономические вопросы международной и отечественной экономики, финансов, информатики и педагогики. Также публикуются рецензии, хроники научной жизни и др. материалы, имеющие отношение к деятельности Учредителя журнала.

Обязательными условиями для публикации являются:

1.Соответствие публикуемых научных статей (в том числе обзоров) заявленной цели и тематическому направлению журнала. Научная статья - изложение собственных выводов и промежуточных или окончательных результатов научного исследования, экспериментальной или аналитической деятельности, содержащее авторские разработки, выводы, рекомендаций ранее не опубликованные и обладающие новизной; или посвященное рассмотрению ранее опубликованных научных статей, связанных общей темой (систематический обзор).

2.Структура научной статьи включает название, *аннотацию, ключевые слова, основные положения, введение, материалы и методы, результаты, обсуждение, заключение, информацию о финансировании (при наличии), список литературы*. В каждой оригинальной статье (за исключением социально-гуманитарного направления) обеспечивается воспроизводимость результатов исследования, описывается методология исследования с указанием происхождения оборудования и материалов, методов статистической обработки данных и других способов обеспечения воспроизводимости. Содержание других типов публикаций не превышает 10% (десять) от общего количества статей в номере. При этом автор или коллектив авторов вносят значительный вклад в концепцию, научный дизайн, исполнение или интерпретацию заявленного научного исследования и создание научной статьи. Наличие библиографической информации – заголовка статьи, аннотации, ключевых слов, информации об авторах на английском языке обязательно.

2.1 В аннотации (аңдатпа, abstract) публикуемой статьи на языке статьи излагаются суть и использованные методы исследования, суммируются наиболее важные результаты и их значимость. Объем аннотации составляет не более 300 слов (минимальный объем-100 слов).

2.2 Резюме (түйін, summary) на двух не на языке статьи (казахском, русском и английском) языках. Например, резюме и summary- это не переводы аңдатпа, а краткое изложение о статье на русском и английском языках (если статья написана на казахском) и рекомендуется их приводить после списка литературы.

2.3 Ключевые слова (түйінді сөздер, key words) предназначены для поиска текста статьи и определения ее предметной области. Например, они приводятся после аннотации (если статья написана на русском) и двух резюме (түйін, summary). Ключевые слова должны обеспечить наиболее полное раскрытие содержания статьи.

2.4 Информация об авторах – имена (Фамилия И.О. авторов), аффилиации (полное название учреждения, которое представляет автор (авторы), название страны, и адреса всех авторов публикаций, в том числе с указанием основного автора-выделить звездочкой (*), e-mail (основного автора).

3. Список литературы. Ссылки на источники в тексте статьи даются только в квадратных скобках (без цитирования [12], при цитировании или пересказе авторского текста [12, с. 29]). Используемая литература, указываемая в ссылках, дается в конце статьи пронумерованной и в порядке упоминания по авторам. Архивные материалы в список не включаются, ссылки на них помещаются в тексте в круглых скобках. При использовании в статье: источников законодательных, нормативно-правовых актов-ссылки на них делать в тексте сразу же после них, а источников из электронных ресурсов или удаленного доступа (Интернета) в списке литературы приводится библиографическая запись источника и ссылка на сетевой ресурс с полным сетевым адресом в Интернете. Желательно указывать дату обращения к ресурсу. Список литературы предоставляется на языке оригинала и должен состоять не более чем из 20 наименований.

3.1 Наличие транслитерированных списков литературы (используемых источников) к каждой статье. Существуют различные системы транслитераций. Предложение редакции по транслитерации (вы имеете право найти другой способ):

3.1. На данной странице Вы можете выполнить транслит - онлайн русских букв латиницей:

Транслитерация с русского на английский онлайн

https://lim-english.com/posts/transliteratsiya-s-russkogo-na-angliiskij/

4. Ответственность за содержание статей несут авторы.

5. Этические принципы, которыми должен руководствоваться автор научной публикации. Представление статьи на рассмотрение в редакцию подразумевает, что она содержит полученные автором (коллективом авторов) новые научные результаты, которые ранее нигде не публиковались. Автор должен осознавать, что несет персональную ответственность за представляемый текст рукописи. Это предполагает соблюдение следующих принципов:

5.1. Автор статьи гарантирует, что предоставляет редакции журнала достоверные результаты выполненной научной работы или исследования. Заведомо ложные или

сфальсифицированные утверждения приравниваются к неэтичному поведению и являются неприемлемыми.

5.2. В случае, если главный редактор журнала запрашивает у автора научной статьи ее исходные данные для рецензирования, автор, если это возможно, должен быть готов предоставить открытый доступ к таким данным; автор также берет на себя обязательство сохранять исходные материалы статьи в течение разумного периода, прошедшего после ее публикации.

5.3. Автор гарантирует, что результаты исследования, изложенные в рукописи, представляют собой самостоятельную и оригинальную работу. В случае использования фрагментов чужих работ или заимствования утверждений других авторов, в статье должны быть оформлены соответствующие библиографические ссылки с обязательным указанием автора и первоисточника. Все статьи проходят обязательную проверку через систему «Антиплагиат». Все статьи проверяются на предмет обнаружения плагиата (оригинальность должна быть не менее 70%). Применяется лицензионная программа АНТИПЛАГИАТ.ВУЗ   Договор № 1065 от 29 декабря 2020 г.) Чрезмерные заимствования, а также плагиат в любых формах, включая неоформленные цитаты, перефразирование или присвоение прав на результаты чужих исследований, являются неэтичными и неприемлемыми действиями. Статьи, представляющие собой компиляции из материалов, ранее опубликованных другими авторами, без их творческой переработки и собственного авторского осмысления, редакцией журнала к публикации не принимаются.

5.4. Автор безусловно признает вклад всех лиц, так или иначе повлиявших на ход исследования или определивших характер представленной научной работы. В частности, в статье должны быть сделаны библиографические ссылки на отечественные и зарубежные публикации, которые имели значение при проведении исследования. Информация, полученная в частном порядке путем разговора, переписки или обсуждения с третьими лицами, не должна использоваться без получения открытого письменного разрешения от ее источника. Все источники должны быть раскрыты. Даже в том случае, если используемые в статье письменные или иллюстративные материалы получены от большого числа людей, автору статьи необходимо представить в редакцию все соответствующие разрешения на использование этих материалов.

5.5. Автор гарантирует, что представленная в журнал рукопись статьи не находится на рассмотрении редакции другого научного журнала и не была ранее опубликована в другом журнале. Несоблюдение этого принципа расценивается как грубое нарушение этики публикаций и дает основание для снятия статьи с рецензирования. Текст статьи должен быть оригинальным, то есть публиковаться в представленном виде в периодическом печатном издании впервые. Если элементы рукописи ранее были опубликованы в другой статье, автор обязан сослаться на более раннюю работу и указать, в чем состоит существенное отличие новой работы от предыдущей. Дословное копирование собственных работ и их перефразирование неприемлемы, они могут быть использованы только как основа для новых выводов.

5.6. Автор статьи гарантирует правильность списка соавторов. В числе соавторов должны быть указаны все лица, внесшие существенный интеллектуальный вклад в концепцию, структуру, а также в проведение или интерпретацию результатов представленной работы. Другим лицам, чье участие в представленной в журнал работе ограничилось некоторыми ее аспектами, должна быть выражена благодарность. Автор статьи должен также гарантировать, что все соавторы ознакомлены с окончательным вариантом статьи, одобрили его и согласны с ее представлением к публикации. Все указанные в статье соавторы несут совокупную ответственность за ее содержание. Если статья является мультидисциплинарной работой, соавторы могут также принимать на себя ответственность за свой личный вклад в работу, продолжая при этом нести коллективную ответственность за результат исследования в целом. Недопустимо указание в качестве соавторов статьи лиц, не принимавших участия в исследовании.

5.7. В случае обнаружения существенных ошибок или неточностей в статье на этапе ее рассмотрения или после ее опубликования автор обязан незамедлительно уведомить об этом редакцию журнала и принять совместное решение о признании ошибки и/или ее исправлении в максимально короткие сроки. Если редакция узнает от третьего лица, что опубликованная работа содержит существенные ошибки, автор обязан незамедлительно исправить их либо предоставить редакции доказательства правильности ранее предоставленной им информации.

5.8. Автор обязуется указывать в своих рукописях все источники финансирования работы, заявлять о возможных конфликтах интересов, которые могут повлиять на результаты исследования, их интерпретацию, а также на суждения рецензентов. Потенциальные конфликты интересов должны быть раскрыты как можно раньше.

6. Поступившие от авторов научные статьи проходят первичный контроль на комплектность и правильность оформления. Далее статья направляется на предмет обнаружения плагиата (оригинальность должна быть не менее 70%). Применяется лицензионная программа АНТИПЛАГИАТ.ВУЗ Договор № 1065 от 29 декабря 2020 г.), после чего, научные статьи, поступившие в редакцию, проходят обязательное слепое рецензирование порядок прохождения, которых описан в разделе Рецензирование.

При отрицательном отзыве рецензентов редакция Журнала обязуется сообщать авторам все комментарии об их работе, сделанные рецензентами, если только они не содержат обидные или клеветнические замечания.

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