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Issue Article

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GENERAL CONCEPTS OF THE LEVEL OF INFLUENCE OF CONTEMPORARY KAZAKHSTAN CIVIL PROCESSUAL NORMS REFLECTED IN THE ANCIENT TURKIC SCRIPTS OF THE ARMENIAN SCRIPT IN THE RUNIC MONUMENTS OF THE «TORAH BITIGI»

Abstract: *Currently, processual policy is being given quite a lot of importance in the country, which is supported by recent accelerated research, the policy of compliance with the chenges in Kazakstan Republic new processual code, trends in state policy in the field of processual approvement of citizens, and others. Of course, all this has a fairly high priority and certain trends in social policy, as they say, based on the experience of developed countries. But is this one? Whether this experience moves the policy to improve processual legislation concept remains a question, especially given the fact that the concept of processual liberty norms was studied in the ancient Turkic monuments of the Armenian script "Tore Bitigi", as evidenced by historical monuments. It is this question, about whether our ancestors really studied this issue and even regulated it in a specialized judicial book many centuries ago, ahead of the assumptions of real current research and even to some extent Mendel's theory, that needs to be considered in this article.*

Key words: *monument, relic, artifact, writing, runes, hieroglyphs, court, processual, heredity, succession.*
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Introduction

The article discusses the concept of processual norms in the Armenian-Kipchak monument, in which the language system has not been fully studied until now. Analyzing the general trends of processual policy as such from the perspective of the study of runic monuments (ancient Turkic language) and modern Turkic languages, the authors of the article identify their semantic and formal features (1). The analysis of the concept of the processual policy in such a pendulum is carried out in the context of cultural markers of the Turkic peoples, including the Kazakh people. The present is extremely important, since the speakers of the Armenian-Kipchak language

ermeniler "Armenians" designated their language in three ways (2): Khipchakh tili "Kipchak language", Bizim til "our language", Bizim Ermeni til "our Armenian language" or even Ermeni Tili "Armenian language". Since this group of languages is part of the Kipchak-Polovtsian subgroup of Turkic languages, the specifics of regulating some disputes, in particular regarding processual policy, are particularly relevant today, given the developing trend in Kazakhstan to focus on processual policy based on the provisions of criminal legislation on human cloning, civil law norms on the ownership of elements of processual policy and administrative legislation regarding processual policy rules for the court members (3). In its actions, the Government of the Republic of Kazakhstan motivates the need for Kazakhstan to support the UN policy on the need to develop processual policy concepts in each country that has ratified the agreement (4). Therefore, it is important for the Republic of Kazakhstan to show that there is even a whole precedent in relation to this concept, in which our ancestors also made an attempt to identify norms of processual policy in their sudebnik in the "Tora Bitigi". How effective it was is to be analyzed in this article (5).

RESEARCH METHODOLOGY AND ETHICAL QUESTIONS.

In this article, as effective tools for the study of the historical and philological legal factor, a number of analysis and comparison tools are presented, in which elements of processual policy norms relating to the present time can be abstracted in the ancient Turkic writings of Armenian monuments (6). Thus, in modern science, general scientific and private scientific research methods differ. General scientific methods are used in a wide variety of fields of science, i.e. they have a very wide, interdisciplinary range of applications, private scientific – only within the framework of research of a particular science or a particular phenomenon (7). Each particular science (linguistics, literary studies, folklore studies, etc.) has its own specific research methods. General scientific methods include observation, experiment, classification and modeling. Classification of general scientific methods is closely related to the concept of levels of scientific knowledge. At the empirical (other-Greek empeiria – experience) level, observation and experiment are used. To solve theoretical (other-Greek. theoria – observation, research) of tasks apply classification and modeling. General scientific methods of empirical cognition (8). Cognition of the object of philological research begins with observation (9). Observation is a purposeful study of objects, based mainly on such sensory abilities of a person as sensation, perception, representation (10). This is the initial method of empirical cognition, which allows us to obtain some primary information about the objects of philological sciences. In order to investigate certain categories or processes in philology, they must not just be randomly perceived, but, accordingly, isolated from this perception precisely as facts of science (11). This is achieved with the help of purposeful (and in this sense scientific) observation, which can be designated as simple when it fixes an object in its natural form without changing it and the conditions in which the object usually functions, and as complex when scientific observation acquires a new, very significant quality and becomes the basis of a special method of research – experiment. Simple observation can be either direct or indirect (12). Direct observation, in contrast to indirect observation, covers phenomena that are accessible to perception by the senses without the use of any auxiliary technical means (13). For example, articulatory characteristics of vowels and consonants, combinatorial changes of sounds in the flow of speech, etc (14). Often scientific observation is indirect, i.e. it is carried out using various technical means. For example, spectral and oscillographic analyses refine the characteristics of speech sounds many times and, therefore, only expand the range of direct auditory observation of the phenomena studied. Observation allows you to find the actual research material (15). This is its main value as a research method. In the process of finding, or collecting, material, it is fixed on special cards, magnetic media, film, entered into computer memory, etc. The choice of the method of fixation is determined by the texture of the material (oral, written, etc.), the purpose, objectives of the study. The question of the sources of the material is complicated (16). The main problem here is in the selection of sources, in establishing the degree of their reliability (17). Thus, when studying a literary text, the choice of the most authoritative source is almost of paramount importance (18). These include, for example, academic dictionaries, the complete works of the writer. In the absence of such publications, selected works of writers are used (19). The results of simple observation, acting in the process of cognition as empirical facts of science, can function actively only if they are appropriately described and systematized. Only under such conditions does their subsequent scientific research and explanation become possible (20). The natural consequence of the description is the comparison of the observation results, the systematization of the obtained material, the allocation of the general and specific, special in it. This creates the basis for hypotheses about the causes of a phenomenon, their experimental verification and formulation of a scientific theory.

RESULTS.

The monument in Kypchak, Russian and Polish languages was prepared for printing in 2001 by A.N.Garkavets on the instructions of the Kazakh State Law Academy and the International Center (now the

Institute) of Kypchak Studies operating under it based on manuscripts from Wroclaw, Paris and Vienna (21). The translation of the Judicial Book and the Kipchak-Russian glossary into Kazakh was performed by academician Gayrat Sapargaliyev. The Latin version of the monument and its translation into Ukrainian belong to Myron Kapral, now a doctor of historical Sciences (22). The most complete of the three Kypchak manuscripts is the Wroclaw manuscript of 1523, containing 53 additional Kypchak articles more than the Paris manuscript of 1568 and the Vienna manuscript of 1575 (1). That's why we took it as a basis when compiling a critical text. The original source of the surviving Kipchak texts has not yet been discovered and may have been lost (23). There is a positive microfilm of the Wroclaw manuscript in the Central State Historical Archive of Ukraine in Kiev, but, unfortunately, page 168r is missing in it. The publisher expresses gratitude to UNESCO experts Sergey Karpov (Almaty) and Jack Skillen (Paris) and the Ambassador of Armenia to Kazakhstan Eduard Khurshudyan (Almaty) for their assistance in obtaining microfilms of the Paris and Vienna lists of the Judicial Code (24). The judicial code under the stamps of the Ministry of Justice of the Republic of Kazakhstan (Institute of Legislation of the Republic of Kazakhstan), the National Academy of Sciences of the Republic of Kazakhstan (Institute of History and Ethnology), the Kazakh Humanitarian Law University (International Institute of Kypchak Studies) and the Center for Eurasian Studies "Desht-i-Kypchak" (Copyright) is printed at a high professional level by the printing house "Kursiv", Almaty, headed by Alexander Petrovich Mazin (25).

DISCUSSION.

According to the written data of eminent professors, it is known that according to the written monuments of the Kypchak-speaking Armenians who professed Armenian-Gregorian Christianity, who lived in large colonies in Kamianets-Podolsk, Lviv, Lutsk, Mogilev-Podolsk, Suceava, Seret, Zamostye, Iasi, Akkerman and other cities of Ukraine, Poland, Romania, Moldova, where they moved from Crimea, most of which moved from Kafa – Feodosia and, possibly, from Armenia after the Mongol invasion, established their own group of languages. Epigraphic monuments also indicate that in the XII-XIII centuries, Kipchaks lived on the territory of Armenia, who adopted Armenian-Gregorianism (26). One of the surviving monasteries of the Arich complex in the Artik district of the Shirak region of Armenia, built at the turn of the XII-XIII centuries, is called Khpchakhavank “Kipchak Monastery". According to their data, a fairly large emphasis was placed on processual policy, among which, for example, the punishment for incest is singled out separately, which should in the original maintain the purity of childbirth and correct genetic recall, in which future generations would avoid many diseases and ailments that are transmitted by processual policy, among which dementia, down's disease and others are actively distinguished (27). The present, in principle, corresponds to the rules of Mendel. Therefore, we can safely say that our ancestors foresaw what the famous scientist Mendel discovered relatively recently (28).

The monuments compiled in Armenian script number tens of thousands of pages and cover the period from 1524 to 1669. These are 28 assembly books of the Armenian Voitovsky court of Kamianets-Podilsky (1572-1663, of which we published the most interesting texts in our opinion), assembly, cash and metric books of the Lviv Armenian Spiritual Court for the same years (a torn fragment of one of them was published in 2010 by Edward Tryarsky), "Kamenets Chronicle", describing the events of the Tsetsor campaign and the Khotyn War of 1620-1621, "The Venetian Chronicle", "Chronicle of Poland", lit. "Chronicle of the Polish Ulus", Mkhitar Gosh's Law Book with a large number of additional articles and comments, approved by the Polish King Sigismund in 1519, 5 Armenian-Kypchak dictionaries and several glossaries, the essay "Secrets of the Philosopher's Stone" by Andrei Torosovich (1626, Kypchak records published by Edward Tryarsky and partly by us), two versions of the complete translation of the Psalter (all 5 lists were published by us later), 8 translations of Armenian prayer books, including one printed in Lviv in 1618. (all published by us), the epistles of the Apostle Paul (published by us), four books of sermons by the theologian Anton (three published by us, the fourth partially by Edward Tryarsky), several lives of saints, Paschal, calendars, many documents of a private nature (most published by us in full) (29). In total, as we were able to clarify as a result of familiarization with the preserved rarities on the ground, not 112 monuments are currently available for research, as previously believed, but three fewer: 108 manuscripts and one printed book. The manuscript kept in Marburg (Westdeutsche Bibliothek, Ms. or. olt. 3145), which was put into circulation by I. Abdullin, turned out to be Turkish; in the Armenian Bible No. 1270 from the collection of the Library of the Congregation of Mkhitarists in Venice, information about which was submitted by J.Denis and E. Tryarski, not a single Kipchak record was found; and the Psalter No. 81, which was reported by O.S. Yeganyan, does not exist at all – neither in Vienna nor in Venice (30). In this treasury of Polovtsian (Qypchaq – Kypchak – Kipchak – Kipchak – Kypshak – Khypchakh) literature there are 109 manuscripts from 1519-1689 and the world's first Kypchak book printed from metal typesetting forms in 1618 in Lviv by Hovhannes Karmadanenets (31). The magical movements of the human spirit and amazing details of everyday life, the exquisite archaic Turkic syllable and the amazingly bold linguistics of the devotees of the word will amaze you in this unique

collection, where we have included: 3 chronicles, 5 Psalms, all the Epistles of the Apostle Paul (32), 9 prayer books, 2 collections of lives, 3 Judicial Books, 3 Procedural Codes, numerous works on theosophy, didactics, history of religion and church, cosmology, astrology, breeding, chemistry, medicine, calendars, documents of self-government of the Kypchak-speaking Armenians of Kamianets-Podilsky, Lviv, Stanislav and private individuals, samples of Armenian-Kipchak dictionaries and glossaries (10) of the 16th-17th centuries (33). The total volume of this volume of monuments collected from libraries and archives of Austria, Armenia, Italy, the Netherlands, Poland, Russia, Romania, Ukraine and France and scrupulously transmitted in Latin is over 3.5 million characters. The second volume will include a Kipchak-Russian dictionary, indexes, an essay of the Kipchak language of Armenian-written monuments and, if possible, the texts of manuscripts, high-quality copies of which will be able to be purchased and processed by that time (34). In this volume are published: Karaite prayer book, reproduced by us with corrections and clarifications from the Evpatorian edition by V.Z.Tiriyaki; sacred texts from the Bible, prayers and hymns translated from Latin into the Polovtsian language (one with notes from 700 years ago), as well as original Polovtsian sermons and the first ever collection of Polovtsian riddles of the collection "Codex Cumanicus", donated by Petrarch to the Republic of Venice and now kept in the same place in the National Library of St. Mark the Evangelist (reprint of our last year's Moscow edition) (35); 3 volumes of Kipchak sermons by Anton the Doctor of Theology from Lviv, which turned up in Vienna, 125 works; Kipchak dictionaries for the Armenian Bible and other works, which we have compiled into one register, 8 manuscripts located in Vienna, Yerevan, Lviv and St. Petersburg; Deacon Lusig's updated Kipchak glossary for the Armenian Psalter, as well as dialogues from the Armenian-Avedik's Kipchak manual on grammar, theology, philosophy and systematics, written in the spirit of Plato and Aristotle's views (both manuscripts are kept in Yerevan) (36). The ongoing publication "Kipchak Written Heritage" introduces into scientific use a unique, mostly previously inaccessible material, the effective use of which opens a new stage in the development of Kipchak studies and can have a noticeable impact on the development of modern Kipchak languages in the era of their intensive revival, not limited by external factors, in conditions of national sovereignty (37). The Kipchak sermons of Anton, Doctor of Theology from Lviv, stored in the library of the Congregation of Armenian Mkhitarists in Vienna (Nos. 479, 480, 481, 125 sermons in total); the value of these texts is beyond all expectations due to the unsurpassed talent and the broadest erudition of the author, who, with his inspired work, extraordinarily developed the Kipchak literary speech five decades before the Armenian-Kipchak language left written use (38). Unfortunately, the 4th volume of the sermons stored in Warsaw turned out to be inaccessible to us. The Kipchak Dictionary, first published as the third volume of the fundamental edition "Kipchak Written Heritage", fully reflects the lexical richness of more than a hundred Armenian-written monuments of the Kipchak language of the XVI-XVII centuries. The total mass of the studied Kipchak texts (39) is about 30 thousand pages, which is hundreds of times larger than all the combined Kipchak written monuments in Arabic, Latin, Greek and other graphs. But not only are these monuments important for the history of the Kipchaks and Kipchak languages due to the huge volume of texts (40). They are no less priceless because they reflect the colloquial speech of the Kipchaks in the finest nuances, which was amazingly transformed into a professionally developed literary, scientific, legal and confessional language – in that distant era when the Kipchak dialects for the most part had not yet made friends with graphics and existed only orally and therefore in their then state were devoted oblivion. Tens of thousands of commonly used words, special terms, people's names, geographical names and hundreds of thousands of expressions of Kipchak monuments, both Kipchak proper and borrowings, are explained in detail, with the etymology and description of those specific historical realities and circumstances to which they relate (41). By its explanatory power, this dictionary can be safely qualified as an encyclopedic one – in relation to that group of kipchakophones who, by the will of fate, found themselves in the melting pot of the West, far from the mother ethnic territories of the Kipchaks-Cumans-Polovtsians, who are not exposed to foreign language influence. Therefore, there is a lot of useful information here also for Armenian studies, the history of the Turkish language and Slavic studies, because the dictionary adequately reflects the Western Armenian, Turkish, Ukrainian, Polish, Latin and other local vocabulary used in the texts. Thanks to the abundance of verbal illustrative material and objective interpretation, this work can be used by specialists in various fields of science and by a wide range of readers who are eager to acquire specific knowledge about our ancient, hitherto insufficiently known common past.

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This study was carried out on the basis of a private institution "Higher Multidisciplinary Medical College "Turkestan"", which has a certain room and equipment for conducting research. It is also necessary to note the high level of involvement of the staff of the college, who have made a significant contribution to the development of this topic. As for the student potential, there were many activists who agreed to take part in the research in various positions listed below. These positions include data and

positions from the table below. Thus, as a legal experiment, the research group planned a study with the participation of 16 full-time students in the specialty of nursing. So 8 students participated in an experiment where each of them was given the role of an active stalker and a passive stalker, as well as an active victim and a passive victim. Four students monitored and four students supervised each group of tests.

CONCLUSION.

In conclusion, it can be noted that in the present time, the norms on processual policy coincide with the runic writings of the ancient Turkic script of the Armenian monuments "Torah Bitigi", in which a few centuries ago our ancestors made assumptions about the recent processual policy, which became a hit in all areas ranging from economics and law, and ending with social policy, history and even law.

RECOMMENDATION.

As a recommendation, it should be noted that due to the fact that at the present time the norms on processual policy coincide with the runic scripts of the ancient Turkic script of the Armenian monuments "Tore Bitigi", it is necessary first of all to make a deeper study of this monument not only in the philological, historical or legal field, but also through the combined use of interdisciplinary technologies.

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Issue Article

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THE GENERAL CONCEPT OF THE SYMBOLISM OF «TORE BITIGA» AND ASPECTS OF ITS REFLECTION IN THE REAL SOCIO-POLITICAL SPACE REGARDING KAZAKHSTAN REPUBLIC NEW PROCESSUAL POLICY

Abstract: *Currently, most decisions regarding processual policy research issues and succession rules are expressed based on historical precedent, as, for example, adopted in Japan. However, Japan is not the only country that, based on the experience of traditions, revives the future on the basis of correct stereotypes. Kazakhstan, for example, like many other Turkic countries, also based on the processual policy data in the historical Turkic monuments of the Armenian script "Tore Bitigi", based on runic data, has the assumption to prove that most of the norms regarding processual policy were adopted not a few centuries ago. It is this historical and philological factor that the research in this article is devoted to.*

Key words: *monument, relic, artifact, writing, runes, hieroglyphs, rock inscriptions, processual policy, heredity, succession.*

Language: *English*

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Introduction

Numerous Kipchak written monuments of the 13th-17th centuries, a significant part of which I managed to collect and process for forty years and publish, mainly during the years of independence of our country, are of global importance both for the history of the Kazakh and other Kipchak peoples, and for the revival and development of national languages in modern conditions (1). The subject of this message is only one of the particular aspects of the use of the richest material of monuments in solving the topical issue of the development of the terminology of the modern Kazakh language (2). Speaking about the revival of the Kazakh language, scientists, and not only scientists, mean that in the times preceding the era of independence, our language was put in the most difficult social conditions that threatened its very existence and led not only to a narrowing of functionality, but also to a systemic distortion of its grammatical structure and catastrophic contamination with foreign borrowings (3). Foreign borrowed words have not just replaced the original vocabulary, they,

without adapting at all, live their own lives, form derivatives, grow irrepressibly and infinitely in the living organism of our language, like a neglected cancer (4). Sometimes it seems that only official words and affixes, somehow supporting the former national identity, have remained from the original Kazakh language. For example, I took the legal field and legal terminology. This area of language use, among other spheres, is the closest to public life and at the same time the most dynamic, since it is closely connected with political changes, and therefore very indicative (5). In ancient times, Turkic, Mongolian and some other tribes formed the Altai ethno-linguistic unity (6). The primordial faith – Tengrianism – and the so-called customary law, called the term Torah, stood guard over justice. Among the Mongolian peoples, it was formed in the form of a written code under Genghis Khan and was called the Great Yasa (7). But with the general illiteracy of the people and its ruling elite, the leaves of the Great Yasa were kept wrapped in a scroll and only on (8) solemn occasions were brought to the assembly together with other symbols of supreme power. In the end, the scroll, which existed in a single copy, died (9). And it is only thanks to approximate quotations from Arab, Persian and Armenian authors that we have some idea of the content of this code (10).

RESEARCH METHODOLOGY AND ETHICAL QUESTIONS.

In this article, as effective tools for the study of the historical and philological legal factor, a number of analysis and comparison tools are presented, in which elements of processual policy norms relating to the present time can be abstracted in the ancient Turkic writings of Armenian monuments (11). Thus, in modern science, general scientific and private scientific research methods differ. General scientific methods are used in a wide variety of fields of science, i.e. they have a very wide, interdisciplinary range of applications, private scientific – only within the framework of research of a particular science or a particular phenomenon (12). Each particular science (linguistics, literary studies, folklore studies, etc.) has its own specific research methods. General scientific methods include observation, experiment, classification and modeling. Classification of general scientific methods is closely related to the concept of levels of scientific knowledge. At the empirical (other-Greek empeiria – experience) level, observation and experiment are used. To solve theoretical (other-Greek. theoria – observation, research) of tasks apply classification and modeling. General scientific methods of empirical cognition (13). Cognition of the object of philological research begins with observation. Observation is a purposeful study of objects, based mainly on such sensory abilities of a person as sensation, perception, representation (14). This is the initial method of empirical cognition, which allows us to obtain some primary information about the objects of philological sciences (15). In order to investigate certain categories or processes in philology, they must not just be randomly perceived, but, accordingly, isolated from this perception precisely as facts of science (16). This is achieved with the help of purposeful (and in this sense scientific) observation, which can be designated as simple when it fixes an object in its natural form without changing it and the conditions in which the object usually functions, and as complex when scientific observation acquires a new, very significant quality and becomes the basis of a special method of research – experiment. Simple observation can be either direct or indirect (17). Direct observation, in contrast to indirect observation, covers phenomena that are accessible to perception by the senses without the use of any auxiliary technical means (18). For example, articulatory characteristics of vowels and consonants, combinatorial changes of sounds in the flow of speech, etc. Often scientific observation is indirect, i.e. it is carried out using various technical means. For example, spectral and oscillographic analyses refine the characteristics of speech sounds many times and, therefore, only expand the range of direct auditory observation of the phenomena studied. Observation allows you to find the actual research material (19). This is its main value as a research method. In the process of finding, or collecting, material, it is fixed on special cards, magnetic media, film, entered into computer memory, etc. The choice of the method of fixation is determined by the texture of the material (oral, written, etc.), the purpose, objectives of the study. The question of the sources of the material is complicated. The main problem here is in the selection of sources, in establishing the degree of their reliability (20). Thus, when studying a literary text, the choice of the most authoritative source is almost of paramount importance. These include, for example, academic dictionaries, the complete works of the writer. In the absence of such publications, selected works of writers are used (21). The results of simple observation, acting in the process of cognition as empirical facts of science, can function actively only if they are appropriately described and systematized. Only under such conditions does their subsequent scientific research and explanation become possible (22). The natural consequence of the description is the comparison of the observation results, the systematization of the obtained material, the allocation of the general and specific, special in it. This creates the basis for hypotheses about the causes of a phenomenon, their experimental verification and formulation of a scientific theory (23).

RESULTS.

The customary law of the Turks also existed only in the oral tradition of the Biy court. In the form of a code of laws, for example, it was formed even later

among the Kazakhs and was first recorded less than two hundred years ago, and in Russian. I am referring to the well-known publication by Alexey Iraklievich Levshin "Description of the Kirkiz-Cossack or Kirkiz-Kaysak hordes and steppes" of 1832. What factors hindered the development of justice on a national basis? Firstly, the spread of Muslim law, Sharia, together with Islam (24). But its influence cannot be compared with the total oppression of the Russian administrative and judicial system, which - in relation to Kazakhstan – has once and for all done away with both Sharia and the democratic judicial institute of Biy. As a result, the original legal terminology, not having yet had time to suffer from the influence of Sharia, was rejected to the periphery and finally outlived, being replaced by the introduced Russian (25). Russian Russian legal terminology itself, as is well known, although it has its roots in Slavic customary law and the "Truth" of Yaroslav the Wise, but since the time of Peter I has been under the powerful influence of Latin, as well as German and French, and therefore, as it were, not quite, and most often not at all Russian (26). As a result, the Kazakh people have irretrievably lost a significant part of their original legal terminology, and what remains of it occupies a marginal place in the Kazakh justice system or even vegetates in related public spheres (27). The Torah today is not a right at all, and not a court, and not a law, but the name of the Genghisid clan, and the court is called Sot. Toreshi is not a judge, but a sports referee, and Kazakhs call a judge a judge (28). The word biy in the minds of our contemporaries has degraded to the level of an unchangeable suffixoid attached to three famous names of famous Kazakh biys – Tole biya, Kazybek biya and Aiteke biya. Moreover, it occurred to someone to call jurors biyami, although we have our own ancient, absolutely adequate word – antishken. These vivid examples are in front of everyone's eyes (29). They convince us of the need to search for sources, oral and written, from where it would be possible to extract the lost words, and not just words, but priceless treasures of our cultural heritage, which we have poorly preserved. There are such sources (30). Far to the west, in the Ukrainian cities of Kamianets-Podilskyi and Lviv, since the end of the 14th century, there lived a mysterious people who called themselves Armenians, but who spoke, wrote and prayed in Kipchak and 400 years ago printed the world's first Kipchak book (31). They got there at a favorable time, when in Poland and Lithuania, to which these cities were then subject, the Magdeburg Law spread, granting cities and national broad autonomy (32). The Kipchak-speaking Armenians took full advantage of this right and until the annexation of these lands to Russia had self-government, their own court, spiritual, civil and criminal, their town hall and prison, their market and their guild fraternities, their churches, monasteries, shelters and schools, and all this operated in the Kipchak language (33). The community occupied an enviable economic position, and its citizens prospered in their multifaceted spiritual and socio-economic activities thanks to the universally accessible and widely used writing. For the needs of self-government and the court in 1519, our mysterious Armenians translated Mkhitar Gosh's "Sudebnik" from Armenian, supplemented it with the articles necessary in the new conditions, coordinated with the office of the Polish-Lithuanian Commonwealth (34), made reservations due to the discrepancy of their laws with Polish-Lithuanian ones and approved it from King Sigismund in Latin, then translated it for themselves into their native language the Kypchak language, and for the local citywide authorities – into Polish (35). Then they compiled their own procedural code in the Kipchak language, based on their own long-term law enforcement practice (36). And at the same time they tried not to borrow other people's words – Armenian, Latin, Ukrainian, Polish, etc., and wherever possible they used native Kipchak terms. They did the same when translating Armenian sacred texts into their native Kipchak language – Psalms, prayers, as well as when composing sermons for parishioners (37). Four volumes of Kypchak sermons were written only by Anton, Doctor of theology, who lived in Lviv in the first half of the 17th century. Court records were kept daily in the generally accepted Kipchak language for a century and a half. Only 32 huge volumes have reached us from the Kamenets-Podolsk court (38). And there were also business books of other institutions. In total, about 30 thousand pages of Kipchak monuments in Armenian script have been preserved. Some texts were published in different countries by my predecessors – Gevond Alishan, F. Krelitz-Greifenhorst, Jean Denis, Edmond Schutz, Istvan Vashari, Edward Tryarsky, Renata Konova, Vardan Grigoryan, Iskander Abdullin and my student Seisenbai Kudasov. But most of these materials have now been published by me: The Psalter of 1575-1585. I published together with Eduard Shagenovich Grigoryan, "Tore bitigi" (Sudebnik) 1519-1594 – together with academician Gayrat Sapargaliev and Miron Kapral, the rest – independently. Seisenbai Kudasov, Gayrat Sapargaliyev and Alzhan Aitimbe-tovich Shomayev, who publishes Kazakh versions of Kipchak psalms, initiated the translation of Armenian-Kipchak texts into Kazakh (39). They translate, let's say, not into the modern Kazakh language as it is, but heuristically – as if recreating, rediscovering the Old Kazakh language of the 16th and 17th centuries, returning to full life forgotten and half-forgotten Kazakh words frozen in some stable combinations, in proverbs, sayings, parables (40).

DISCUSSION.

As a result of comparing the Kipchak legal terms of the 16th-17th centuries with modern Kazakh

versions of these words, the compared vocabulary shows a tendency to divide into three groups.

The first group consisted of words that retained the original Altaic meanings or were replaced in some meanings by other lexemes of Turkic origin. These are words such as ayblau – ayyptau, zhazalau “to accuse; to punish”, artykhsylykh – kylmys “offense; intentional crime”, ant “oath, oath", ant ishu “swear, swear", ant ishken “sworn, sworn”, baha – baga, kun “price, cost", barystyru – tatulastyru “to reconcile, reconcile”, baryshtyrushy – tatulastyrushy “reconciling, reconciler", bakhyshy, bakhushy – karaushi, bakyloushi “caretaker, observer, supervisor", bashkysh, bakshysh – sy “gift, gift", borysh “duty; duty; duty”, jaza – zhaza “punishment", jeh – zhasau “dowry", jurum – ayyp, zhaza “punishment, penalty, fine, punishment", yal – zhal, zhaldanu “hire", yalgan ant – zhalgan, otirik ant “false, false oath", yanylgan – kylmys, zhanylu “misdemeanor, involuntary crime", yasakh – zhasak, alym, salyk “tax, duty, submit, tribute", kush “force; action, effectiveness", ic “case", korgau “protection", korgaushi “defender", ulush – ules “share, share, part". The terms of this group indicate the active realization of the vital potential of self-development of the Kazakh language.

The second group was formed by Kipchak terms, which were replaced by Arabisms: aslam – payda “profit”, asykh, azykh “food, feeding; land ownership” – mulik “real estate”, bitik – kitap, datter “book, magazine, notebook", bos – azat “free", bosattyk – azattyk“freedom”, bosatu – azattandyr “to liberate”, yuk – kepil “bail; surety”, yuk – kepilge alushy, kepilshi “bail taker, surety”, yuk –kepildik “bail, surety, surety”, ogurlukh – urlyk “theft”, ogut – ugit, onege, akyl, uyaltu, zhaktyrmau, erezhe; zhaza “edification; punishment”, tanykh – kua “witness", tabala- – tabalau “to accuse", tanyktyk – kulik “testimony, testimony”, tusnakh – kepil “pledge". Such substitutions show how strong was the influence of the language of Islam, Sharia and Muslim education, that is, the Arabic language, on the Kipchak language of Kazakhs converted to Islam. Most Arabisms, as well as borrowed persiisms along the way, as can be seen from the examples, are adapted to the phonetic structure of the Kazakh language and today are often not even perceived as words of foreign origin.

The third group is represented by Kypchak terms, which are replaced by Russianisms: tora, jargy – sot, jurisdiction; torashi, jargyshy, bi – judge; yerga – norm. Some Russianisms borrowed in the old days have undergone phonetic adaptation and are written in accordance with their sound in Kazakh colloquial speech. But the absolute majority of borrowings from the Russian language remained unadapted. They are pronounced and written the same way as in Russian. It is a kind of Russian province on the territory of the Kazakh language. It does not obey Kazakh phonetic and morphological laws. Moreover, it has a serious impact on Kazakh phonetics, morphology and syntax.

The boundaries between these groups, of course, are conditional and amorphous, that is, the same words in some sense can fall into one group, and in another - into another, such as the polysemous terms boyruh, buyruh, which in different meanings correspond to the words buyryk, buyyr, amir, erezhe, zharlyk, zan, kauli, okim, osiet, talap, or borch – borysh, karyz, nesie. Others have given way to terms of different origin, such as, for example, gile, giley “claim, statement, statement of claim” – aryz, talap, shagym; izdov – izdeu, sot arkyly koylgan talap “claim, claim”; izdovuchi – aryzdanushy, talap koyushy; egirlik “lawlessness, untruth, injustice, dishonesty; misconduct, crime; guilt, guilt” – zansyzdyk, zhalgan, adiletsizdik, aramzalyk, teris kylyk, kine, kinalilik; yerga “queue; order; procedure; charter, statute; order” – kezek, tartip, jargy, charter, heresy, okim.

The more ambiguous the Kipchak term was, the more semantic equivalents it has in the modern Kazakh language. The most significant term in this aspect is the pan-Altai legal term tore, which is used in the Kipchak texts in 9 main meanings: 1. law, legal norm, requirement, regulation – zan, kukyktyk norm, talap, zhagdai; 2. law as a system of legal norms, laws, rules, procedures – kukyktyk normalardyn zhuyesi; 3. law, rights, freedoms, privileges of individuals and legal entities, including the right of ownership, possession, orders, etc. – zheke zhane zani tulgalardyn kukygy, kuyktary, bostandyktary, zhenildikteri, sonyn ishinde menshik, ielenu, T. B. kuyktary; 4. the court as a judicial body, institution, instance – sot, mekeme, instance, saty (sottyn); 5. the personal composition of the court – sottyn kuramy; 6 . justice, court as a procedure, process, trial, legal proceedings, judicial practice – adil sot, sot isin zhurgizu, sot tazhiribesi; 7. legal responsibility – zani zhauaptylyk; 8. jurisdiction – jurisdiction, sot zhurgizu kugy; 9. a variety of judicial body in the order of convocation, its composition and functions – sot turderi.

These meanings of the term are realized in a mass of terminological combinations and derived words. The same applies to other legal terms, the vast majority of which are not mentioned here. But, nevertheless, what has been said, in our opinion, is enough to make sure what abundant resources are hidden in the Kipchak written monuments of the 16th and 17th centuries that we have published to date (41).

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the student potential, there were many activists who agreed to take part in the research in various positions listed below. These positions include data and positions from the table below. Thus, as a legal experiment, the research group planned a study with the participation of 16 full-time students in the specialty of nursing. So 8 students participated in an experiment where each of them was given the role of an active stalker and a passive stalker, as well as an active victim and a passive victim. Four students monitored and four students supervised each group of tests.

CONCLUSION.

In conclusion, it can be noted that in the present time, the norms on processual policy coincide with the runic writings of the ancient Turkic script of the Armenian monuments "Torah Bitigi", in which a few centuries ago our ancestors made assumptions about the recent processual policy, which became a hit in all areas ranging from economics and law, and ending with social policy, history and even law.

RECOMMENDATION.

As a recommendation, it should be noted that due to the fact that at the present time the norms on processual policy coincide with the runic scripts of the ancient Turkic script of the Armenian monuments "Tore Bitigi", it is necessary first of all to make a deeper study of this monument not only in the philological, historical or legal field, but also through the combined use of interdisciplinary technologies.

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Issue Article

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COMPETENCE-BASED APPROACH IN TEACHING A FOREIGN LANGUAGE

Abstract: *This article deals with competitive approach of languages. There are 7 key educational competences. Each of them is described in the article. But for integrating all of them there is needable to understand the what is object in. The competence approach was first developed in England. It was an approach that was generated and comprehended not within education, but was a response to a specific order of the professional sphere. In other words, this approach focuses on such a system of ensuring the quality of student training that would meet the needs of the modern world labor market. Thus, the competence approach in education is an attempt to bring into line, on the one hand, the need of the individual to integrate himself into the activities of society and, on the other, the need of society to use the potential of each individual to ensure their economic, cultural and political self-development. Educational competencies are conditioned by a personal-activity approach to education, since they relate exclusively to the personality of the student and are manifested and also checked only in the process of performing a certain set of actions in a certain way. Competence, translated from Latin competentia, means a range of issues in which a person is knowledgeable, has knowledge and experience. A person who is competent in a certain area has the appropriate knowledge and abilities that allow him to reasonably judge this area and act effectively in it.*

Key words: *language, philology, competence-based approach, foreign, personal boundaries, education, non-property asset.*

Language: *English*

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Introduction

Competence – includes a set of interrelated personality qualities (knowledge, skills, skills, methods of activity), set in relation to a certain range of subjects and processes and necessary for high-quality productive activity in relation to them. Competence is the possession, possession by a person of the relevant competence, including his personal attitude to it and the subject of activity. (1) A graduate in the conditions of modernization of education should not just be a "knowledgeable" student, but a "capable" student. This quality of training is designed to provide a competence-based approach (2). Theoretical aspects of the competence approach. The formation of

competencies takes place by means of the content of education. As a result, the student develops abilities and shows opportunities to solve real problems in everyday life – from domestic to industrial and social (3). Educational competence is a set of semantic orientations, knowledge, skills, skills and experience of a student's activity in relation to a certain range of objects of real reality necessary for the implementation of personally and socially significant productive activities. Scientists prove 7 key educational competencies:

METHODOLOGY AND ETHICAL QUESTIONS.

1. A systematic approach. Essence: relatively independent components are considered as a set of interrelated components: the goals of education, the subjects of the pedagogical process: the teacher and the student, the content of education, methods, forms, means of the pedagogical process. The task of the educator: taking into account the interrelation of components.

2. Personal approach. Essence: recognizes personality as a product of socio-historical development and a carrier of culture, and does not allow the reduction of personality to nature. Personality as a goal, subject, result and the main criterion for the effectiveness of the pedagogical process. The uniqueness of a person is his intellectual moral freedom, the right to respect. The task of the educator is to create conditions for the self-development of the inclinations and creative potential of the individual (4).

3. Activity approach. Essence: activity is the basis, means and condition of personality development, it is an expedient transformation of the model of the surrounding reality. The tasks of the educator: the choice and organization of the child's activities from the position of the subject of cognition of work and communication (activity itself). This involves: awareness, goal-setting, activity planning, organization, evaluation of results and introspection (reflection) (5).

4. Polysubject (dialogic) approach. The essence of a person is richer than his activity. Personality is the product and result of communication with people and the relationships characteristic of it, i.e. not only the objective result of activity is important, but also the relational one. This fact of the "dialogical" content of the inner world of a person was clearly not taken into account in pedagogy, although it was reflected in proverbs ("tell me who your friend is...", "with whom you will lead ..."). The task of the educator is to monitor relationships, promote humane relationships, and establish a psychological climate in the team. The dialogical approach in unity with the personal and activity approach is the essence of the methodology of humanistic pedagogy (6).

5. Cultorological approach. Essence: axiology is the doctrine of values and the value structure of the world. It is conditioned by the objective connection of a person with culture as a system of values developed by mankind. The development of culture by a person is the development of the person himself and his formation as a creative personality (on the basis of the mastered culture, the introduction of fundamentally new things into it, the creator of new elements of culture). The task of the educator: familiarization with the cultural flow, activation of creativity (7).

6. Ethnopedagogical approach. Essence: education based on national traditions, culture, customs. The child lives in a certain ethnic group. The task of the educator: the study of the ethnic group, the maximum use of its educational opportunities (8).

7. Anthropological approach. The essence was justified by Ushinsky. This is the systematic use of data from all human sciences and their consideration in the construction and implementation of the pedagogical process. Methods of pedagogical research. Research in the field of pedagogy is understood as the process and result of scientific activity aimed at obtaining new knowledge about the laws of education, its structure and mechanisms, content, principles and technologies. Pedagogical research is divided into fundamental, applied and development. Fundamental research results in generalizing concepts that summarize the theoretical and practical achievements of pedagogy or offer models for the development of pedagogical systems on a predictive basis (9). Applied research is work aimed at in–depth study of individual aspects of the pedagogical process, revealing the patterns of multilateral pedagogical practice. The developments are aimed at substantiating specific scientific and practical recommendations that take into account already known theoretical provisions. Any pedagogical research involves the definition of generally accepted methodological parameters. These include the problem, topic, object and subject of research, purpose, objectives, hypothesis and protected provisions (10). The main criteria for the quality of pedagogical research are the criteria of relevance, novelty, theoretical and practical significance. The logic and dynamics of the research search presuppose the implementation of a number of stages: empirical, hypothetical, experimental-theoretical (or theoretical), predictive. At the empirical stage, they get a functional idea of the object of research, discover contradictions between real educational practice, the level of scientific knowledge and the need to comprehend the essence of the phenomenon, formulate a scientific problem. The hypothetical stage is aimed at resolving the contradiction between the actual ideas about the object of research and the need to comprehend its essence. It creates conditions for the transition from the empirical level of research to the theoretical one. The theoretical

stage is associated with overcoming the contradiction between functional and hypothetical ideas about it. The creation of the theory allows us to move on to the prognostic stage, which requires the resolution of the contradiction between the received ideas about the object of research as an integral education and the need to predict, anticipate its development in new conditions. In accordance with the logic of scientific search, the research methodology is being developed. It is a complex of theoretical and empirical methods, the combination of which makes it possible to study with the greatest reliability such a complex and multifunctional object as the educational process. The use of a number of methods allows a comprehensive study of the problem under study, all its aspects and parameters. Methods of pedagogical research, in contrast to methodology, are the very ways of studying pedagogical phenomena, obtaining scientific information about them in order to establish regular connections, relationships and build scientific theories (11).

The following features are highlighted:

1) Ethical orientation (experiments contrary to moral and ethical norms are prohibited, the inadmissibility of health and development risks).

2) Uniqueness.

3) Ambiguity (the presence of many reasons).

4) The ultimate goal of pedagogical research is to establish regularities in pedagogical processes.

Principles of the choice of research methods: the principle of the adequacy of the method to the essence of the phenomenon being studied; the principle of the totality of research methods. Methods of studying pedagogical experience are ways of studying the actual experience of organizing the educational process. When studying pedagogical experience, such methods as observation, conversation, interviews, the study of written, creative and graphic works of students, questionnaires are used (12). Observation is a purposeful perception of a pedagogical phenomenon, during which the researcher receives concrete factual material. At the same time, records (protocols) of observations are kept. Observation is usually carried out according to a pre-planned plan with the allocation of specific objects of observation. Stages of observation: · determination of the task and purpose (that is, for what the observation is being conducted); · selection of the object, subject and situation (what we are going to observe); · selection of the observation method that least affects the object under study and most ensures the collection of the necessary information (how to observe) (13); · selection of methods for registering the observed (how to keep records); · processing and interpretation of the received information (what is the result). There is a distinction between an observation included when the researcher becomes a member of the group in which the observation is conducted, and an observation not included – from the “side”; open and hidden (incognito); continuous and selective. Observation is a very accessible method, but it has its drawbacks due to the fact that the results of observation are influenced by the personal characteristics (attitudes, interests, mental states) of the researcher. Survey methods – conversation, interview, questionnaire (14). A conversation is an independent or additional research method used to obtain additional information or clarify what was not sufficiently clear during observation. The conversation is conducted according to a pre-planned plan with the allocation of issues that require clarification (15). A kind of conversation is interviewing, brought into pedagogy from sociology. With this method of questioning, the researcher adheres to pre-planned questions asked in a certain sequence. During the interview, questions are recorded openly. Questionnaire is a method of mass collection of material using a questionnaire. Those to whom the questionnaires are addressed give written answers to the questions. The questionnaire is also called an absentee survey (16). The effectiveness of the above survey methods largely depends on the content of the questions asked. The conversation plan, interview and questionnaire is a list of questions (questionnaire) (17). The stages of drawing up the questionnaire: ü determining the nature of the information to be obtained; ü drawing up an approximate series of questions to be asked; ü drawing up the first plan of the questionnaire; ü preliminary verification by trial study; ü correction of the questionnaire and its final editing. Studying the products of students' activities (drawings, test papers, drawings, etc.) can provide the necessary information about the student's personality, about his attitude to work and about the achieved level of skills and abilities in a particular area. Experiment plays a special role in pedagogical research (18). This is a specially organized test of a particular method, the reception of work to identify its pedagogical effectiveness (19). Pedagogical experiment is a research activity aimed at studying cause-and-effect relationships in pedagogical phenomena, which involves experimental modeling of a pedagogical phenomenon and its conditions (20); Active influence of the researcher on the pedagogical phenomenon; change in response, results of pedagogical influence and interaction; repeated reproducibility of pedagogical phenomena and processes.

RESULTS.

1. Value-semantic competence. This is a competence in the field of worldview related to the student's value orientations, his ability to see and understand the world around him, navigate in it, realize his role and purpose, be able to choose target and semantic settings for his actions and actions, make decisions (21). This competence provides a mechanism for student self-determination in situations of educational and other activities (22).

For example: The topic "Modern television"

Task. You are a member of a discussion group that is in touch with a TV show on the topic of "Violence on television". Express your point of view on this issue.

The topic is "Sport. Health" (23)

Discussion "What do you prefer: watch sports programs or do sports?".

2. General cultural competence. The range of issues in relation to which a student should be knowledgeable, have knowledge and experience of activity, these are the features of national and universal culture, the spiritual and moral foundations of human life and humanity, individual peoples, cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life, their influence on the world, competencies in the household and cultural and leisure sphere, for example, possession of effective ways of organizing free time (24).

Proverbs and sayings carry great spiritual value. Children have the opportunity to get acquainted with a large group of English proverbs, to which they enthusiastically and with great interest select Russian equivalents, making sure that different peoples express the same ideas with different verbal forms and images, often having historical roots.

Here are some of them:

Don't teach fishes to swim - never offer to teach fish to swim

To kill two birds with one stone - Kill two birds with one stone

The wolf way loses his teeth, but never his nature - Habit is second nature

Children react very vividly to topics related to their leisure, interests, hobbies. Discussing this, they learn to express their thoughts competently, to defend their point of view (25).

Of course, lessons and activities that introduce them to the customs and traditions of the country of the language being studied in a playful and entertaining way are important. The reception can be such events as the extracurricular event "Travel around the UK", "Christmas", "Nauryz". The formation of this competence allows students to join the dialogue of cultures, the need for which is increasing every year, to develop a tolerant attitude to the world around them. The theme of "Holidays" (26)

is an important modern view of traditional holidays.

Task. Read the text. Describe the attitude of people to Nauryz. What do you think about the traditions of Nauryz. Compare the traditions of the holiday in England and Kazakhstan.

3. Educational and cognitive competence. This is a set of competencies of a student in the field of independent cognitive activity, including elements of logical, methodological, general educational activity, correlated with real cognizable objects in relation to the studied objects, the student acquires creative skills of productive activity: obtaining knowledge directly from reality, mastery of methods of action in non-standard situations, heuristic methods of problem solving.

The implementation of this competence has something in common with the technology of developing learning, the formation of learning skills. For example, at the beginning of studying the topic "My future profession" ("New Millennium English" by O.L.Groza), students come to the conclusion that studying the topic will give them the opportunity to discuss the psychological prerequisites for choosing a profession, study the list of necessary qualities for a particular profession, learn how to write a resume for an employer in the form that is accepted civilized countries (27).

With great interest, students are working on projects on the theme "Mausoleum of Khoja Akhmet Yassavi": problems and prospects, setting out their views on how to better equip their city to make it attractive to tourists, many colorfully design their projects. Students are really attracted to this topic, so the atmosphere during the defense of projects is lively, filled with creative ideas (28).

Even more valuable is the fact that a series of classes on these topics is just planned

so, to prepare students for the defense of the project, which is a necessary condition for the application of this technique. Such lessons are emotional, productive, students see the results of their labors, pros and cons.

4. Information competence. With the help of real objects (TV, tape recorder, telephone, fax, computer, printer, modem), information technologies (audio-video recording, e-mail, mass media, Internet), the ability to independently search, analyze, transform, save and transmit it is formed. This competence provides the skills of the student's activity in relation to the information contained in academic subjects and educational fields, as well as in the surrounding world.

Teaching a foreign language provides enough opportunities for the formation of this competence.

To date, computers have firmly entered the everyday life of most children, they have access to the Internet, use e-mail, and this is a vital need for them. Therefore, when students receive a task to write an abstract or essay, they turn to additional sources for some interesting information or some unknown facts that are valuable for the disclosure of the topic. Naturally, to complete such a task, students resort to the help of modern media, thus improving their information competence (29).

5. Communicative competence. Includes knowledge of the necessary languages, ways of interacting with surrounding and remote people and events. The student should be able to introduce

himself, write a letter, a questionnaire, an application, ask a question, conduct a discussion.

Work on this competence implements the most important function of teaching a foreign language - communicative. It is possible to achieve the formation of communicative competence by consistently and systematically advancing in the following areas.

First of all, every person should be able to declare himself: to present himself, to report certain information about himself. Orally, this is done in the form of a monologue "Tell me about yourself" and dialogical speech.

Students define roles, conduct a dialogue on various topics. Very popular among them are household "In the store" (seller-buyer), "On the street" (local resident-visitor), etc. besides the fact that this type of tasks perfectly practices oral speech in general and speech cliches of socio-cultural orientation in particular, it also allows them to show creativity of thinking and contributes to the formation of compensatory competence-the ability to get out of the situation of a shortage of language means when receiving and transmitting information (30).

6. Social and labor competence means the possession of knowledge and experience in the field of civil and social activities (performing the role of a citizen, observer, voter, representative), in the social and labor sphere (consumer, client, producer rights), in the field of family relations and responsibilities, in matters of economics and law, in the field of professional self-determination. The student masters the skills of social activity and functional literacy that are minimally necessary for life in modern society.

Social and labor competence is inextricably linked with communicative competence.

Mastering communicative competence means mastering various social roles. Social and labor competence directs this skill into the sphere of civil and social and labor activity. Therefore, the ability to conduct a dialogue, guided by their social roles, is a very important skill that is formed throughout the entire process of learning a foreign language (31).

The main method is a role–playing game. Participating in the resolution of various situations, from the simplest (such as "Find out from a passerby what time it is") to more complex (like "Your friend is going to be interviewed by an employer. He's very nervous. Discuss the problem with him, try to give some practical advice"), students do not just practice using vocabulary and grammar, but prepare themselves for future social roles, for life in society with their own laws and rules.

7. The competence of personal self-improvement is aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. The real object in the sphere of this competence is the student himself. He masters the ways of activity in his own interests and capabilities, which is expressed in his continuous self-knowledge, the development of personal qualities necessary for a modern person, the formation of psychological literacy, culture of thinking and behavior (32).

The student's personality, his moral qualities, the desire for self–knowledge - what is the object of this competence - grows and develops under the influence of the environment in which he finds himself. Therefore, in this formation, the teacher himself plays an important role, his style of communication with students, his spiritual values and priorities.

Reflecting on the objectives of the lessons, it is necessary to think over such options for activities that would give students the opportunity to develop an internal culture, a correct worldview. For example, working on the popular topic for teenagers "Sports. Health" (1st year), students get acquainted with various points of view of amateur athletes, professionals on the other side of the field of sports, which often remains "in the shadows": heavy overload, unhealthy competition and dishonesty in sports, taking illegal drugs. Students have the opportunity to "skip this information through themselves", reflect on their feelings, determine their attitude and even work out for themselves certain rules of behavior in a situation on this problem.

The possibility of developing this competence is present when working on any topic. Finding such opportunities is one of the most important tasks of a teacher (33).

English language teaching is an interconnected system of primary, secondary and senior levels, so the transition from one stage to another is not stressful for them. Students are happy to learn the language, because in the process of work they find use for their talents and inclinations, the need to communicate, study the world around them, prove themselves as an artist or thinker, try previously unfamiliar roles. At each stage of training, the learning process is built in such a way as to give them the opportunity to realize themselves.

DISCUSSION.

For comparing the Kazakhstan education system with others, it is very important to discuss about Russian Federation Education system and Russian researches related to them. At almost every event of the Bologna Process, the high role of the competence approach in the formation of the student's personality is noted. The competence-based approach in Russian education is in the process of formation and, having taken a step towards us from the practice of Western European pedagogical experience, is studied in a variety of works by Russian scientists-psychologists, teachers, sociologists of the late XX – early XXI century (A.L. Andreev, O.N. Arefyev, A.S. Belkin, V.A. Bolotov, A.A. Verbitsky, E.F. Zeer, G.K. Selevko, V.V. Serikov, Yu.G. Tatur, A.V. Khutorskoy, I.A. Zimnaya, E.A. Sorokoumova, D.I.

Feldstein, etc.) (34). The emergence of the concept of the competence approach is due to Russia's entry into the European educational space due to the lack of a knowledge approach in the organization of the educational process. Since the competence-based approach to education is in its infancy, it is quite natural that there are different definitions of it. It is understood as follows: "a type of educational content that is not reduced to a knowledge-oriented component, but assumes a holistic experience of solving life problems, performing key (i.e. related to many social spheres) functions, social roles, competencies"; "constant reorientation of the dominant educational paradigm with the predominant translation of knowledge, the formation of skills to create conditions for mastering a set of competencies, meaning the potential of the graduate's ability to survive and sustain life in a multifactorial, socio-political, market-economic, informational and communicative-saturated space"; "priority orientation to goals-vectors of education: learning ability; self-determination; self-actualization, socialization and development of individuality"; "an approach that focuses on the content of education, and the result is not the amount of information learned, but the ability of a person to act in different problematic situations". Analyzing the use of the competence-based approach to education in the new Federal State Educational Standard, Yu.G. Tatur notes the generalized, integral nature of the concept of "competence" in relation to the "knowledge", "skills", "possessions" used today in education (35). He believes that such an approach will ensure the formation of a generalized quality model, abstracted from specific disciplines and objects of labor, which will allow us to talk about a broader field of specialist activity, since this is very important for increasing the mobility of young professionals in the labor market. According to E.F. Zeer, "the competence approach is a priority orientation towards the goals – vectors of education: learning ability, self-determination (self-determination), self-actualization, socialization and development of individuality". The author revealed the structure of the instrumental means of achieving the goal in the context of a competence-based approach to education, identifying and substantiating the essence of fundamentally new meta-educational constructs in it: competence, competencies and meta-qualities. And again, it is necessary to look into dictionaries, the works of psychologists and teachers in order to get acquainted in more detail with the interpretation of the constructs of this concept. E.A. Sorokoumova understands the system of universal knowledge, skills, skills, as well as the experience of independent creative activity and personal responsibility by competencies. Competencies, says E.F. Zeer, are meaningful generalizations of theoretical and empirical knowledge presented in the form of concepts, principles, meaning–forming provisions. He divides competencies into two levels: theoretical and empirical. The competencies of the theoretical level of generalization reflect the internal connections and relationships of objects and phenomena of reality, their concretization is expressed in concepts, laws, principles. I.G. Agatov identifies three types of competencies (key, basic, special), E.F. Zeer, A.V. Khutorskoy, P.P. Terekhova distinguish basic, key, general subject and subject competencies. Key educational competencies, in turn, are divided into value-semantic, general cultural, educational and cognitive, informational, communication, social and labor, personal. A.V. Khutorskoy distinguishes between value-semantic, general cultural, educational-cognitive, informational, communicative, social and labor competencies in key educational competencies (36). The theory of the development of the content and typology of pedagogical competencies is far from complete and requires further theoretical and methodological understanding. The third construct of the structure of the competence approach to education is meta-qualities (educational, cognitive and socio-professional qualities). The concept of competence-based approaches and its constructs in education has become especially relevant during the transition to a new generation of FGOS in vocational education. The current rather sluggish discussion about pedagogical competencies and competencies in pedagogical theory and practice took on an acute character as soon as it turned out to be associated not only with the construction of a new content of education, but also with a change in the quality of teachers' professionalism. V.L. Matrosov writes about the need for a new teacher for a new Russian school. The tasks of the new school directly affect the content, methodology and technology of pedagogical education. In our opinion, the "professionalism of teachers" as a concept and some aspect of its formation, development and improvement need an essential change and modernization (37). Pedagogical professionalism should include the following components in the conditions of the requirements of the time: deep suprasubject meta-training, interdisciplinary training and in the chosen subject area: psychological, pedagogical, methodological, technological training; the formation of high personal traits of a teacher, since only a Personality can lead the young. "The future of Russia depends not only on the deep restructuring of the country's economy, but, above all, on the development of human potential, the education of a new generation of Russians. The greatest responsibility is assigned to the teacher: his professionalism, a high level of general and pedagogical culture (38). His position as a citizen and an intellectual, motivation for the continuous improvement of the educational process and his own skills is the key to solving those difficult tasks that the national education system is facing today". In our opinion, these points of view are inseparable sides of

the image of modern pedagogical professionalism: the first side reveals the essence of the requirements for subject professionalism, theoretical–methodological and meta-subject-methodological training, as well as the formation of personality qualities. The second side is the highest level of general and pedagogical culture. Active citizenship, striving for improvement in mastering the skills and art of a teacher. These two sides of pedagogical professionalism are the directions of its improvement, a factor and a condition for solving the tasks of implementing a competence-based approach to education at a university. The competence approach is a real possibility of universal educational actions of students, which allows them to solve problems, organize effective cognitive activity, become the subject of their own life. The initial mission of education is the creation of a personality, the creation of an image of a creative, thinking person, a citizen, a professional, a family man, a worthy member of society. From these positions, it seems to us necessary to continue the consideration of the concept of the competence approach. In the context of the beginning of the implementation of the competence approach in education, the discussion about the inadequacy of the concepts of "competence" and "competence" begins to subside. I.A. Zimnaya tries to bring together, smooth out differences in their interpretation, due to the fact that the developed competence is gradually transformed into competence. V.V. Serikov, V.A. Bolotov, etc. although they believe that these concepts are adequate, they also began to move away from their positions. V.V. Serikov, speaking about the essence of competence, notes that in revealing the concept of "competence" in this case, he "does not enter into a discussion about the difference between the concepts of "competence" and "competence", recognizing the validity of different points of view on their ratio". Speaking about the essence and structure of the competence approach, it is not by chance that we stop attention and highlight the importance of professional and personal qualities of a teacher in its implementation. "There is no pedagogy without a teacher (39)… It is not a project developed by someone or "lowered from above" that is embodied in reality, the teacher's own project, in which theories and norms are refracted through the context of his personal position. And we hope in vain that a certain "system", "technology" will work by itself, without a teacher trained accordingly" (40). Therefore, first of all, it is necessary to talk about those competencies, competencies and meta-qualities of a teacher that ensure the improvement of professionalism at the present stage of their modernization, while emphasizing his pedagogical competence as the most important component in his chosen subject area; psychological, pedagogical, methodological and technological training and his high personal qualities (41). However, it is also interesting to note the fact that the Federal State Educational Standard highlights the need for a teacher to master key competencies in order to be professionally prepared for the modernization of the higher education system in Russia. In many aspects it is similar to Kazakhstan. Anyone who has been involved in the "Bologna theme" in one way or another in recent years cannot but see the growing interest in it among representatives of the most diverse circles of the Russian academic community (42). The Bologna process is a movement from comparability to compatibility; from community of actions to unified actions; from ways of adapting to true and profound changes. Putting the preservation of the entire wealth of the educational landscape of Europe at the forefront, it at the same time inevitably implies a tendency towards a certain unification, even if the latter is interpreted as "ordered diversity" (43). The harmonized nature of the European higher education area is seen not in the universal quality standard, not in the uniform content of education, but in the convergence of principles and approaches, in the similarity of structures, configurations, goals and means. But the question remains: what are the values and concepts today? higher education in the EU countries are common, and which of them separate the countries, remove them from each other? Three trends affect the Bologna process in different ways: Europeanization, globalization, internationalization (44). The Europeanization of education is almost the "inner soul" of the Bologna reforms. Internationalization has its own coverage areas, it develops in the logic of coexistence with the Bologna reforms. Internationalization refers to intra- and interethnic relations; globalization is beyond national borders and national requirements for education. It is obvious that globalization, internationalization and Europeanization reflect complex processes of different order, reinforcing each other in some ways, but also often counter-directed. Modern educational policies are often formed under the influence of the vectors they set. Globalization is among them the most destructive process in relation to the institution of the state, since in any case the state does not play a leading role (globalization is sometimes characterized as denationalization). All three trends, according to Western experts, force to understand diversity and pluralism in education in a new way (45). Transnational education has been intensively spreading in recent years. Optimists see in it mainly the positive potential of education without borders. Some of its supporters seek to extract the maximum commercial effect. Others responsibly and honestly try to combine two aspects of the effectiveness of transnational education: commercial and academic, condemning the aggressive entrepreneurial approach.

CONCLUSION.

At the heart of teaching a foreign language to a greater extent are not subject competencies (although they are reflected in state standards), but key competencies, as more universal. They provide an opportunity for the formation of students as a subject of educational activity and the education of his personality.

Today it is impossible to achieve the goal, to solve the tasks of teaching students a foreign language without creating conditions for independent appropriation, acquisition and comprehension of knowledge by them. The task of a modern teacher is not to present knowledge to them, but more practical - to create motivation and form a set of skills to teach himself. The purpose of a foreign language as a subject area of study is to form communicative competence, that is, the ability and willingness to carry out direct foreign language communication. The cooperation of a teacher and a student, a teacher and students presupposes the ability of a teacher to dose and direct the independence provided to a student or student, which leads to the goal-setting of autonomization of his cognitive activity as the basis of personal formation and development.

The learning process is carried out in conditions of constant active interaction of all students or students. Student and teacher, teacher and student are equal subjects of learning. The dominance of any participant in the process is excluded. This teaches a humane, democratic approach to the model.

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This study was carried out on the basis of a private institution "Higher Multidisciplinary Medical College "Turkestan"", which has a certain room and equipment for conducting research. It is also necessary to note the high level of involvement of the staff of the college, who have made a significant contribution to the development of this topic. As for the student potential, there were many activists who agreed to take part in the research in various positions listed below. These positions include data and positions from the table below. Thus, as a legal experiment, the research group planned a study with the participation of 16 full-time students in the specialty of nursing. So 8 students participated in an experiment where each of them was given the role of an active stalker and a passive stalker, as well as an active victim and a passive victim. Four students monitored and four students supervised each group of tests.

RECOMMENDATION.

In Kazakhstan Republic Competence approach is an actual to identify general concept of what is the systematic of education in the system of educational services not only from the governmental side but, from the position of private and public organizations.

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	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

THE RESULTS OF THE EXPERIMENT ON THE DIVERSIFICATION AND COMPOSTING OF DECIDUOUS CONIFEROUS TREES ON NEIGHBORING HOMOGENEOUS SOILS OF THE PRODUCTION BASE IN THE VILLAGE OF BEYNETKESH TOLEBIYSKY DISTRICT OF TURKESTAN REGION AND THE VILLAGE OF KYZYL TU OTYRAR DISTRICT OF TURKESTAN REGION OF THE REPUBLIC OF KAZAKHSTAN

Abstract: *On steppe automorphic soils, the height of oak and ash in ripe and ripe broadband plantings is determined mainly by the annual precipitation rate (g2 = 60-70%), the thickness of the humus horizon and the granulometric composition of the soil. Thickening of the humus layer from 0.3 to 0.7 m increases it by 20%. The weighting of the composition in the light-medium loam range somewhat reduces the forest suitability of the soil, especially in the most arid areas. F. reacts more strongly to this . ¡Apsvosha. It seems to be less demanding on soil fertility, but more sensitive than oak to a decrease in the efficiency of summer precipitation, a shortage of soil moisture. When studying the state of plantings of "industrial oak forests" created on heavy lightly saline soils of the plains of the south of the Volga Upland, the spurs of the Western Ergeni and the Salo-Manych ridge with a precipitation rate of 350400 mm/year, it was found that small oak massifs also disintegrate after 40-60 (65) years. On elevated ecotopes - with an average height of 7-11 m, a diameter of 14-16 cm and a stock of stem wood of 50-60 m3 /ha, in depressions respectively - 14-20 m, 20-24 cm, 150190 m3 /ha and more. The main reason is the decrease in moisture supply caused by the growing demand of oak, related species and undergrowth for moisture, or - illumination and blackness of the soil. The oak stand dies faster with the strong development of turf grasses (in clean plantings with wide aisles after the cessation of soil care), somewhat slower - undergrowth and related species. When cutting weakened plantings in 30-35 years without subsequent agrotechnical and forestry care, the longevity of the vegetative generation of oak does not exceed 2530 years.*

Key words: *forest, plantings, forest planting, invitro, fertilizers, tourism, forestry, coniferous, deciduous, shrubs, ecology, herbs, flowers, humus, Beynetkesh.*

Language: *English*

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Introduction

Prerequisites for the study of this topic.

The development of scientific and applied fundamentals of steppe afforestation consisted in finding a balance between garden and forest principles of creating plantings, due to the desire to reduce the cost of forest-cultural activities and maintain high rates of work. The departure from the garden principle, which was expensive, but ensured the formation of relatively stable stands [4], consisted in a significant reduction in the methods of basic tillage, the number and duration of agrotechnical care, as a means of cleaning the soil from weeds and accumulating soil moisture, as well as in increasing the density of crops, using a relatively small (1-3-year-old) planting material, the creation of almost exclusively mixed plantings with an increased proportion of related species and a multi-stage system of forestry care. So, if V. E. Graff performed four-fold plowing and kept the soil in black steam for two years, and took care of crops with an average density of about 2000 trees/ha for 11 years, carrying out 34-35 weeding of the soil during this period, then L. G. Bark, a supporter of the idea of using natural forces of forest formation - only single (in May and September) plowing, annual fallowing and 24 weeding of weeds in ordinary crops with a density of 13.1 thousand trees/ha. F. F. Tikhonov, the author of the Don and normal types of crops, limited himself to a single plowing at the end of summer, autumn harrowing and 9-11 weeding, bringing the planting density of 2-3-year-old seedlings to 15.9 thousand /ha and reducing the cost of work by more than 10 times compared to the technology of V.E. Graff. However, along with this, the stability of plantings has also significantly decreased. Neither pre-afforestation. the transfer of areas for field cultivation, nor a decrease in the proportion of related breeds (in the normal type of crops) and differentiated forestry care did not lead to the expected result. In young closed plantings, the main species (oak and ash Fraxinus excelsior L.) were "drowned out" and dropped out, and the elm trees turned out to be extremely short-lived.

Scientific background of the study

The scientific groundwork for the development of this study was started five years ago in 2015, where Shalkharov E.S., Nartai.A.N., Shalkharov Zh.E., Shalkharova S.E., Shalkharova A.E. and Shalkharova T.E. for the first time proposed issues of legal administration in the issues of forcing forest design, where biological, botanical, zoological entomological and agronomic specialties, together with agricultural specialties, would have been clearly designed using legal techniques, for which it was originally started as a legal project. However, due to the versatility of the present, other specialties were involved in the program, including practical specialists. In addition, the idea of research was influenced by natural factors, under which the number of trees in this area began to decrease, as a result of which fresh grass began to be burned by solar activity, which led to the beginning of an arid climate in this area.

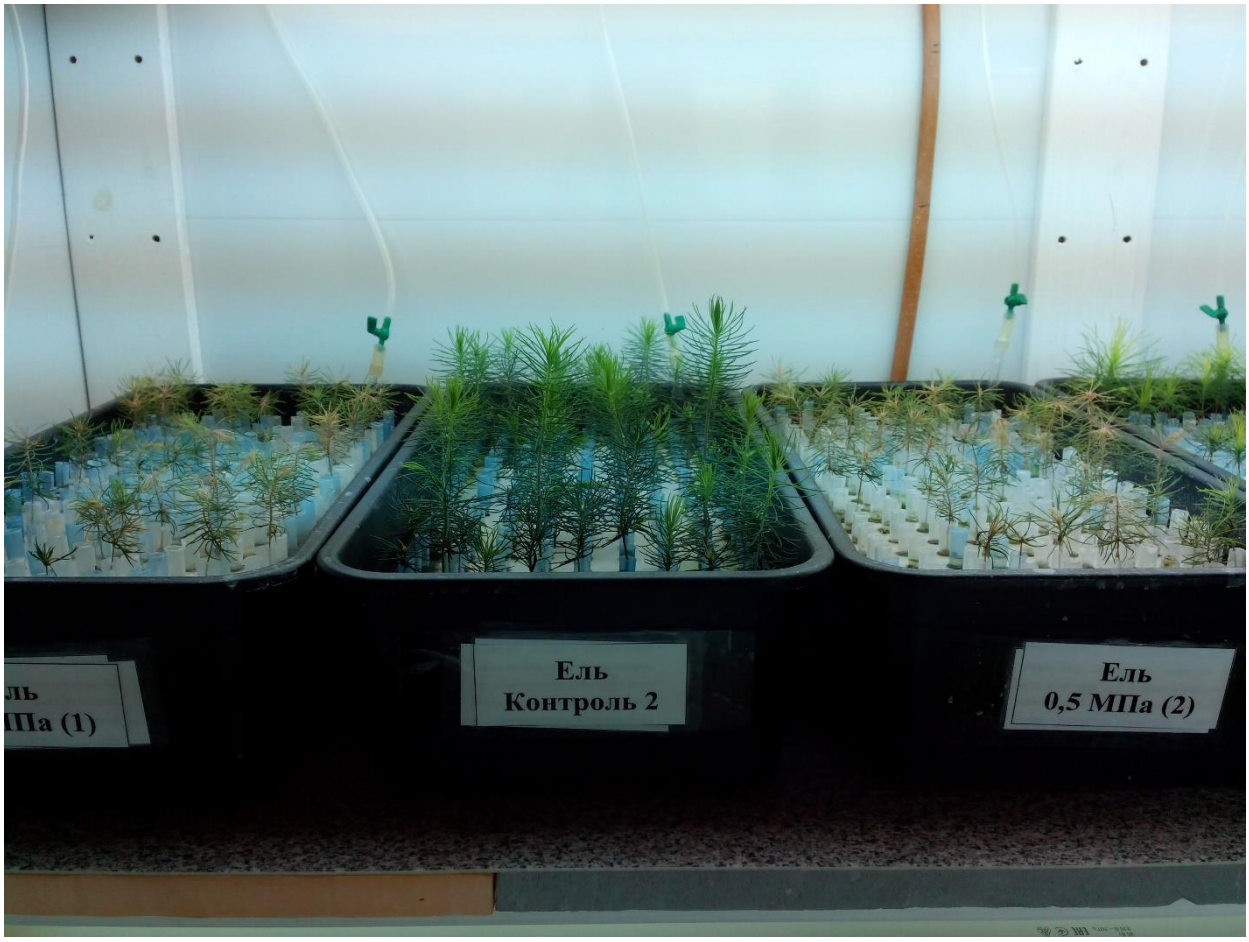
Picture 1. Planing the laboratory.

The novelty of the study.

Failures in the use of the normal type and other methods of steppe afforestation prompted the testing, mainly of different types of mixing of breeds and schemes of seating. The ideas of creating tree-shrub crops (G. N. Vysotsky) and tree-shade type (N. Ya. Dakhnov), placing rocks in groups (Yu. G. Lehman), cultivating oak in strips with subsequent planting of its satellites (F. K. Arnold), the purpose of which was to prevent the "drowning" of oak by "podgon", found application [1, 5, 6]. Noting the propensity of pure oak crops to rapid clarification, the attack of harmful insects, the possibility of their use as a form of low-trunk farming was also discussed on soils of questionable forest suitability [3]. Unfortunately, the successful pure oak cultures that took place during this period did not find proper explanation and distribution. Summing up the approximately 65-year period of work, during which 10.6 thousand hectares of forest plantations were created only in the southern steppes of Russia, in 1908 the congress of figures of steppe afforestation was able to draw only some preliminary and very cautious conclusions. It was assumed that the age of natural ripeness in steppe plantations occurs in 20-30 years, in the best conditions - 40 years. In this regard, without touching on the economic foundations of future forest management, a system of economy with a low turnover of logging, focused on obtaining a full-fledged growth generation, was recommended. Caregiving in plantings was proposed to be conducted in this way, so that by the age of the renewable felling, a moderately dense stand with a predominance of the main breed remains, and in the future, create complex plantings of tree-shrub and tree-shade types of mixing of moderate density with a felling turnover of 15-30

years. The Congress spoke in favor of continuing to study the conditions for the growth of plantations and natural forests in the steppe, without knowledge of which it considered it impractical to continue planting forests on a large scale.

Picture 2. The first graves in ultra.



Compliance with the state national program.

However, the decline and consolidation of agricultural production in the post-revolutionary period caused the need for a sharp expansion of forest reclamation works and scientific research in the field of protective afforestation. Particular attention was paid to the study of forest suitability, methods of agricultural tillage, biology of tree species, types of mixing and placement schemes of oak satellites, as well as the water regime of plantings and moisture availability of the main breed. The necessity was finally substantiated and the differentiation of forest suitability (agroforestry zoning) of the territory of the forest-steppe and steppe zones of the country was carried out, as well as the expediency of developing agrotechnical and forest-cultural techniques adapted to the specifics of soil and climatic conditions of the area, careful selection of breeds in order to reduce the tension of competitive relations in mixed plantings. The opinion has been established in science and has been implemented in wide practice that multi-row protective forest strips of mixed species composition with shrubs should be created, since stable plantings in the steppe should have "forest properties, i.e. the ability to form and preserve the forest environment. The post-war period is characterized by a significant expansion of the geography, spectrum and volume of forest reclamation works, caused by the need for rapid rethe formation and acceleration of the development of agriculture in the country, the next severe droughts and provided for by a number of state regulations. Once again, there was increased attention to the use of oak in the creation of both massive and strip plantings on zonal soil complexes. Extensive studies have been carried out on the methods of their processing and sowing acorns on the forest area, the possibility of growing oak crops with thickened biogroups without admixture of accompanying rocks has been established. On the contrary, interest has decreased and opposite opinions have appeared about the expediency of introducing shrubs into planting, creating protective plantings as forest ecosystems. Low-order forest strips with increased permeability of the windbreak profile have received scientific

justification and spread, which, as expected, turned out to be less durable than highly closed plantings.

The impact of research on the development of technology.

A valuable contribution to the development of knowledge was made by the study of plantings on chestnut soils of dry steppe and semi-desert. It was found that when afforesting the lands of arid regions, two ways should be followed: to choose the most forest-suitable areas (various kinds of depressions provided with additional moisture) or to change the properties of surface sediments by agrotechnical techniques. A positive effect on the safety (durability) of the main breed is provided by moisture-accumulating tillage, moisture stores, expansion of row spacing, timely removal of rows of shrubs and other measures to increase the moisture supply of the stand.

Picture 3. Graves in gumus recombinant without ultra.

Expected social, economic and environmental impact.

In different conditions and at many sites, it has been proved that an important feature of oak growth is the slow development of horizontal roots in the first years of its life and the development of the upper horizons of the soil, in which the bulk of the moisture of precipitation accumulates. This explains the rapid "silencing" of oak by satellites, including shrubs, and limits their use to slightly aggressive species (Malus sylvestris (L.) Mill., Pyrus communis L., Lonicera tatarica L., Ribes aureum Pursh, etc.). Even in the protective forest strips on the southern chernozem, a very short period of rapid oak growth (from 45 to 7-8 years) was noted, a sharp slowdown in the differentiation of the stand and it was considered advisable to "store" moisture in deep layers during basic tillage, leaving wide (4-5 m) row spacing. On the dark chestnut soils of the Salsk steppe (Lower Prindestrovie), an advantage in stability, growth and productivity of pure oak crops over mixed with other tree and shrub species was revealed. Plakory is proposed to be covered by the hollow-potyazhin method: 30-40% of the area - the dry land links of the hydrographic network - should be allocated to the forest, the rest should be left under meadow-steppe vegetation. And also apply 1-2-year-old fallowing of the soil; build dams with a height of 1.0-1.5 m on the runoff path and create pure oak crops with a density of 8-10 thousand /ha; in mixed wood-shrub type crops, occupy 6-8 thousand/ha of seats with oak.

The fundamental difference of the idea from the existing analogues.

The complex expedition of the Moscow State University, studying the causes of the collapse of 12-17-year-old plantations of the Kamyshin-Volgograd state protective forest strip, also recognized the unfavorable properties of climate and soil for forest growth in the southern steppe. However, she noted that they appear only in particularly dry years and can be significantly weakened or eliminated by agrotechnical techniques. With the exception of highly saline differences and saline soils, the quality of zonal chestnut soil types does not hinder the development of plantings. The differences in their growth and condition under the same conditions are caused by the difference in the agrotechnics of the main processing and the soil content in the crops. Biocenotic features of plantings play a subordinate role. The main reason for their early death is a lack of moisture. Entomovrediteli attack the weakened tree stand and accelerate its death. .

Picture 4. Union graves with ultra and recombinants

The final result of the study.

In the post-war period, practical work and scientific research on afforestation of the sands of the steppe zone were also greatly developed. Numerous classifications of forest suitability, methods, techniques and means of mechanization of their processing, creation of pine crops, increasing the durability of stands have been developed. A water balance concept of afforestation is proposed. The water-salt regimes of semi-desert and desert arenas, their dynamics under the influence of forest plantations have been studied. The possibility of large-scale afforestation of low-moisture sands of the arid zone is substantiated.

Hypotheses: primary hypothesis, secondary hypothesis and tertiary hypothesis.

To verify the results of these studies, the authors have proposed some hypotheses.

The primary hypothesis.

In accordance with the primary hypothesis, it can be indicated that the planting of coniferous-deciduous forest on the territory of the Beynetkesh settlement of the Pervomaisky district of the Tolebiysky district of the Turkestan region of the Republic of Kazakhstan with its further transformation into a national natural park will positively affect the ecological situation in the region

Secondary hypothesis.

In accordance with the secondary hypothesis, it can be indicated that the planting of coniferous-

deciduous forest on the territory of the Beynetkesh settlement of the Pervomaisky district of the Tolebiysky district of the Turkestan region of the Republic of Kazakhstan with its further transformation into a national natural park will positively affect the economic situation in the region.

The tertiary hypothesis.

In accordance with the tertiary hypothesis, it can be indicated that the planting of coniferous-deciduous forest on the territory of the Beynetkesh settlement of the Pervomaisky district of the Tolebiysky district of the Turkestan region of the Republic of Kazakhstan with its further transformation into a national natural park will positively affect the social situation in the region.

The degree of interconnectedness of hypotheses with research design.

The design of research is supposed to be qualitative with elements of cohort techniques. The present involves a sample of about 5,000 respondents to indicate the will of citizens regarding which of the selected three components is the most acceptable.

LITERATURE REVIEW

Along with solving specific tasks of scientific support of afforestation, for about a century and a half, the search for an answer to the question of the main cause of the treelessness of the "steppe plains". as the theoretical basis of steppe afforestation continued. The climate hypothesis formulated by G. N. Vysotsky has received the greatest recognition. Studies in European countries, where the problems of afforestation and artificial reforestation are also quite acute, have led to similar conclusions on a number of fundamental positions. Thus, W. Maciaszek [39], studying the causes of the drying of oak forests in southeastern Poland, found that under the drying oak stands the soil is significantly smaller (on average by 27 cm), more polluted, or contains significantly more clay, and physiologically drier. M. RoNtas, having examined the oak stands of various ages on a large area (Osijek district in Croatia), I came to the conclusion that the planting of 1-2-year-old seedlings is more effective than sowing. And when you rise. On the contrary, the advantage is recognized for nesting oak crops in the renewal of wind areas in the forests of Stuttgart. Based on the data of complex studies (dry mass of shoots, leaf surface, relative increase in diameter, nitrogen concentration in leaves, etc.) M. Löf convincingly proved the harmful effect of herbaceous vegetation on the growth of young oaks. J. Ceitel, J. Szmyt believe that in the conditions of Poland, the area of the initial planting place in oak cultures should not exceed 1.5 m2, which is consistent with the opinion of researchers from Croatia S. Matic, M. Orsanic, I. Anic. According to their data, for the formation of stands of the best quality, the optimal sowing density should be from 10 to 20 thousand plants per 1 ha, but already at the age of 22, the best growth rates were noted in pure oak crops with a density of about 9 thousand/ha (1.4 x 0.8 m) compared with thicker ones (14-24 thousand/haha). R. Mosandl in pure oak crops in different habitats (Germany), up to the age of 20, recommends cleaning by the grassroots method (cutting down mostly dying trees). And later, every 10 years, select target trees and cut down 1-2 of the strongest competitors around them. Thus, acquired and, to a large extent, accumulated in forest-cultural principles ("accumulation, conservation and economical use of moisture"; "the tougher, the simpler") knowledge can significantly increase the durability of artificial plantings in the arid zone. These principles, however, have not been implemented in strictly justified technological regimes for the creation and cultivation of both massive and strip plantings and have not received a complete scientific formalization. In recent decades, due to the almost complete cessation of forestry this knowledge is gradually being lost - washed out of the specialized literature, the consciousness of scientists and specialists. In particular, we have not received an exhaustive quantitative justification of the concept of "treeless steppe plains", an assessment of the forest suitability of land. The reason for the onset of the "critical age" - the mass death of full-fledged plantings in 15-40 years - has not been definitively explained; no consensus has been found in assessing the value of differentiation, admixture of shrubs and pure crops to increase the drought resistance of the stand. The formula of optimal mixing of breeds in oak cultures has not been revealed, etc. Views on the density of planting, the effectiveness of logging care in pine saplings, the creation of mixed crops, etc. remain in a state of discussion, that is, neither theoretical nor practical justification of the optimal ratio between gardening and forestry techniques for afforestation of arid zone lands has not yet been completed. The purpose of the study is to develop scientific foundations and proposals for the technology of creating sustainable broadband and massive forest plantations on complex zonal soils with a high deficit of atmospheric humidification of the territory. Objects, materials and methods. The main object of theoretical and experimental research was the water regime of pine monocultures - based on numerical and physical models of plantings in the conditions of the south of the Eastern European (Russian) plain. In addition, the growth and current state of deciduous plantations of state protective forest strips (GZLP), "industrial oak forests" in the lower reaches of the Volga and Don are considered - on temporary test areas using generally accepted methods using systematic data analysis. Results and discussion. It was established on models of pine stands that the main reason for the treelessness of steppe plains, the fragility of artificial plantings is the excessive

dynamism of atmospheric moisture over the years, a critical decrease in the reserve of soil moisture and moisture availability of the stand in dry years. In the conditions of a continental climate, the dynamism of moistening the root-inhabited layer (CS) by atmospheric precipitation is inversely proportional to their annual rate and the direct moisture capacity of this layer, and the instability of the moisture supply of plantings is directly proportional to their need for soil moisture and the dynamism of atmospheric moistening. Thus, the ratio of the minimum to maximum value (stability) of the annual atmospheric moisture flow into the rhizosphere of pine crops decreases from 75-70% on the sands of the northern forest-steppe to 31-25% on medium sandy loams - loams of the dry steppe. It is practically a function of the zone, only 4-15% is determined by the granulometric composition of the CS and does not depend on the vegetation cover. From 25-30% to 48-59% in the same direction, moisture reserves increase for the accumulation of excess weight of needles in young trees that are not provided in droughts. The stability of the moisture supply of young plants (the ratio of the possible supply of soil moisture to the actual need of a closed plantation) in the given range of conditions is reduced by 5-6 times. It is 26.6% due to the zone, 27.5% due to the nature of the soil and 44.5% due to the stock of leaves (needles). It must be assumed that for this reason, with the increasing aridity of the territory, forest ecosystems are shifting to less moisture-intensive and poor soils, increasing the density of stands and reducing their habitus, and, finally, changing plant formations. The forest suitability of land should be understood as the ability of the soil to in the specific conditions of humidification and evaporation, to satisfy the need of the stand for water and mineral nutrition during its rapid growth in the closed state of the canopy, that is, during the maximum of its moisture demand at the maximum of unproductive evaporation. During this period, the death of young plantings of fast-growing rocks occurs or is most likely in dry years when the buffer reserve of soil moisture is exhausted.

RESEARCH METHODOLOGY

As a formulation of the clarity of the scientific research question, it is possible to identify the question according to which the interdisciplinary norms of rational monitoring of green technologies through applied forest design will positively affect the environmental, economic and social situation in the region. This formulation clearly reflects the purpose, question, assumptions and hypotheses of the research plan, justifying their degree of scientific character systematically and systematically. To answer this question, an attempt was made to substantiate the present with the help of three hypotheses, the realism of which is associated with the purpose and expected results of the research plan. The primary hypothesis suggests that interdisciplinary norms of rational monitoring of green technologies through applied forest design positively affect the ecological situation in the region, since a large number of deciduous trees emit a sufficiently large amount of oxygen, a large number of coniferous trees, a large number of phytantsites, and mountain air is an excellent aerodynamic tunnel for correct propagation. The secondary hypothesis suggests that interdisciplinary norms of rational monitoring of green technologies through applied forest design positively affect the economic situation in the region, since in the future nearby villages will be able to collect and sell berries such as blackberries, raspberries, blueberries, lingonberries, blueberries, sea buckthorn, as well as nuts, mulberries and pine nuts, not counting the organization of tourist centers and shops where tourists can shop. The tertiary hypothesis suggests that interdisciplinary norms of rational monitoring of green technologies through applied forest design have a positive impact on the social situation in the region, since the present will immediately provide a large number of jobs, organize the infrastructure of service personnel and other favorable changes for the region. To prove the hypotheses, an attempt was made to substantiate them with the help of research strategies and approaches that suggest using descriptive, correlation, and experimental studies in the program, depending on the periodicity of tasks, the sequence of which varies depending on a particular stage of the program implementation. The study has a clear systematic achievement of the set goal through concrete actions for a systematic transition from one task to another. In addition to a certain periodicity, the present also illustrates the compliance of resources, deadlines and the content of the work performed with the goals, objectives, methodology and expected results of the study. As a research strategy, such can be designated by virtue of the use of one methodological tool in one task, the use of other techniques in the second and the use of other techniques in the third task. The research approaches in the study are experimental in nature, where participants try various kinds of methodological tools in accordance with the results obtained. A number of approaches have been developed, indicated in this section, to which sequences will be determined. These approaches in the framework of the research plan include experiments that are completely new and have not been used in such studies before. Due to the urgency of the need for such an experiment, it can be considered quite modern. All experiments are planned with a certain frequency and systematics encoded in a certain algorithm, which justifies the correctness of the planning of experiments for its subsequent statistical data processing.

2) It is also possible to briefly describe the most important experiments that will be carried out around certain deciduous and coniferous trees, shrubs,

flowers and grasses, the adaptation of which will be carried out with their division into specialized groups that will be treated with different types of fertilizers and concentrates. In addition, purchased animals and birds are also subject to experiments, which will adapt to the region gradually. So, the present provides for the work of a specialized specialist who will be engaged in the adaptation of these species to the region. Protection issues will also be assigned to the breed of Carpathian wolves (Czech Vlchak), which is a relative of the modern wolf, but easily tamed by humans and which, on a full stomach, will not only give the appearance of the inhabitants of the local forest, but also protect the local fauna from stray dogs, other wolves, cats and jackals. The experiment will be aimed at as much as possible. Thus, the experiments cover both flora and fauna objects, observations of biometric indicators of which are compared in time progression. These experiments as scientific methods and approaches, like all others, directly correspond to the goals, objectives, hypotheses and expected results of the program. At the same time, the data of visual and internal characteristics will be recorded weekly both in centimeters, oxygen and other indicators of plants, and in the nature of animals, which in a certain progression will show the reliability of the collection of initial data and their sources. This collection method is consistent and associated with the research question and proves the validity of the methods used in the study.

3) Methodologically, this study assumes an abundance of methodology of several sciences, ranging from legal and ending with forestry and biological, depending on the stages, specifics and nature of the work. This is exactly what is an indicator of the possibility to achieve breakthrough scientific and scientific and technical results due to the uniqueness of the interdisciplinary system, which involves creating the foundations for solving environmental problems, improving the environmental situation, based on environmentally friendly safe technologies. Since the project assumes a symbiosis of administration and execution of such, to begin with, the use of three types of methodological tools appears: externally descriptive, internally detailed and statistically correlative. All three methodological tools are innovations and solve methodologically problematic areas.

1. An externally descriptive tool involves the use of four types of design of research results. The justification of this scientific method is the need to use a descriptive tool of the information array in the project. It is interrelated with the first task related to the processing of literary data. It includes cluster systematization, two-dimensional design of the reflection of tasks and the catalyzation of literary data by a legal element.

1.1. Cluster systematization of the information array. This methodological tool involves grouping semantic blocks in the text by the order of transition from a larger variable to a smaller one. It is necessary in the study, as it helps to fix the transition from the general meaning to the result under study. Deduction, induction, and abstraction can also be included in this group.

1.2. Two-dimensional design of task reflection. Assumes a visual analysis of the results of the answered tasks. Each section responds to one specific task. In accordance with this analysis, it is possible to observe the total addition of the results of tasks to achieve a common goal, and it is possible to notice the gradual achievement of the goal from one task to another.

1.3. The catalyzation of literary data by a legal element. Allows you to notice the adaptability of the literature used to the studied territorial space or population.

2. An internally detailed methodological tool justifies a number of certain scientific and legal methods, the purpose of which is a detailed analysis of elements with a vector accentuation of key nuances. It is interrelated with the second task related to the analysis of actions, omissions and responsibility. Assumes the presence of certain methods:

2.1. Multidimensional subjective analysis. Allows you to conduct a subjective analysis of each of the variables for strengths.

2.2. The Lawrence and Wilson pyramid for the identification of obligations. Assumes the analysis of variables by means of a simple formula.

2.3. The Mason Awns scale for the analysis of rights and obligations. A scientific tool that identifies parameters along a logical chain.

2.4. The system of distribution of comparations.

3. Statistical correlation research is justified by an assessment of the interrelationships between several factors, called variables, which are not controlled by the researcher, and which, in turn, is aimed at establishing changes in one variable when another changes or influences it. Data processing is assumed using the SPSS program, which will give greater validity to the results of the study, the reliability of which is determined by demonstrating consistency between the research question and data collection methods. The joint systematic application of the above methods makes it possible to achieve the specified research goal in order to achieve the expected results, including with regard to forecasting the consequences of the results of the implementation of scientific, scientific-technical and innovative projects, scientific-technical, socio-economic, environmental consequences of the implementation of which will be issued in the form of a specialized educational publication "symbiotics of diverse methodological mechanisms in one project".

RESULTS & DISCUSSION

The forest suitability of lands is a gradient multi-vector field with increasing indifference of the edaphic (soil) vector of forest formation in the direction of increasing aridity of the climate and with the age of plantings. A reduction in the norm of atmospheric precipitation brings together the forest-growing efficiency of soil differences, causes a shift in forest suitability towards less moisture-intensive deposits. Thus, it was found that the amount of effective moisture saturation of the pine stand with atmospheric precipitation is mainly determined by the zone (precipitation norm). Its influence (tightness of connection) increases from wet years to dry years, and in acute droughts it approaches 100%. The influence of the granulometric composition (moisture capacity) of this layer varies in the opposite direction. In wet years it approaches 50%, in acute droughts it does not exceed 2-3%. In arid areas, forest-suitable and conditionally forest-suitable lands should be allocated. On conditionally forest-suitable lands, sustainable forest formation is possible only with its artificial stimulation (assistance in the formation and preservation of the forest environment). The decrease in the forest suitability of the lands is accompanied by a decrease in the energy of growth, differentiation and drought resistance of the stand.

Picture 5. Ultra graves effecting in two types of conditions.

A damper for reducing drought resistance is an increase in its density and the formation of a large buffer (starting) stock moisture in COP, timely reduction of the weight of needles in pine forests. During the growth of crops in the steppe, their moisture supply changes from sufficient (during the period of agrotechnical care and the presence of unused moisture in the soil) to scarce (after a significant increase in the water content, closing, drying of the lower layers of the humidification zone (soaking) and switching to feeding exclusively with the moisture of precipitation of the current hydrological year. With age, the drought resistance of full-fledged plantings increases due to the development of roots, early culmination and a decrease in growth, but in the dry steppe and semi-desert it remains insufficient even with high planting density. In these conditions, it can be maintained at an acceptable level only by cutting care (thinning), therefore, crops should be created thick enough. The drought resistance of plantings and the efficiency of logging decrease with the increasing aridity of the climate and the heavier composition of the soil.

Their frequency and intensity should be increased with an increase in the deficit of atmospheric humidification of the territory and the content of clay particles in the feed layer . Soil fertility increases the threshold of plant resistance to soil moisture deficiency, but provokes excessive development of assimilation organs and an increase in the intensity of its consumption, reduces the drought resistance of plantings. At the same time, with high moisture capacity of sediments (during the period of soil maintenance in a pure steam and weed-free state

in non-closed crops), a large volume of root-accessible moisture accumulates in the aeration zone. This moisture, providing additional nutrition. The same basic patterns of the dynamics of forest suitability of lands, nutrition and development of hardwood stands, but somewhat sharper, can be traced on the watersheds of arid regions with complex zonal soils. The study of the growth and condition of the plantings of the Penza-Kamensk, Kamyshin-Volgograd and Volgograd-Elista-Cherkessk drive-dividing GPLPS (in the form of 3-4 wings 60 m wide, placed 300 m apart) in 2006-2011 led to the following results. On steppe chernozems and dark chestnut soils, the safety of plantings at the end of the twentieth century was about 80% of their design area. Almost entirely they consisted of 50-60-year-old mixed stands of oak (about 70%) and ash (F. lanceolata and F. excelsior L. - 20%) of seed origin. Clean plantings of these rocks occupied 3-4% of the area. They developed in the mode of forest ecosystems, had, in general, a good and satisfactory condition. On complex chestnut, light light chestnut soils, the safety of plantings did not exceed 5-20%, and on heavy ones, only fragments of forest strips remained in the relief depressions. At first, plantings older than 50 years were represented by mixed ash (45-50%), oak (10-20%), pure and mixed stands of Ulmus pumila L. and Ulmus minor Mill. seed-growth origin, satisfactory and unsatisfactory condition.

Picture 6. Similar conditions in swop.

Picture 7.

On the second - ash-elm overgrown plantings at the age of 20-40 years prevailed. With a row spacing of 1.5-3.0 m and a chronic lack of forestry care, the formation and condition of the plantings were mainly influenced by the breed composition, the type of oak culture (sowing, planting) and the type of mixing of breeds. On chernozems, up to 50-55 years fell out of the composition of mixed plantings, and on unsalted differences of chestnut soil types 5-10 years earlier, birch, squat elm, elm, fruit satellites, Tatar maple. In the thinning plantings there was self-seeding of oak, as well as undergrowth of ash, somewhat less - maple, elm. On heavy chestnut and light chestnut soils, the opening of the canopy and the destruction of the forest environment in the mother plantings occurred mainly in 20-40 years. In single-tiered, it was accompanied by blackening of the soil, in multi-tiered - by the violent development of undergrowth, and in depressions and undergrowth. In places of timely logging, short-lived growth generations have formed. On all types of steppe soils, oak has an advantage in growth and durability. But in narrow-row mixed plantings, fast-growing rocks often outgrow and displace it from the composition. In the best seed plantations, the proportion of oak is at least 30%. In broad-row crops, ash trunks lean towards the light, reduce height and marketability. The best quality oak-ash plantings are formed with a row spacing of 1.5-2.0 m, but with the large participation of ash after 40-50 years, the death of oak is noticeably accelerated. In thickened clean rows, the basal part of the oak trunks has a "corkscrew-shaped" shape. With rare standing, the peculiarity of its growth is the formation of numerous "forks" and water shoots. When the distance between the rows is more than 3 m, the "fork" of the trunks begins already from a height of 2-3 m. On steppe soils in ripe mixed stands, ash trees are 1.0-1.5 m inferior to oak in growth and productivity, but have increased safety and closeness of crowns in rows. They suppress the growth of shrubs earlier and more successfully, they resume better in plantings where they predominate in the composition. On light semi-desert soils, on the contrary, F. exseIog B. 0.5-1.0 m above the oak. Under the same conditions, dwarf stands with a height of 2-4 m and a diameter of 2-6 cm with strongly curved trunks are formed from pure oak crops without logging. Alternating rows of oak and shrub does not improve its growth.

Picture 8. Ultra grows. Generation 2

Large shrubs often reach an average height of 7-8 m (as the main species in the best plantings). On light chestnut soils, clean plantings of shrubs (scumpia, Tatar honeysuckle, golden currant, etc.) grow and renew better, have high durability. On chernozems and dark chestnut soils, due to the rapid growth of forest-like rocks from a young age, the admixture of shrubs does not accelerate the formation of plantings, and after closing (from 20-25 years) worsens their sanitary condition, inhibits growth (g = -0.22 ... - 0.47), the renewal of oak and its companions. In plantings where oak was cultivated by sowing, its growth slows down to 20-25 years (g = -0.4.-0.5) with an increase in the density or proportion of oak in the original composition. Obviously, this is caused by the thickening of the nests (rows), the lack of timely cleaning. Subsequently, as the stand is thinned, this influence gradually weakens. The presence of ash in the plantation, on the contrary, is not strong (g = 0.36-0.49), but accelerates the growth of oak, up to about 30 years (possibly due to the suppression of the growth of shrubs and straggling oaks), and in subsequent years it does not affect it.

CONCLUSION & RECOMMENDATIONS

As a conclusion and recommendation, it should be noted that for the Republic of Kazakhstan, namely for the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan, it is quite expedient to approve an application for grant funding regarding the mass planting of coniferous-deciduous forest on the territory of the village of Beynetkesh of the Pervomaisky district of the Tolebiy district of the Turkestan region of the Republic of Kazakhstan with its further transformation into a national natural park. At the same time, it is important to note that the present will have a positive environmental, economic and social effect not only on the Tolebi district, but also on the entire Turkestan region.

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Issue Article

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WAY FOR INTEGRATION OF THE REFUGEES IN BULGARIA

Abstract: *Integration is a dynamic, long-term and two-way process of mutual adjustment of asylum seekers and citizens of the host country. The integration of refugees is one of the indicators for the democratization of society, for the development and promotion of human rights and freedoms. As a continuous and multifaceted process, integration requires the efforts of all actors involved: the willingness of refugees to adapt to their host society without having to give up their cultural identity, and the willingness of the host community and public institutions to perceive refugees as equals.*

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Introduction

Today, the world is facing an unprecedented refugee crisis and the integration of refugees is part of the framework for refugee protection adopted at European level and it aims to share responsibility. In the first country in the European Union to which they enter, asylum seekers can obtain refugee status or other protection after applying and receiving a positive decision from the national authorities. Refugees are people fleeing armed conflict or persecution. They are recognized as such in the host country on the basis of well-founded fears of persecution due to their race, religion, nationality, political views or belonging to a particular social group [3].

The number of refugees who choose to settle in Bulgaria is relatively low and the lack of effective and timely support can have a detrimental effect on those who want to integrate, and the provision of basic support is crucial for their more successful integration. When integration is well managed not only in Europe but also in many parts of the world, host communities benefit in all areas - social, economic and cultural.

Refugees are protected in international law by the 1951 Convention relating to the Status of Refugees [9] and its Protocol, ratified by a law of the National Assembly of 1992 [12].

The legal framework for integration of foreigners granted asylum or international protection in the Republic of Bulgaria is established in the Asylum and Refugees Act [7] and in the Ordinance on the terms and conditions for concluding, implementing and terminating an agreement on integration of foreigners granted asylum or international protection [10]. The ordinance regulates the rights and obligations of the participants with a view to conducting the integration process, as well as the ways, terms and procedures for their implementation. The ordinance applies to persons with asylum, refugee or humanitarian status on the territory of Bulgaria, persons who have received international protection after relocation from another EU Member State and persons resettled from third countries [4].

Already in the mid-90s of the last century a zone for social contacts and activities was established in the only then registered Registration and Reception Center at the State Agency for Refugees (SAR) at the Council of Ministers for Candidates for International Protection in Ovcha Kupel. Although initially it was only a place to overcome the isolation of women living in the center seeking international protection, it later acquired the status of an Integration Center (Center) with a specific structure, agenda and

programs. The activities in the center are provided financially and administratively by SAR, which also acquires licenses for vocational training. The center starts conducting daily courses in Bulgarian language, led by specialists in teaching Bulgarian as a foreign language, courses in hairdressing, cosmetics, fashion design and computer work [4, p. 43].

In 2005, Bulgaria adopted a program for the integration of refugees. The initiative involved a small number of people, about 100 a year, and was led by the State Agency for Refugees. In 2013, as a result of the increased flow of asylum seekers, Bulgaria adopted a new integration model, delegating certain responsibilities to various institutions. In August 2016, an Ordinance on the terms and conditions for concluding, implementing and terminating an integration agreement was adopted, which allows the integration of refugees to take place with the participation of local authorities and regional structures of a number of state institutions [10].

Sustainable and targeted support for the integration of refugees is possible and anyone can be the engine of change. Integration is a process that can be thought of as a journey in which we all participate, each of us with our role and responsibilities [2].

In the Ordinance on the terms and conditions for concluding, implementing and terminating the agreement for integration of foreigners with asylum or international protection, important responsibility in connection with the integration process is assigned to the municipalities. Municipalities are those who participate in the integration process and they have the knowledge and experience to support members of the community in order to provide effective assistance to those who need it. The provision of housing, education, language courses, financial assistance, employment, health care are the elements that are leading to a successful integration.

The integration of refugees is carried out through specific measures and services in several priority areas, which provide protection against discrimination, equal treatment, social inclusion and access to opportunities based on the principle of equality: access to education and training in Bulgarian, employment, recognition of qualifications, health care, social assistance, housing and integration into the social, cultural and civic life of society. The goal of the integration policy is to create social, economic, cultural and political preconditions for the integration of the recipients of international protection into the Bulgarian society in accordance with the policies of the European Union for the integration of immigrants [2, p. 7].

The task of the communities is to meet and support the re-socialization of newcomers as equal citizens of our country, in the observance of human rights and the rule of law. It is of particular importance to encourage the participation of beneficiaries in social, public and economic life.

A favorable integration environment includes overcoming cultural differences and building a network for cooperation between a wide range of actors: local governments, state institutions and representatives of refugee communities.

The Ordinance regulates the procedure and conditions for concluding, implementing and terminating the agreement for integration of foreigners granted asylum or international protection in the Republic of Bulgaria; integration indicators; the participation of the central government bodies and the mayors of municipalities in the process of implementation of the integration agreement; the control and coordination of the integration agreement, as well as the responsibility for implementation.

Indicators of the effectiveness of the process of integration of asylum seekers or international protection include access to: social assistance and social services, housing, health, training, employment and education [10].

The process of integration of persons with asylum or international protection in the municipality according to *the Ordinance* goes through the following stages:

The first stage is *preparatory*. It assesses the needs of the municipality for a new population, as well as the possibilities for providing the foreigner and his family members with the minimum set of public services required by the Ordinance, as well as other services that the municipality can offer. Actions are taken by the mayor of the municipality, the foreigner and the State Agency for Refugees (SAR) before concluding the integration agreement, which include: submission of an application by the mayor to the State Agency for Refugees and also submission of an application by the foreigner also to SAR.

Based on the applications submitted by the mayor of the municipality and the foreigner, the State Agency for Refugees:

– creates a register of the municipalities of the persons who have expressed a desire for integration and keeps a register of the number of persons who have concluded agreements;

– conducts information campaigns in the municipalities for the persons who have been granted asylum or international protection;

– provides information to the mayors of the municipalities on the concluded integration agreements, which contains information on gender, age, marital status, country of origin, level of education, professional experience and qualification, skills they possess, as well as family members, availability of accompanying persons with special needs, for whom integration measures as well as other important information should also be identified.

After the foreigners declare their wish to conclude an integration agreement, the host municipality prepares an individual integration plan

for the foreigner and sends it to the State Agency for Refugees together with the integration agreement.

The second stage includes the conclusion, *content and implementation of the integration agreement*. Upon the arrival of the foreigner in the host municipality, the mayor or an official authorized by him shall conclude an integration agreement with him. The integration agreement and the individual integration plan give rise to interrelated rights and obligations of the mayor of the municipality and the foreigner. Within the limits of their powers, the bodies of the executive power are obliged to render assistance to the mayor of the municipality and to the foreigner in the implementation of the agreement.

The integration agreement shall include the rights and obligations of the foreigner, as well as the rights and obligations of the mayor of the municipality. The integration agreement is concluded in writing for a period of 1 year, with the possibility of extension at the suggestion of the mayor of the municipality with the consent of the foreigner.

In cases where the foreigner is accompanied by members of his family who are dependent on him, a general integration agreement is concluded, and separate integration plans are prepared for each adult member of the family.

The integration agreement contains the following measures:

– providing housing for the persons granted protection and their families;

– enrollment in kindergarten and state or municipal school of children subject to compulsory pre-school and school preparation;

– conducting training in Bulgarian language;

– health insurance and services;

– vocational guidance and inclusion in adult education;

– inclusion in programs and measures for employment and training;

– information on advertised vacancies [2].

The obligations of the mayor of the municipality in connection with the implementation of the integration agreement are the following:

– reception and housing of the foreigner and his / her family members;

– providing material or financial assistance to meet the basic household needs of the foreigner and his / her family members according to the individual integration plan;

– rendering assistance to the foreigner and the members of his family for: entry in the population register; submission of an application for issuance of Bulgarian personal documents; choice of personal physician; registration with the Labor Office Directorate; if necessary, referral to the Social Assistance Directorate; access to other administrative services;

– providing and controlling the compulsory pre-school preparation of children and the compulsory school education of students up to 16 years of age;

– payment of health insurance for each person for whom an integration agreement has been concluded, for the period before starting work, but not later than the term of the agreement;

– organizing training in Bulgarian language in accordance with the integration agreement and the individual integration plan of the foreigner;

– provision of monthly allowance for children enrolled in a preparatory group for compulsory pre-school preparation, in the amount determined for Bulgarian children in the State Budget Act for the respective year;

– monitoring the implementation of the integration agreement;

– reporting on the implementation of the activities set out in the integration agreement;

– and individualized in the signed integration agreement and in the prepared individual integration plan [10].

In connection with the implementation of the integration agreement, the alien undertakes:

– to fulfill its obligations envisaged to achieve the goals set in the individual integration plan;

– to notify the municipality of the occurrence of circumstances that require a change in the individual integration plan;

– to ensure the attendance of a municipal or state kindergarten, respectively a school, by the minor members of his / her family;

– to use the home provided to him with the care of a good landlord;

– to accept the proposed appropriate work and / or inclusion in programs and measures for employment and training of adults, as well as in programs and projects with integration focus.

In case of change of his address registration at the current address, the foreigner has the right once on his own initiative to conclude a new agreement with another municipality for a period not exceeding the remaining time for implementation of the first agreement.

With regard to the implementation of the agreement, the Ordinance allows for the establishment of partnerships between municipalities, non-governmental organizations for the implementation of the integration agreement [10].

The integration agreement is terminated:

– in case of death of the foreigner:

– by mutual agreement between the foreigner and the municipality;

– in case of a convicted foreigner with an effective sentence imposing a sentence of imprisonment;

– in case of revoked or terminated international protection;

– in case of culpable non-fulfillment of the obligations under the agreement by the foreigner or the municipality;

In case of guilty conduct on the part of the foreigner, the mayor of the municipality shall unilaterally terminate the agreement in the following cases:

– non-fulfillment of the obligations under the agreement and the measures set in the individual integration plan;

– refusal of proposed appropriate work and / or inclusion in programs and measures of employment and training of adults;

– systematic violation of public order.

The sources of financing of the measures and activities for integration according to the Ordinance are: national financing; European funds, such as the Asylum, Migration and Integration Fund, operational programs under the European Social Fund, the European Regional Development Fund, etc. [2].

At the end of 2020, after the European Commission presented the new draft Asylum and Migration Pact, the new EU Action Plan for the Integration and Inclusion of Third-Country Nationals (2021-2027) was presented. The Action Plan proposes concrete actions and guidelines for priority areas of integration and outlines funding designed to ensure the inclusion of all third-country nationals, incl. and refugees. Compared to the previous plan, the current one emphasizes the role of local authorities in the integration of refugees in addition to measures at the national level. The Action Plan as a whole proposes a number of measures to support and stimulate the integration of both national and regional and local authorities.

The EU Action Plan for the Integration and Inclusion of Third-Country Nationals focuses on: Gender mainstreaming and women's inclusion; close cooperation with regional and local authorities; long-term integration, through funding; involving everyone, including through targeted support.

The EU's main actions for integration and inclusion include: access to adequate and affordable housing financed by the European Regional Development Fund, the European Social Fund Plus, the Asylum and Migration Fund, and the exchange of experience at local and regional level to combat discrimination in the housing market; inclusive education and training from an early age, with a focus on the recognition of qualifications and the continuation of language learning; improving employment opportunities, assessing the contribution of migrant communities by recognizing their skills; promoting access to health services, with the Plan seeking to ensure that people are informed of their rights and take into account the challenges facing third-country nationals. The Plan provides support for the exchange of best practices between Member States [11].

The new Pact on Migration and Asylum covers various elements necessary for a comprehensive European approach to migration. Some Member States still face the challenge of managing the external borders, others have to deal with mass arrivals by land or sea or overcrowded reception centers, while others face a huge number of unauthorized refugee movements. The creation of the new Pact is a result of the need to create a new, stable European framework to regulate the actions of member states in situations of crisis and pressure. This European legal framework will provide security, clarity and decent conditions for men, women and children arriving in the EU, while reassuring Europeans that migration is managed in a humane and effective way.

The new Pact integrates migration, asylum, integration and border management policies by introducing faster and smoother migration processes and stronger management of migration and border policies with the help of modern information systems. The aim is to reduce illegal and dangerous routes by promoting safe legal routes for those in need of international protection.

The National Refugee Integration Program is provided financially through the SAR budget and includes:

– a package of measures for the integration of newly recognized refugees;

– elaboration of a directory with information on the rights and obligations of refugees in Bulgaria, the powers and functional competence of state institutions and non-governmental organizations working with refugees;

– provision of housing services for refugees - information, assistance with administrative formalities, address registration, legal assistance and consultations;

– inclusion of refugees in employment and craft training programs at the labor offices and the National Chamber of Crafts, as well as their training in the development and implementation of small business projects;

– normative regulation of the access of adult refugees without education to the state educational system;

– involvement of social mediators in the activities for social assistance to refugees;

– inclusion of refugees in national programs for health prevention and prevention of diseases;

– inclusion of refugees with special needs in various forms of psychosocial work, medical care, social patronage and cultural activities, etc.

Those wishing to join the National Refugee Integration Program (NRIP) submit an application within a certain period of time after receiving protection - refugee status or humanitarian status. A social worker from SAR conducts an interview with them, on the basis of which an individual integration plan is prepared. The individual integration plan

includes specific measures for the integration of the person and his family and deadlines for their implementation. The applications and plans are reviewed by an Integration Commission appointed by the Chairman of SAR, which in addition to employees of the agency includes representatives of NGOs, UNHCR and other institutions involved in the integration of protection recipients in the Republic of Bulgaria.

After a positive decision of the Integration Commission for inclusion of a person or family in the program, an Integration Agreement is concluded between him and the Chairman of SAR, which sets out the rights and obligations of both parties.

The process of integration of refugees includes sectors for social and economic integration. The two sectors of integration are interrelated and include measures and access to rights similar to those of Bulgarian citizens.

The sectors for integration are [8]:

Housing - persons with refugee and humanitarian status included in the National Program for Integration of Refugees (NPIR), find suitable housing themselves or use the services of intermediaries from NGOs (BRC), which assist in finding housing.

Through the mediation of the mediators, a contract is concluded with the landlord in accordance with the Law on Obligations and Contracts, a copy of which remains in the personal file of the refugee, and the amount of the rent is determined. To rent a property it is necessary for the persons to have valid Bulgarian or international identity documents.

After renting the apartment, the person who received refugee or humanitarian status (tenant) must make an address registration in the municipality in the presence of the homeowner, present personal documents, lease agreement, notary deed and consent of the property owner . When people have their own funds, they can rent a house with a higher rent, but the difference is not paid from the program budget.

Persons who have received refugee or humanitarian status may also be accommodated in municipal housing, which is done on the basis of ordinances that determine the conditions for establishing the housing needs of citizens of municipal housing in each municipality [8].

Social assistance - in connection with integration, persons with refugee or humanitarian status have the right to receive assistance under the Social Assistance Act. There are two main forms of social assistance - granting social benefits and providing social services. Social benefits are funds in cash and / or in kind that supplement or replace own income to basic living needs or meet incidental needs of assisted persons and families [6].

According to the Social Assistance Act, social benefits are monthly, targeted and one-time, and persons who have received refugee or humanitarian status are entitled to monthly benefits under Art. 9, 10 and 11 of the Regulations for implementation of the Social Assistance Act, which is granted under the terms and conditions for Bulgarian citizens. Entitled to monthly benefits are persons or families whose income for the previous month is lower than the differentiated minimum income, as an important condition that persons are registered in the directorates "Labor Office" within 3 months of service of the decision to grant of status - refugee or humanitarian.

Persons who have not been able to register within this period have the right to submit an application for assistance at the current address to the Social Assistance Directorate 6 months after their registration with the Labor Office [8].

Persons who have received the status of working age have the right to receive monthly social assistance after performing community service 14 days for 4 hours a day. In addition, they are entitled to a monthly targeted assistance for the payment of rent for municipal housing under the terms and conditions for Bulgarian citizens set out in the Regulations for the implementation of the law on social assistance.

In addition to these benefits, persons granted refugee or humanitarian status are entitled to: heating aid; one-time assistance to meet incidental health, educational, communal and other vital needs; one-time assistance for issuing an ID card; the right to free travel by rail in the country; support under the Food Operational Program; right to targeted funds for diagnosis and treatment in medical institutions for hospital care; benefits for people with disabilities; right to a social pension; old-age social pension; social disability pension.

In addition to social benefits, persons who have been granted refugee or humanitarian status may also be provided with social services. The use of social services is carried out according to the terms and conditions of the the Regulations for the implementation of the law on social assistance. After submitting the necessary documents, a report is prepared to assess the needs of the person for social services. Persons with granted refugee or humanitarian status have the right to accommodation in specialized institutions and in residential services and admission to social services in the community under the terms and conditions of Bulgarian citizens [8].

Healthcare - according to art. 4 of Ordinance № 25 of 04 November 1999 on the provision of emergency medical care, persons who have received refugee or humanitarian status in the territory of the Republic of Bulgaria receive emergency medical care free of charge and regardless of the availability of health insurance.

Emergency medical care includes all medical activities aimed at recovering from acute life-threatening disorders and maintaining the body's

functions, and the costs of providing emergency medical care are borne by the state.

In Art. 33, para. 1, item 4 of the Health Insurance Act it is entered that the health insurance is obligatory for the persons with granted refugee status or humanitarian status. Persons who are in the process of being granted a status are issued an identity card with a personal number of a foreigner (PNF), and those with a status are issued an identity card with a unique civil number (UCN).

From the date of opening the procedure for granting refugee status or humanitarian status, the obligation for health insurance arises and the payment of health insurance is borne by the State Agency for Refugees with funds from the State budget.

The Health Insurance Act stipulates the terms and conditions for the health insurance of persons granted refugee or humanitarian status.

In addition to health insurance, persons with granted status have the right to: access to a general practitioner by paying a user fee for a visit; access to a specialist; access to medicines; access to a dentist; access to laboratory tests; access to hospital care; right to targeted funds for diagnosis and treatment in medical institutions for hospital care; certification of persons for permanent incapacity for work and for type and degree of disability; AIDS research, as well as are a key target group / beneficiary under the National Program for Prevention and Control of Tuberculosis in the Republic of Bulgaria for the period 2021-2025.

Education is one of the sectors for the integration of persons granted refugee or humanitarian status. Compulsory pre-school education is carried out in kindergartens and schools, and the enrollment of minors granted status in Bulgaria is carried out under the terms and conditions of Bulgarian citizens, regulated by the Law on Pre-school and School Education and Ordinance No. 5 on pre-school education. The children reach the kindergarten after applying and ranking for a place. In some municipalities there are developed electronic systems through which you can apply for ranking in kindergartens [8].

Persons who have received refugee or humanitarian status have the right to access school education under the Pre-school and School Education and education in state and municipal schools in the Republic of Bulgaria is free.

Students who have received or are seeking international protection admitted to state or municipal schools are entitled to additional free Bulgarian language modules. According to the Ordinance on the acquisition of the Bulgarian literary language, they are provided with additional training in Bulgarian as a foreign language for children and students who have received or are seeking international protection.

The Bulgarian language training is conducted in the Integration Center of the State Agency for Refugees by specialists in teaching Bulgarian to foreigners. The Ministry of Education and Science does not have approved textbooks and textbooks developed by Caritas - Bulgaria for A1 and A2 levels in the European Language Framework are used for the needs of asylum seekers.

Access to the education system for those who have reached refugee or humanitarian status who have reached the age of 16 is free, and they can continue their education in evening schools or classes with evening education and independent education.

Persons with granted status have the right to access higher education according to the Higher Education Act and the Ordinance on the state requirements for admission of students to higher education institutions in the Republic of Bulgaria. The education of foreigners with granted refugee or humanitarian status can continue in universities, colleges and specialized universities in Bulgaria.

According to Alinder-Ismailova, "the successful implementation of the integration of different groups in the education system requires the inclusion in the training of all teachers of topics with this type of content, which should be implemented by universities - a task that has not yet been satisfactorily solved." [1, p. 99].

After the recognition of the professional or educational qualification, the persons who have received the status have the right to acquire the qualification through continuing education.

The Integration Center of the State Agency for Refugees conducts courses in Professional Qualification and Retraining in several professions, and the participants are paid a daily stipend in accordance with the Employment Promotion Plan for the respective year. After passing the exam, the participants receive a certificate for mastering a part of the profession. For more successful labor integration, refugees who have undergone training courses under the Program with the assistance of social experts from SAR or mediators from non-governmental organizations are registered as active job seekers in the Labor Office Directorate. The main goal in ensuring the employment of refugees is to gain access to the labor market, as well as to stay there permanently. The highest percentage of employment of refugees is registered in the field of catering, car repair, construction and utilities.

The Integration Commission monitors and controls the Integration Program, and the Commission proposes to the SAR Chairman to terminate the contracts with the persons who do not comply with the requirements in the integration contract in 2014.

In 2016, the implementation of the Pilot Integration Program for 40 people who received international protection in Bulgaria, funded by UNHCR and implemented by the Bulgarian Red Cross, began in April.

The following activities are set in the project: Bulgarian language courses level A1 and A2, vocational training, translation and legalization of documents, providing additional Bulgarian language lessons for children. The persons are provided with study aids, a card for public transport, as well as coverage of the costs for health insurance.

The organization, implementation and monitoring of the integration measures is the responsibility of a social worker responsible for their social and cultural adaptation and professional realization [5].

Over the years, working with *social mediators* has been a good practice in the field of integration. They play an important role in the cultural orientation and integration of foreigners who have arrived in Bulgaria, as they are valuable advisers in the first integration steps of those seeking and receiving protection.

The activity of social mediators is related to: acquainting asylum seekers with their rights and obligations; assistance in their daily activities - getting acquainted with the order in the places of accommodation, hygiene in the places of accommodation and personal hygiene, use of public transport, visiting shops, etc .; assistance to persons in need of medical care related to contact with medical staff, administrative services, care for pregnant women, mothers and children, etc.; mediation with institutions in issuing documents; assistance in enrolling children in kindergarten and school.

Social mediation activities are funded by programs and projects for certain periods of time. This affects the sustainability of the achieved results and the impossibility to keep the trained experts for a longer time in the field of the proposed integration measure.

Employment - persons with granted status have equal rights in terms of employment with those of Bulgarian citizens. Persons who are in the process of granting international protection after submitting the application for protection have the right to work for three months after submitting the application for protection. Persons with granted status have the right to register in the TD of the Labor Office under the Employment Promotion Act. In order to facilitate access to the labor market for persons who have been granted refugee or humanitarian status, their professional knowledge, skills and competences shall be validated in accordance with Ordinance № 2 of 13 November 2014. In the Employment Promotion Act, persons with status have the right to equal access to participation in suitable for them, employment and training programs, which are implemented by the Employment Agency. They can also join the Refugee Employment and Training Program, which is implemented by the Employment Agency. Persons with refugee and humanitarian status are entitled to an old-age social pension and a social invalidity pension.

Identity documents - persons who have received refugee or humanitarian status shall be entered in the civil status registers, according to Art. 3 (2) of the Civil Registration Act. They are issued a single civil number and an electronic personal registration card, based on a set of documents under the Civil Registration Act.

Persons who have received refugee or humanitarian status have the right to both address registration, according to Art. 92, para. 2 of the Civil Registration Act, as well as the issuance of personal identity documents (Art. 14 and Art. 59 of the Bulgarian Personal Documents Act). The validity of the personal documents of the recipients of protection are: up to 5 years, for a person with refugee status and up to 3 years for persons with humanitarian status. In addition to personal identity documents, persons who have been granted refugee or humanitarian status are entitled to obtain a driving license.

Another document that can be issued is the Birth Certificate of the parents of the persons who have received the status (refugee or humanitarian); Civil marriage certificate and travel documents. The term of the certificates for travel abroad is with the term of validity of the refugee card or the card of a foreigner with humanitarian status [8].

Family reunification - In the Law on Asylum and Refugees: "An alien with granted international protection has the right to request to reunite with his family on the territory of the Republic of Bulgaria." [7].

Bulgarian citizenship - persons who have received refugee or humanitarian status may acquire Bulgarian citizenship under the terms and conditions of the Bulgarian Citizenship Act. Persons who received refugee or asylum status not less than three years before the date of the application for naturalization may acquire Bulgarian citizenship, and those with humanitarian status not less than five years before the date of application for naturalization.

Conclusion

Integration is a process that involves creating a favorable environment for refugees to be actively involved in the economic, social and political spheres. Successful integration implies access to the labor market, education, vocational training, ensuring a safe and non-discriminatory urban environment and ensuring that migrant children have access to education. The integration approach of the European Union countries should include key elements such as support for learning a local language, information and advisory services, legal advice and guidance, as well as administrative support in issuing the necessary documents, permits and providing housing.

Social work with refugees and, above all, the emotional support of social workers and educators support the process of socialization and integration of

these people in the host society, while preserving their cultural identity.

Prerequisite for ensuring successful integration practices are the development of communication channels to promote the contribution of refugees to society, the promotion of positive examples and models for good integration through broad public information, together with cooperation between city authorities, NGOs and various institutions.

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Issue Article

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AUDITOR INDEPENDENCE DETERMINANTS: SPIRITUAL INTELLIGENCE AS MODERATION

Abstract: *This research is an empirical study that a imstotest the determinant of independenc eof auditor and prove whether spiritual intelligence is a moderator of the influence of personaldisturbance, external disturbance, organizational disturbance, professional ethics, auditorcompetence on auditor independence. This research was conducted in every district or city inspectorate in the province of Riau. The data used are primary data with a questionnaire asan instrument. The sample of this study used a purposive sampling method, but only 198(82.5%) respondents filled out the questionnaire completely and could be processed. Thestatistical test tool used in this study is SEM with the Smartpls program (ver. 3.3.3). Based onthe analysis and testing of five independent variables and one moderating variable together,the dependent variable R2 is 41.6%, essentially measuring the ability of a model to explain variations inthedependent variable. Analysis and testing of the partial t-test hypothesis, it can be concluded that (1) the variables of personal disturbance, external disturbance, organizational disturbance, professional ethics, auditor competence, and spiritual intelligence have a significant effect on auditor independence. (2) variables of external disturbance and professional ethics have asignificant effect on auditor independence with spiritual intelligence as a moderating variable. (3)the variables of personal disturbance,organizationaldisturbance, and auditor competence have no significant effect on auditor independence withspiritual intelligence as a moderating variable. The results of this study are expected tocontribute to mental development and independent character of internal auditors, especially in every inspectoratein the province of Riau.*

Key words: *Determinants of Independence, Auditor Independence, Spiritual Intelligence.*

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Introduction

In the current era, stakeholders expect that the financial statements that have been audited by auditors are free from material misstatements, the truth can be trusted to be used as a benchmark for decision making and in accordance with applicable accounting principles in Indonesia. Therefore, an independent and objective individual or professional institution is needed. Awareness of the importance of the inspectorate institution as an institution that carries out the government's internal supervision function (internal auditor) is increasing. The main target is to implement good governance which is one of the main agendas of public sector reform in Indonesia. The Inspectorate is one of the units that conduct audits or checks on local governments. So it is said that the inspectorate has the same duties as the internal auditor.

In pasal 4 Peraturan Menteri Dalam Negeri No. 64/2007, it is generally regulated the function and role

of the Provincial, City or Regency Inspectorate. The article states that in the implementation of the supervision duties of government affairs, the Provincial, Municipal or Regency Inspectorate has the following functions: (1) Planning of supervision programs; (2) Formulation of policies and supervisory facilities; and (3) Examination, investigation, testing and assessment of supervisory tasks. The auditor in charge of carrying out the audit in the government is an internal government audit, and the role of the government's internal audit is held by the Supervisory Internal Supervision Apparatus (APIP) namely the inspectorate (e.g. Inspectorate General, Main Inspectorate, or Regional Inspectorate) and the Financial and Development Supervision Agency (BPKP). The position of APIP has a very important role because it is related to the independence of the auditor. The audit or supervision carried out will not solve the problem (solution) and reflect the independence of government independence if there is still intervention from various parties. The problems related to the position of the APIP position are very clear, especially if you look at the regional APIP. The position of regional APIP (Provincial Inspectorate / Regency / City) is generally under the regional secretary. That is, the intervention of the regional secretary or even the supreme leader of the region is very high in influence on the results of APIP supervision.

Related to the phenomenon of auditor independence, events occurred such as in 2020 the Regional Inspectorate of Siak regency, experiencing conceding for administrative errors (Maladministration) of the Environment Agency (DLH) in the 2018 fiscal year activities. This was proven after the Siak State Prosecutor's Office (Kejari) intervened in the investigation of the case and revealed that there was more than Rp237 million of regional money that could be saved. (www.gatra.com: 2020). In addition, in Indragiri Hilir regency in 2019, Indragiri Hilir Regency Government Officials confirmed that the grant funds were leaked and compactly silent. Indragiri Hilir inspectorate also remained silent about the leak of hundreds of millions of rupiah for the allocation of religious grant funds in 2017 without going through a proposal. The allocation of religious grant funds in Indragiri Hilir regency is allegedly not in accordance with the provisions of the legislation and the amount is quite fantastic, it is suspected that half a billion more are channeled not through the proposal and billions of rupiah exceed the RAB proposal and miss the calculation of adequate calculations (www.tribunsatu.com:2019). In this phenomenon, it can be seen if the inspectorate shows a character that is not objective or independent reflected by the weak control carried out by the authorities as the internal supervisor of the government in revealing irregularities and abuses that occur in the activities of government agencies.

There are several factors that cause (determinant) lack of independence of the government's internal auditors. As it is inPeraturan Badan PemeriksaKeuangan RI No.01/2007dated March 7, 2007 concerning State Financial Examination Standards, Annex II, The Second General Standards Statement on paragraph fourteen states: "In all matters relating to the work of the examiner, the organization of the auditor and the auditor, shall be free in mental attitude and appearance of personal, external and organizational interference that may affect its independence."

Personal interference from the auditor can arise in a way that if the auditor has a blood relationship including up, down, or up to the second degree with the management of the entity or program examined within two years, directly or indirectly involved in the activities of the object of examination, there is prejudice against the individual, group, organization or purpose of a program, the tendency to take sides due to political or social beliefs and seek employment in the entity examined during the implementation of the examination. Personal disorder is a state in which the auditor individually cannot be impartial, or is deemed impossible to be impartial. This personal disorder can apply to individual auditors and can also apply to organizations (Supriyono, 2008).

External interference of implementation in an examination can arise by means influenced by interference or influence of external parties: which is to limit the examination, affect the selection and application of examination procedures, affect the assignment, affect the restriction of resources provided by the inspection organization, the potential for the threat of replacement of the examiner and disagree with the contents of the examination results report, and there are potential influences that endanger the continuity of the examiner as an employee, as well as the authority to reject or influence the examiner's consideration of the contents of an examination report. The auditor's organization and its auditors may face various situations and conditions of external impairment;therefore, the auditor's organization must have an internal quality control system that can identify external disorders and ensure its compliance with the independence provisions stipulated in the Inspection Standards.

Organizational disruption to the independence of auditors can arise by being influenced by the position, function, and organizational structure. The auditor assigned by the auditor's organization can be viewed as free from interference with the independence of the organization, if he conducts an examination outside the entity in which he works. Pressure from senior management and boards in the organization can affect internal audit activities in obtaining cooperation on assignment recommendations and the placement of the assigned auditor can affect the independence of the auditor in conducting the examination. (Amirsyah,

2008). There is legitimacy power or the ability of superiors to influence subordinates because there is a special position in the structure of the organizational hierarchy so as to reduce the independence of the auditor, this happens because of the promotion of positions that can affect the examiner as an employee which can reduce the independent attitude of the auditor.

According to the Public Accountant Professional Standard, professional ethics is also a factor that affects independence. Professional ethics is a device of rules of behavior as a guideline that must be met in carrying out the profession in practicing. The norms in the SPAP are a reference in determining the main standards in the auditor's work, including: (a) The auditor must have technical expertise, be independent in mental attitude and professional proficiency carefully and carefully; (b) The auditor shall find irregularities, fraud, manipulation in an audit. Compliance with the Relevant Ethics Provisions (SA Section 220, 2013) of the code of ethics establishes the basic principles of professional ethics which include: (a) Integrity; (b) Objectivity; (c) Professional competence and prudence; (d) Confidentiality; and (e) Professional behavior.

According to the Professional Standards of Public Accountants, the competence of auditors is also a factor that affects independence. Auditor competence is the auditor's individual professional ability to apply knowledge to complete an engagement either together in a team or independently. The first general standard states that the audit must be carried out by a person or more who has sufficient technical expertise and training as an auditor, while the third general standard states that in the implementation of the audit and the preparation of its report, the auditor must use his professional skills carefully and detail. In carrying out the examination of internal auditors try to find, find and report all the facts that will be raised into audit findings, without having to be controlled and suppressed by other parties. As competence is a skill and ability to be able to do and carry out its work supported by the attitude of the profession, namely the attitude demanded by the work.

An auditor is required to have integrity, and honesty in order to be objective in order to maintain independence in his assignment. Auditors may be dishonest because they get more honor or support that is given to fraud from the entity being examined. Intellectually intelligent auditors may not necessarily display a maximum attitude of independence towards where they work, but emotionally and spiritually intelligent auditors will certainly display better independence for the place where they work.Spiritual Intelligence allows humans to think creatively, far-mindedly, create or even change rules, which allows the person to have integrity, and honesty in order to be objective in order to maintain independence in his assignment. People who have high spiritual intelligence are able to interpret life by giving positive meaning to every event, problem, and even suffering they experience. By giving a positive meaning will be able to awaken the soul and perform positive deeds and actions.

Vitalokasari (2015) conducted research on the influence of personal disorders, external disorders and organizational disorders on the independence of examiners at bpkri representative of North Maluku province. The results of this study showed that personal disturbances and organizational disturbances had no effect on the independence of the examiner, while external disturbances had an effect on the independence of the examiner.

Ferel (2010) conducts research on personal, external and organizational disorders of the independence of examiners. The respondent of the research was BPK RI in Batam. The results showed that personal, external and organizational disorders had a significant effect on the independence of the examiner. The independence of the auditor was also related to the study conducted by Yudawirawan's research (2019). The study studied factors that influence auditors' independence, namely rotation, professional ethics, and emotional intelligence. The results showed respondents stated that audio rotation, professional ethics and emotional intelligence had a positive and significant effect on the independence of auditors.

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Hidayah (2015) has conducted research on the independence of KAP auditors in Medan, Pekanbaru and Padang, factors in this study, namely: competence, auditor education, auditor experience, and length of audit relationship. The results of this study show that the competence, education of auditors and experience of auditors affect the independence of auditors. However, the length of the audit relationship has no effect on the independence of the auditor. The results of the above study show inconsistencies between the results of one study with another, showing research on the independence of auditors in internal auditors is an important thing to study. If the independence decreases, the auditor will tend to be biased and not objective in conducting examinations.

The results of previous studies show inconsistencies between the results of one study with another, therefore this study is still interesting to review.

The research is the development of research (Julita, 2020). The difference with this research, is the development of independent variables, namely professional ethics variables and auditor competencies, which are based on Yudawirawan's research (2019) and research from Hidayah (2015) and include spiritual intelligence variables as moderation to see if professional ethics, auditor competence, Spiritual Intelligence have an influence on auditor independence. The object of research conducted by researchers is in regional inspectorates in all districts and cities in Riau Province.

The goal to be achieved in this study is to analyze in depth the determinants of auditor independence, namely the influence of Personal Disorders, External Disorders, Organizational Disorders of Professional Ethics, Competence and Inclusion of Spiritual Intelligence Variables as moderation to auditor independence in regional inspectorates in districts and cities in Riau Province. This research has contributed to the government, especially for the mental development and character of internal auditor independence, especially in every inspectorate in Riau province. Hopefully, this research can be a reference to carry out improvements in the future.

Theoretical Framework and Hypothesis Development

Theoretical Framework

Theory is a collection of interrelated propositions and is used to explain the relationships arising between several observed variables. The preparation of theory is indeed the main goal of science because theory definitively, must be based on empirical facts because it is used as a tool to explain and predict the phenomenon under study. The main theoretical basis in this study is attribution theory. Its supporting theory uses attitude theory and coping theory, which will help direct researchers in an effort to explain the phenomenon under study.

The Attribution Theory

Weiner (1958) and Kelly (1967) were the pioneer of attribution theory. Attribution theory is a theory that explains the behavior of others or themselves about understanding the surrounding events, knowing their reasons for the events experienced. Weiner categorized attribution theory in the casualitydimension, the stability dimension, and the control dimension. In the casuality (internal-external) dimension, an event is caused by internal or external factors. In the dimension of stability (sedentary) a person determines whether he perceives the cause as a sedentary (unchanged all the time) or changeable. The dimension of control (controlled-cannot be controlled) a person determines whether he has control over a person or other factors outside of himself who hold the control.

The Attitude Theory and The CopingTheory

Attitude is a state in man that moves to act, accompanying man with certain feelings in response to objects formed on the basis of experiences (Deni Samsudin, 2009). A person forms attitudes from personal experiences, parents, community role models, and social groups. When a person first learns it attitude becomes a form of part of the individual's person that helps consistency of behavior. Auditors must understand attitudes in order to understand and predict behavior. Ethical behavior is behavior that conforms to generally accepted social norms related to beneficial and harmful actions. Personality behavior is a characteristic of individuals in adjusting to an environment that includes traits, abilities, values, skills, and attitudes that appear in a person's behavior patterns.

Coping is related to the adaptation actions taken by individuals in response to the conditions of disruptors that occur in their environment. In psychology, coping is the process of dealing with the environment, increasing efforts to solve personal and interpersonal problems, and seeking to master, Minimize or tolerate stress (stress) or conflict. Lazarus and Folkman (1984, p.14) define coping "as the cognitive and behavioral efforts used to manage specific external and/or internal requests assessed as exceeding the resources of the person".

This theory seeks to explain the human aspects of an organization, especially the auditor, which is to examine how the auditor behaves with the independence of the auditor. The attitude in question is the attitude of the auditor in appearance, behaves independently in appearance when the auditor has a high attitude of independence when carrying out the audit. Auditors are required to be independent, that is, impartiality to anyone.

The Coping theory as outlined above can be used to explain and predict the actions taken by individual auditors in the face of personal disturbances, external disorders, and organizational disorders. Which coping strategies individual auditors choose in the resolution of personal disorders, external impairments, and organizational disorders depend on the auditor's individual confidence in their ability to exercise control over personal impairments, external impairments, organizational disorders, professional ethics issues and auditor competence which in this case may also be influenced by Spiritual Intelligence.

The Factors Affecting (Determinant) Independence of Auditors

According to the Indonesian Government's Internal Audit Standard (2014) number 1100 which states that independence is freedom from conditions that threaten the ability of internal audit activities to

carry out internal audit responsibilities objectively. It is independence that makes the auditor can be objective, then instead an objective attitude that can reflect the independence of the government's internal examination.

As stated in the Badan PemeriksaKeuangan Number 01 of 2007 dated March 7, 2007 concerning The Standard of State Financial Examination, Annex II, the Second General Standard Statement on paragraph fourteen states "in all matters relating to the work of examiners, the organization of auditors and auditors, must be free in mental attitude and appearance from personal, external and organizational disturbances that may affect its independence." If one or more of the above three disorders are owned by the auditor, it will have a great opportunity to damage the auditor's independence during the examination and disclosure process of audit evidence.

Hypothesis Model and Development

Research model that describes variable relationships in this research and hypothesis development contains logical explanations related to intervariable relationships, hypothesis development also contains how hypotheses formulated in research are as follows.

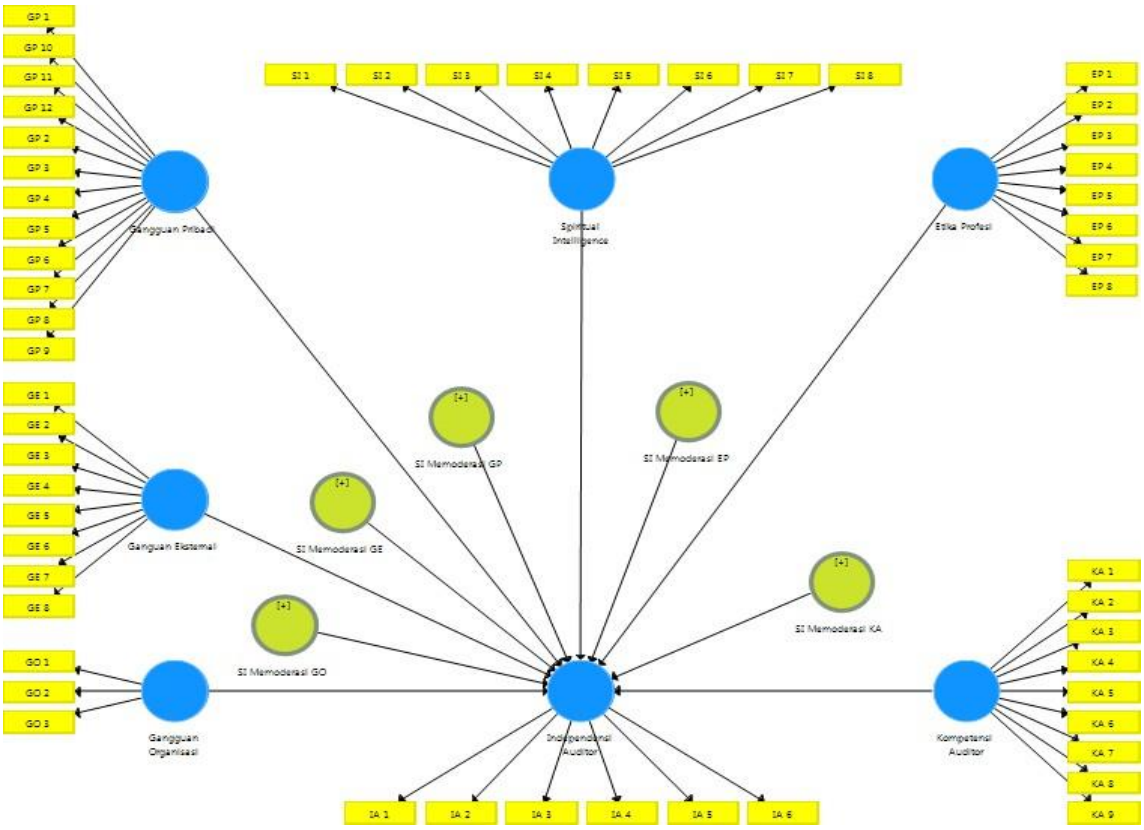

Figure 1 - Research Model

Effect of Personal Impairment on Auditor's Independence

The attribution theory is used to explain the independence of the auditor, taking into account the personal characteristics that are the main determinants and internal factors in carrying out audit tasks. Among these factors are personal disturbances from the auditor that can arise in a way if the auditor has a blood relationship (family) including up, down, or up to the second degree with the management of the entity or program examined within two years, directly or indirectly involved in the activities of the object of examination, there is prejudice against individuals, group, organization or purpose of a program, the tendency to take sides due to political or social beliefs and find work in an entity that checked during the implementation of the examination. Personal disorder is a state in which the auditor individually cannot be impartial, or is deemed impossible to be impartial. In all matters relating to the work of the examiner, the organization of the auditor and the auditor, must be free in mental attitude and appearance of personal disturbances, if personal interference exists in the auditor, it will potentially damage the independence of the auditor during the examination process and disclosure of audit evidence. Research by Agelina (2016) and Mide (2011) states that there is a positive influence between personal disorders and auditor

independence. And according to Setiawan Harsa (2017) personal disorders have a positive effect on the independence of auditors with professional commitment as intervening variables. Based on the description above, the following hypothesis can be formulated.

H1a: Personal Interference Affects Auditor's Independence.

The Effect of External Disturbance on Auditor's Independence

External disturbance of implementation in an examination can arise by means influenced by interference or influence of external parties: which is limiting the examination. Attitude theory states that behavior is determined for what people want to do (attitudes), what they think they will do (social rules), what they can do (habits) and by the consequences of the behavior they think. The auditor's organization and its auditors may face various situations and conditions of external impairment, therefore the auditor's organization must have an internal quality control system that can identify external disorders and ensure its compliance with the independence provisions stipulated in the Inspection Standards. In all matters related to the work of the examiner, the organization of auditors and auditors, must be free in mental attitude and appearance of external interference, if external interference exists in the auditor, it will potentially damage the independence of the auditor during the examination process and disclosure of audit evidence.Some research shows that external disturbances affect the independence of auditors, such as Setiawan harsa (2017) which is that external disturbances have a positive effect on the independence of auditors, professional commitment as intervening variables. Similar results were also shown by research conducted by Mide (2011), Siregar (2009). Based on the description above, the following hypothesis can be formulated.

H2a: External Disruption Affects Auditor's Independence

Effect of Organizational Disruption on Auditor Independence

In attitude theory it is mentioned that, attitude is the embodiment or manifestation of a person's characteristics in adjusting to the environment (Deni Samsudin, 2009). Organization is an environment or container where work, which of course greatly affects a person's attitude, organizational interference with the independence of the auditor can arise by being influenced by the position, function, and organizational structure. The auditor assigned by the auditor's organization can be viewed as free from interference with the independence of the organization, if he conducts an examination outside the entity in which he works. Pressure from senior management and boards in the organization can affect internal audit activities in obtaining cooperation on assignment recommendations and the placement of the assigned auditor can affect the independence of the auditor in conducting the examination. (Amirsyah, 2008). There is legitimacy power or the ability of superiors to influence subordinates because there is a special position in the structure of the organizational hierarchy so as to reduce the independence of the auditor, this happens because of the promotion of positions that can affect the examiner as an employee which can reduce the independent attitude of the auditor.In all matters related to the work of the examiner, the organization of the auditor and the auditor, must be free in the mental attitude and appearance of organizational interference, if the organizational disturbance is in the auditor, it will potentially damage the independence of the auditor during the examination and disclosure process of audit evidence. This condition is further clarified by research conducted by Siregar (2009), Parawansa (2014) and Amirsyah (2008) which shows that organizational interference affects the independence of the auditor, based on the description above, the following hypothesis can be formulated.

H3a: Organizational Disruption Affects Auditor's Independence.

The Effect of Professional Ethics on auditor independence

The ethics of this profession usually describe idealistic and practical standards of behavior. Professional ethics is made so that every auditor can be in professional values, responsibilities and upholding his profession, professional ethics is contained in the Indonesian Code of Ethics of Accountants which aims so that the auditor can maintain integrity and objectivity in carrying out his duties properly without being influenced by certain parties, which has the potential to interfere with independence. To be able to meet the quality of auditing and good independence, the auditor in carrying out his profession as an examiner must be guided by the accountant's code of ethics, professional standards and financial accounting standards applicable in Indonesia Professional ethics describes the profession's commitment to ethical principles and codes of ethics. A commitment to ethical behavior is a key element in auditing. The results of research conducted by Trihapsari and Anisykurlillah (2016) suggest that ethics emotionally binds the auditor, so that the wiggle room to perform deviant actions is nil. In addition, audit ethics is the limit of an attitude that must be in line with the provisions of applicable provisions, in this case government regulations, the purpose of which is to create a transparent and profitable financial system for stakeholders. Based on the description above, the following hypothesis can be formulated.

H4a: Professional Ethics Affects the Independence of Auditors

Effect Of Auditor Competence on Auditor Independence

Auditor competence is the auditor's individual professional ability to apply knowledge to complete an engagement either jointly in a team or independently based on the Professional Standards of Public Accountants, codes of ethics and applicable legal provisions. According to the Professional Standard of Public Accountants regarding the competence of auditors, the first general standard states that the audit must be carried out by one or more who has expertiseand sufficient technical training as an auditor, while the third general standard states that in the implementation of the audit and the preparation of its report, the auditor must use his professional proficiency carefully and carefully. If the auditor is lacking in application or does not display his competence as expected in the implementation of his duties, it will potentially damage the auditor's independence during the examination process and disclosure of audit evidence.

This is supported by attribution theory states that independence can be influenced by an internal audit well, if the ability of the internal auditor is related to the level of intelligence (innate nature), the auditor is able to design and carry out the audit process and is able to solve audit problems faced in the examination without any pressure. Research conducted (Hidayah, 2015) states that competence has an influence on the independence of auditors. This is also in line with research (Mariyati&Arisudhana, 2012) stating that competence affects the independence of auditors. Based on the description above, the following hypothesis can be formulated.

H5a: Auditor Competence Affects Auditor's Independence

The Effect of Spiritual Intelligence On Auditors' Independence

Spiritual intelligence has more to do with the enlightenment of the soul. People who have high spiritual intelligence are able to interpret life by giving positive meaning to every event they experience. By giving a positive meaning will be able to awaken the soul and perform positive deeds and actions. In the auditor profession, intellectually intelligent auditors are not necessarily able to display a maximum attitude of independence towards where they work, but emotionally and spiritually intelligent auditors will certainly display better independence for the place where they work. Spiritual intelligence allows man to think creatively, far-sightedly, create or even change rules, which allows the person to have integrity, and honesty in order to be objective in order to maintain independence in his assignment. High spiritual intelligence will encourage employees to have a greater sense of responsibility for the profession they have (locus of control) and strive to achieve optimal performance (Santikawati&Herkulanus, 2016) Based on the description above, the following hypothesis can be formulated.

H6a: Spiritual Intelligence Affects Auditor's Independence

The Effect of Personal Impairment on Auditor Independence with Spiritual Intelligence as a Moderation Variable

Personal interference from the auditor can arise in a way if the auditor has a blood relationship (family) covering up, down, or up to the second degree with the management of the entity or program examined. With the existence of family relationships, cooperative relationships, and prejudice against individuals, groups, organizations, it has not been enough to encourage the change in the independence of auditors who limit the disclosure of their findings for personal interests so that there is a tendency to take sides because of political beliefs, social in finding work in the entities examined during the implementation of the examination will reduce the attitude of auditor independence (Harsa, 2017).

In attribution theory explains how we see the behavior of others or ourselves about understanding the surrounding events, to know their reasons for the events experienced by Spiritual Intelligence or Spiritual intelligence according to zohar (2012) is the ability of individuals to interpret their lives more broadly and meaningfully. A person who brings spirituality into the work environment will see personal disturbance as a variable in everything that should be avoided because they are aware that it can affect his independence. Every Auditor is expected to have the characteristics of spiritual intelligence so that every job he does is based on a sincere heart, works honestly, does work as worship and has a responsibility to God, so that an auditor is able to complete work no matter how heavy the work is without involving personal problems. Based on the description above, the following hypothesis can be formulated

H1b:Spiritual Intelligence moderates the relationship between Personal Impairment and Auditor Independence.

Effect of External Interference on Auditor Independence with Spiritual Intelligence as a Moderation Variable

External interference of the implementation in an examination can arise by means influenced by the interference or influence of external parties: which is limiting the examination, In all matters related to the work of the examiner, the organization of the auditor and the auditor, must be free in the mental attitude and appearance of external interference, if external interference exists in the auditor, it will potentially

damage the independence of the auditor during the examination process and disclosure of audit evidence. Auditors must be free from political pressure in order to be free to carry out examinations, opinions and conclusions objectively, without fear due to political pressure (Agelina, 2016).Spiritual Intelligence or Spiritual intelligence according to Zohar (2012) is the ability of individuals to interpret their lives more broadly and meaningfully. Each Auditor is expected to have the characteristics of spiritual intelligence so that every job he does is based on a sincere heart, works honestly, does work as worship and has a responsibility to God, so that an auditor is able to complete work no matter how heavy the work is without involving external interference problems.

Research conducted (Harsa, 2017) states that external disorders have a positive and significant relationship to the independence of auditors with professional commitment as intervening variables. Research on external disorders also conducted (Siregar, 2009) gave significant results, that external disorders affect the independence of auditors.Based on the description above, the following hypothesis can be formulated.

H2b:Spiritual Intelligence moderates the relationship between External Interference and Auditor Independence.

The Effect of Organizational Disorders on auditor independence with Spiritual Intelligence as a Moderation Variable

Organizational disruption to the independence of auditors can arise by being influenced by the position, function, and organizational structure. The auditor assigned by the auditor's organization can be viewed as free from interference with the independence of the organization, if he conducts an examination outside the entity in which he works. The position of the auditor in the organizational structure is a form of legitimacy power or the ability of the superior to influence his subordinates due to the special position in the organizational hierarchy structure (Hartono and Indra, 2001). An auditor is required to have integrity, and honesty in order to be objective in order to maintain independence in his assignment.

Intellectually intelligent auditors are not necessarily able to display maximum independence, but emotionally and spiritually intelligent auditors will certainly display better independence. Spiritual Intelligence or spiritual intelligence according to Zohar (2012) is the ability of individuals to interpret their lives more broadly and meaningfully. A person who brings spirituality into the work environment will see organizational disruption as a variable that must be avoided because they realize it can affect their independence, auditors who have Spiritual Intelligence are able to complete work no matter how heavy the work is without involving organizational problems. Based on the description above, the following hypothesis can be formulated.

The results of research (Angelina, 2016), stated that organizational interference affects the independence of auditors and (Siregar, 2009), also confirmed that organizational disorders have the most influence on the breakdown of auditor independence. From the description above can be formulated hypothesis as follows.

H3b: Spiritual Intelligence moderates the relationship between organizational disruption and auditor independence.

The Influence of Professional Ethics on the Independence of Auditors with Spiritual Intelligence as a Moderation Variable

According to the Public Accountant Professional Standard, professional ethics is also a factor that affects independence. Professional ethics is a device of rules of behavior as a guideline that must be met in carrying out the profession in practicing. The norms in the SPAP become a reference in determining the main standards in the work of auditors. As an examiner in order to maintain his integrity and objectivity in carrying out his duties properly without being influenced by certain parties to meet personal interests, because this can affect the independence of the auditor. If the auditor is lacking in application or does not uphold professional ethics, it will potentially damage the auditor's independence during the examination process and disclosure of audit evidence.

Auditors who have Spiritual Intelligence will carry out every job well, have integrity because they are based on a sincere heart, work honestly, do work as worship and have responsibility to God, so that an auditor is able to complete the work no matter how heavy the work is without involving professional ethics issues. Based on the description above, the following hypothesis can be formulated. Research conducted (Mahayani&Merkusiwati, 2016) the influence of professional ethics as a moderation variable affects the independence of auditors. This is also in line with the research conducted (Yudawirawan, 2019) also provides a statement that professional ethics has an influence on the independence of auditors. From the description above can be formulated hypothesis as follows

H3b:Spiritual Intelligence moderates the relationship between the Professional Ethics of the organization and the Independence of the Auditor.

The Effect of Auditor Competence on Auditor Independence with Spiritual Intelligence as a Moderation Variable

Auditor competence is the auditor's individual professional ability to apply knowledge to complete an engagement either together in a team or independently. The first general standard states that the audit must be carried out by a person or more who

has sufficient technical expertise and training as an auditor, while the third general standard states that in the implementation of the audit and the preparation of its report, the auditor must use his professional skills carefully and carefully. This is supported by attribution theory states that independence can be influenced by an internal audit well, the ability of internal auditors to relate to the level of intelligence (innate nature), an auditor is required to have integrity, and honesty in order to be objective in order to maintain independence in his assignment.

Every Auditor is expected to have the characteristics of spiritual intelligence so that every job he does is based on a sincere heart, works honestly, does work as worship and has a responsibility to God, so that an auditor is able to complete work no matter how heavy the work without involving the problem of professional skills. Research conducted (Hidayah, 2015) states that competence has an influence on the independence of auditors. This is also in line with research (Mariyati&Arisudhana, 2012) stating that competence affects the independence of auditors. Based on the description above, the following hypothesis can be formulated.

H3b:Spiritual Intelligence moderates the relationship between the Professional Ethics of the organization and the Independence of the Auditor.

In accordance with the research phenomenon, the population in this study is the Auditor of regional inspectorates in districts and cities within Riau Province. The number of regional inspectorates in districts and cities in Riau province is 12 inspectorates. Data collection is done by providing questionnaires to respondents. The sample was selected as many as 240 auditors with purposive sampling techniques, which is how to take research samples based on certain criteria. The sample criteria used are as follows.

1. Each regional inspectorate in districts and cities within Riau province received 20 questionnaires.
2. Auditors of regional inspectorates in districts and cities in Riau province who have participated in education and training (training) of the Functional Auditor's Office (JFA).
3. Auditors of regional inspectorates in districts and cities in Riau province who have at least 2 years of experience.

Measurement and Operational Definition of Research Variables.

Research Methods

Data Selection and Collection

Table 1. Operational Definition of Research Variables

VARIABLES	OPERATIONAL DEFINITION	INDICATOR	SCALE
DEPENDENT **INDEPENDENCEAUDITOR** **(Y)**	The organization of auditors and auditors should be free in its mental attitudes and appearances from personal, external and organizational disorders that may affect its independence.	• There is no cooperative relationship and family relationship between the examiner and the examined. • There are no unreasonable time restrictions in the examination. • The examiner can carry out the examination better, if it knows the financial information system and the administration of the entity. • The organization of the examiner is free from barriers to independence. • There was no interference of the external party in the examination.	Interval

INDEPENDENT **PERSONAL DISTRACTIONS** **(X1)**	Disorders caused by a relationship and personal views may result in the examiner limiting the scope of questions and disclosures or weakening the findings in all their forms.	• There is a family relationship or blood relationship. • Have financial interests. • Have been working for the last two years. • Have a cooperative relationship with the entity or program examined. • Engage in the activities of the object of examination. • The existence of prejudice against individuals, groups, organizations or the purpose of a program, which can make the implementation of examinations one-sided. • In the past, they had responsibility in decision making or managing an entity. • There is a responsibility to regulate the entity. • There is a tendency to take sides because of political or social beliefs. • Have worked on the object of inspection. • Search for jobs on entities that were inspected during the inspection.	Interval
INDEPENDENT **EXTERN DISORDER** **(X2)**	Disruption to the examination organization that may limit the implementation of the examination or affect the auditor's ability to express opinions or conclusions of the results of the examination independently and objectively	• The existence of interference or influence of external parties that limit or change the scope of examination improperly. • There is interference of external parties to the selection and application of examination procedures or selection of examination samples. • Unnatural time restrictions for the completion of an examination. • The interference of external parties regarding the assignment, appointment, and promotion of examiners. • There are restrictions on the resources provided to the inspection organization. • There is the authority of the External Party to reject or influence the examiner's consideration of the contents of a report of the results of the examination. • There is a threat of replacing the examiner for disapproval with the contents of the examination results report. • There are influences that endanger the continuity of the examiner as an officer.	

INDEPENDEN **ORGANIZATIONAL DISRUPTION** **(X3)**	Disruptions that can be affected by its position in the organizational structure of the government, where the auditor is assigned, and also influenced by the audit it conducts.	• Influenced by the position of the examiner in the organizational structure of government. • Influenced by the examination he carried out.	interval
INDEPENDEN **PROFESSIONAL ETHICS** **(X4)**	As a moral philosophy that is a guideline for how to behave well from the point of view of culture, morality and religion.	• Professional responsibility • Public interest • Integrity • Objectiveity • Competence and professional prudence, • Confidentiality • Professional Conduct • Technical Standards.	Interval
INDEPENDENT **AUDITOR COMPETENCE** **(X5)**	Audits that must be carried out by one or more who have sufficient technical expertise and training as an auditor and the implementation of the audit and preparation of its reports, the auditor must use his professional skills carefully and carefully. (SPAP,2011)	• The existence of a formal education S1 Accounting owned by auditor • Auditors assigned to take training or courses in the field of accounting and auditing • Auditors have expertise that can provide better audits • Auditors have the skills to provide better audit • Auditors have special skills in carrying out audits (such as: MASTERY OF IT, audit techniques) • Auditor experience can foster the trust of entities or entity programs examined in carrying out audits, • The auditor's practice experience is an important requirement • Attitude that the auditor has such as honesty and responsibility is an important requirement that must be applied. • Behavior that must be done by the auditor such as maintaining his objectivity towards clients, careful, careful and using his professional skills in carrying out audits.	Interval

MODERATION ***SPIRITUALINTELLIGENCE*** **(Z)**	The ability of individuals to interpret their lives more broadly and meaningfully. Spiritual intelligence elevates the function of the soul as an internal device of the self and has a meaning that exists behind a particular reality or event.	• Awareness of the existence of God in every action performed • Has the ability to face and take advantage of suffering without complaining, upset, angry and desperate • Have the ability to manage and face the fear that exists • Have a vision as the purpose of life and quality of life. • Have a flexible attitude and adjust • Holistic view (have a relationship and mutual respect) • Have a reluctance to cause unnecessary losses • Self-reflection	Interval

Analysis Methods

The data that has been collected is then analyzed using structural equation model (SEM) techniques assisted by program smart plsver. 3.3.3 for windows.

Results and Discussions

The results of the study describe the results of quantitative stage research in the form of questionnaire collection results, respondent descriptions, descriptive statistics, and test results with smart plsver. 3.3.3. for windows.

Questionnaire Collection Results

Table 2. Questionnaire Collection Results

Information	Sum	Percentage
Distributed questionnaires	240	100
Returning questionnaires	217	90,4
Questionnaires that did not return	23	9,6
Questionnaires that can be processed	198	82,5
Unprocessable questionnaires	42	17,5

Description of Respondents

Table 3. Description of Respondents

DESCRIPTIVE DATA	INFORMATION	SUM	PERCENTAGE
Age	25-35 years olds	96	48%
	36-45 years olds	77	39%
	46-55 years olds	25	13%
Total		**198**	**100%**
Gender	Male	82	41%
	Female	116	59%
Total		**198**	**100%**
Education	D3	20	10%
	S1	143	72%

	S2	32	16%
	S3	3	2%
Total		**198**	**100%**
JFA	AuditorPertama	40	20%
	Auditor Muda	93	47%
	Auditor Madya	48	24%
	AuditorUtama	17	9%
Total		**198**	**100%**
Experience	2 S/D5 years	52	26%
	6 S/D10years	121	61%
	➢ 10years	25	13%
Total		**198**	**100%**

Statistic Descriptive

Table 4. Statistic Descriptive

VARIABLES	***N***	***Min***	***Max***	***Mean***	***StandardDeviation***
Auditor Independence	198	14.000	24.000	19.768	2.568
Spiritualintelligence	198	14.000	32.000	27.722	3.291
Personal Disorders	198	12.000	48.000	25.631	7.940
External Interference	198	8.000	32.000	15.722	6.027
Organizational Disruption	198	3.000	11.000	6.157	1.998
Professional ethics	198	19.000	32.000	28.611	3.244
Auditor competence	198	24.000	36.000	31.005	3.214

Test Results with Smartpls

Analysis on PLS using SmartPLS software is done with three stages 1. Outer Model Evaluation (Measurement Model) 2. Evaluation of Inner Model (Structural Model) 3. Hypothesis Testing.

Stage 1. Evaluation of Outer Model (Measurement Model) The first stage in the use of PLS is to make a design determination of the construction model used in research.

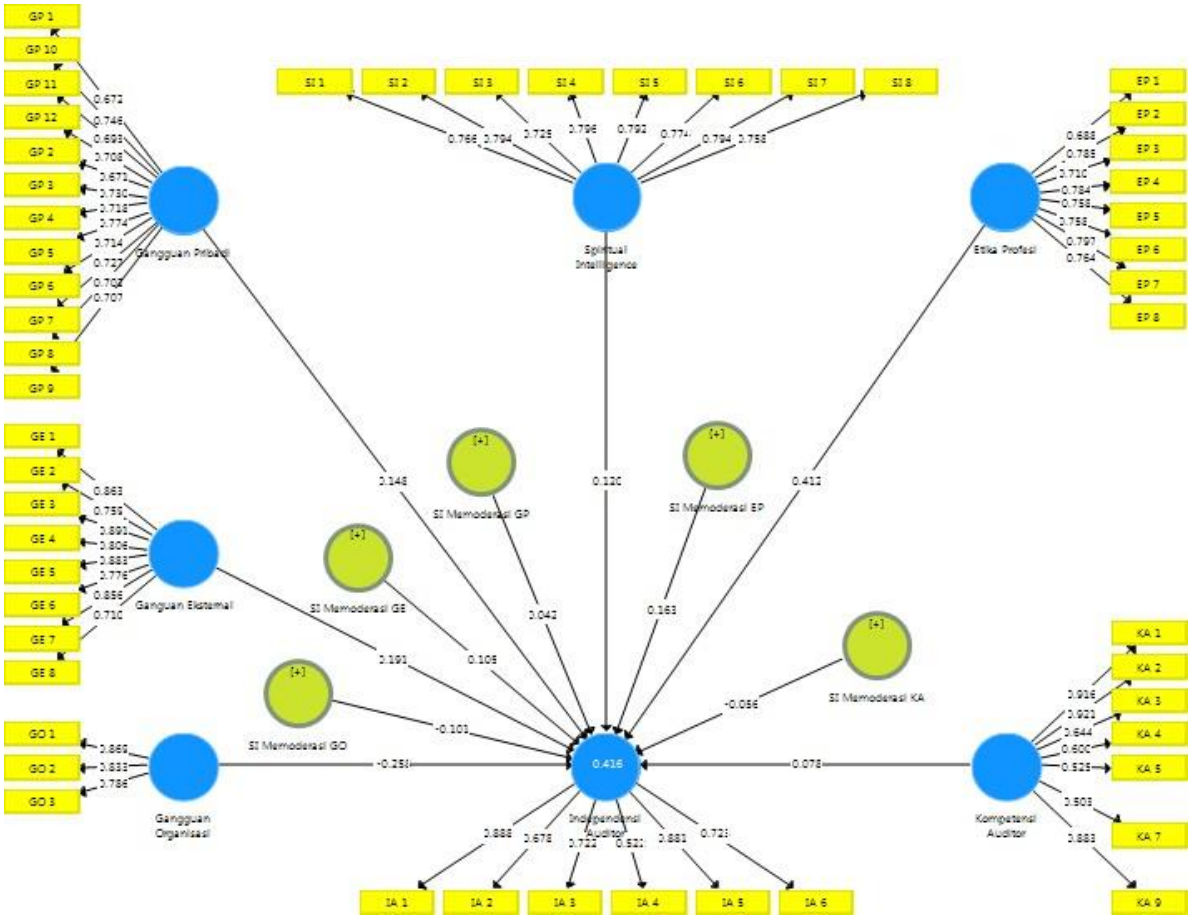

Figure – 2. Full model structural partial least square (Post Elimination)

Based on the picture. 2 above, KA6 and KA8. Excluded from the model because the loading factor value of the indicator is less than 0.50. Furthermore, the results of the test of the validity and reliability of the measurement model. It can be seen that this study has met the criteria for convergent validity testing according to (Gudono, 2014) and (Hartono, 2014) A model is said to meet the convergent validity test if it has a loading factor value above 0.7, an AVE value of > 0.5, and a communality value (√AVE) above 0.5 which means that the construction measuring component in this study has a high correlation.

Table 5. Validity and Reability

	CompositeReliability	***AverageVarianceExtracted(AVE)***	$\sqrt{AVE}$
Professional ethics	0,914	0,572	0,756
Organizational Disruption	0,869	0,689	0,830
Personal Disorders	0,926	0,510	0,714
External Interference	0,942	0,673	0,820
Auditor Independence	0,880	0,557	0,746
Auditor Competence	0,885	0,539	0,734
SIModerateEP	1,000	1,000	1,000
SIModerateGE	1,000	1,000	1,000
SIModerateGO	1,000	1,000	1,000

SIModerateGP	1,000	1,000	1,000
SIModerateKA	1,000	1,000	1,000
SpiritualIntelligence	0,923	0,601	0,775

Stage 2. Inner Model Evaluation (Structural Model) The evaluation of the inner model / structural analysis of the model is carried out to ensure that the structural model built is robust and accurate. Testing of structural models is carried out by looking at the value of R square which is a goodness of fit test of the model. The R square coefficient basically measures how far a model's ability to explain variations in dependent variables is. Here are the results of the R square below.

Table 6. R Square

	RSquare	**RSquareAdjusted**
Auditor Independence	0,416	0,382

Stage 3. Hypothesis Testing. In this case the bootstrap method is performed against the sample. Bootstrapping is a nonparametric procedure that allows testing of the statistical significance of various PLS-SEM results such as path coefficient, R^2 value. In hypothesis testing the free degree is determined by the formula (df) = n-k. Where n= the amount of data and k = the number of variables. This test used a two-sided test (two tailed) with a = 5% (0.05), a df value of 191 so that this study used a t-table of 1,652.

Table 7. Hypothesis Testing Result

Path Coefficients Mean,STDEV,T-Values,P-Values

	OriginalSample (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics(|O/STDEV|)**	**P Values**
Professional ethics->Auditor Independence	0,412	0,426	0,076	5,446	0,000
Organizational Disruption->Auditor Independence	-0,258	-0,241	0,075	3,458	0,000
Personal Disorders ->Auditor Independence	0,148	0,162	0,057	2,586	0,005
External Interference ->Auditor Independence	0,191	0,181	0,089	2,142	0,016
Auditor Competence ->Auditor Independence	0,078	0,094	0,047	1,658	0,050
SI ModerateEP ->Auditor Independence	0,163	0,168	0,075	2,186	0,015
SI ModerateGE ->Auditor Independence	0,105	0,092	0,058	1,811	0,035
SI ModerateGO ->Auditor Independence	-0,101	-0,089	0,077	1,311	**0,095**
SI ModerateGP ->Auditor Independence	0,042	0,046	0,060	0,702	**0,242**
SI ModerateKA ->Auditor Independence	-0,056	-0,038	0,057	0,979	**0,164**
Spiritual Intelligence ->Auditor Independence	0,120	0,114	0,070	1,709	0,044

Discussion

1. Results of Testing Personal Interference with Auditor Independence

The results of this hypothesis 1a test can be seen in the Table. 7 indicates that the variable relationship of personal impairment (X1) with the independence of

the auditor (Y) indicates a path coefficient value of 0.148 with a value of t of 2.586. The value is greater than t-table 1.652. These results show that personal impairment (X1) affects the auditor's independence which means in accordance with the first hypothesis where personal interference affects the auditor's independence. This means hypothesis 1a is accepted.

The results of this study are in line with the research (Parawansa, 2014), and (Harsa, 2017) stated that personal disturbances have an influence on the independence of auditors. This shows that personal interference must be avoided by every auditor in conducting examinations. The higher the personal disturbance, the more the auditor controls the vested interests that affect its independence. Unlike the research (Vitalokasari, 2015) which states that personal disturbances have no effect on the independence of auditors.

2. External Interference Testing Results Against Auditor's Independence

The results of this hypothesis 2a can be seen in the Table. 7 which indicates that the relationship of the external interference variable (GE) with the independence of the auditor (Y) indicates a trace coefficient value of 0.191 with a value of t of 2.142. The value is greater than t-table 1.652. These results show that external interference affects the auditor's independence which means in accordance with the third hypothesis where external disorders affect the auditor's independence. This means Hipotesis2a accepted.

The results of this study are in accordance with and supported by research conducted by Sriyanto. In line with this research in other words, good / high external interference will affect the disruption of the independence of good / high auditors, and vice versa if the external interference is low / bad then the disruption of examiner independence will be low / bad. Unlike the research conducted by Parawansa (2014) and Arif (2013) which stated that external disorders have no significant effect on the independence of auditors.

3. Results of Organizational Disruption Testing on Auditor Independence

The results of this hypothesis 3a test can be seen in the Table. 7 which indicates that the relationship of the organizational disturbance variable (X3) with the independence of the auditor (Y) indicates a path coefficient value of -0.258 with a value of t of 3.458. The value is smaller than t-table 1.652. These results show that organizational interference affects the auditor's independence which means in accordance with the third hypothesis where organizational interference affects the independence of the auditor. This means Hipotesis 3a accepted.

The results of this study are in accordance with research that with the results of setiawanharsa (2017), showed that personal disorders affect the independence of auditors. In contrast to the results of research conducted by Sriyanto (2010) and Silvia (2015) which stated that organizational disruption has no effect and significant on the independence of auditors.

4. Results of Professional Ethics Testing on Auditor Independence

The results of this hypothesis 4a test can be seen in the Table. 7 which indicates that the relationship of the Professional Ethics (PE) variable with the independence of the auditor (Y) indicates a path coefficient value of 0.412 with a value of t of 5,446. The value is greater than t-table 1.652. These results show that professional ethics affects the independence of the auditor which means in accordance with the fourth hypothesis where Professional Ethics affects the independence of the auditor. This means hypothesis 4a is accepted.

In line with the theory (Futri&Juliarsa, 2014) that, every auditor holds firm to the professional ethics that have been established by the Indonesian Institute of Accountants (IAI). By having professional ethics, it is expected that an auditor will give an opinion in accordance with the fairness of activities and financial statements issued by the government. This regulation aims to reduce the level of errors in the audit process of financial statements.

5. Results of Auditor Competency Testing on Auditor Independence

The results of this hypothesis 5a can be seen in the Table. 7 which indicates that the relationship of the Auditor Competency (KA) variable with the auditor's independence (Y) shows a path coefficient value of 0.078 with a value of t of 1.658. The value is greater than t-table 1.652. These results show that the Auditor's Competence affects the independence of the auditor which means in accordance with the third hypothesis where the Competence of the Auditor affects the independence of the auditor. This means hypothesis 5a is accepted.

This research is in line with research conducted by (Amriyadi, 2015) and (Hidayah, 2015) stated that competence affects the independence of auditors. Therefore, the competence of the auditor can be seen from the quality of knowledge and experience that can affect the independence of the auditor. With competence, the auditor will be able to complete the audit well so as to produce adequate auditor independence.

6. Results of Spiritual Intelligence Testing on Auditor Independence

The results of this hypothesis 5a can be seen in Table.7 which shows that the relationship of the Spiritual Intelligence (SI) variable with the independence of the auditor (Y) shows a path

coefficient value of 0.078 with a value of t of 1.658. The value is greater than t-table 1.652. These results show that the Spiritual Intelligence Auditor has an effect on the auditor's independence which means in accordance with the third hypothesis where Spiritual Intelligence affects the auditor's independence. This means hypothesis 6a is accepted.

Spiritual intelligence allows man to think creatively, far-sightedly, create or even change rules, which allows the person to have integrity, and honesty in order to be objective in order to maintain independence in his assignment. The results of this study are in line with research conducted by Setda (2019) which states that Spiritual Intelligence has a significant effect on the independence of auditors.

7. Personal Impairment Testing Results on Auditor Independence with Spiritual Intelligence as Moderation Variable

The results of this hypothesis 1b test can be seen in Table 5.13 showing that the relationship of the personal disturbance variable (X1) with Spiritual Intelligence (Z) as a Moderation Variable to the independence of the auditor (Y) shows a path coefficient value of 0.042 with a value of t of 0.702. The value is smaller than t-table 1.652. These results show that personal impairment (X1) with Spiritual Intelligence (Z) as a Moderation Variable has no effect on the auditor's independence (Y), which means it does not conform to the Spiritual Intelligence hypothesis of moderating the relationship between Personal Impairment and Auditor Independence. This means hypothesis 1b rejected.

The results of the analysis in this study can be concluded that the auditor does not focus on emotions (emotion-focused) that direct the auditor's spirituality in dysfunctional mechanisms that emphasize defensive behavior and avoid stress in the face or overcome personal disturbances in the work environment that will be biased against the auditor's independence.

8. External Interference Testing Results On Auditor Independence with Spiritual Intelligence as Moderation Variable

The results of this hypothesis 2b test can be seen in Table 5.13 showing that the relationship of the external interference variable (X2) with Spiritual Intelligence (Z) as the Moderation Variable to the independence of the auditor (Y) shows a path coefficient value of 0.105 with a value of t of 1.811. The value is greater than t-table 1.652. These results show that external interference (X2) with Spiritual Intelligence (Z) as a Moderation Variable affects the auditor's independence (Y), which means that in accordance with the Spiritual Intelligence hypothesis, it moderates the relationship between external interference and auditor independence. This means hypothesis 2b is accepted.

The results of the analysis in this study can be concluded that the auditor will bring and direct his spirituality in dealing with or overcome external disturbances in the work environment that will be biased against the auditor's independence. To overcome external disorders, an auditor will take the first step, conducting an appraisal process the next step of coping efforts focuses on emotions (emotion-focused) that direct the auditor's spirituality in dysfunctional mechanisms that emphasize defensive behavior and avoid stress in facing or tackling external disturbances in the work environment that will be biased towards independence of auditor.

9. Organizational Impairment Testing Results on Auditor Independence with Spiritual Intelligence as Moderation Variable

The results of this hypothesis 3b test can be seen in Table 5.13 showing that the relationship of the organizational disturbance variable (X3) with Spiritual Intelligence (Z) as a Moderation Variable to the auditor's independence (Y) shows a path coefficient value of -0.101 with a value of t of 1.311. The value is smaller than t-table 1.652. These results show that organizational interference (X3) with Spiritual Intelligence (Z) as a Moderation Variable has no effect on auditor independence (Y), which means it does not conform to the Spiritual Intelligence hypothesis of moderating the relationship between organizational disruption and auditor independence. This means hypothesis 3b is rejected.

In this study, it can be concluded that the auditor does not focus on emotions (emotion-focused) that direct the auditor's spirituality in dysfunctional mechanisms that emphasize defensive behavior and avoid stress in the face or overcome organizational disorders in the work environment that will be biased against the auditor's independence.

10. Results of Professional Ethics Testing on Auditor Independence with Spiritual Intelligence as Moderation Variable

The results of this hypothesis 4b test can be seen in Table 5.13 showing that the relationship of the professional ethics variable (X4) with Spiritual Intelligence (Z) as a Moderation Variable against the independence of the auditor (Y) shows a path coefficient value of 0.163 with a value of t of 2.186. The value is greater than t-table 1.652. These results show that professional ethics (X4) with Spiritual Intelligence (Z) as a Moderation Variable affects the auditor's independence, which means that in accordance with the Spiritual Intelligence hypothesis, it moderates the relationship between professional ethics and auditor independence. This means hypothesis 4b is accepted.

The results of this study are also in line with the theory (Julita, 2019: Chapter3) states that the audit profession requires ethical standards because auditors are confidants and face conflicts of interest. Without using ethics, the work of public accountants is not successful to the maximum because one of the sources of information used in making decisions is from accountant information.

11. Results of Auditor Competency Testing on Auditor Independence with Spiritual Intelligence as Moderation Variable

The results of this hypothesis 5b test can be seen in Table 5.13 showing that the relationship of the X5 auditor competency variable with Spiritual Intelligence (Z) as a Moderation Variable to auditor independence (Y) shows a path coefficient value of 0.042 with a value of t of 0.702. The value is smaller than t-table 1.652. These results show that the competence of the auditor (X5) with Spiritual Intelligence (Z) as the Moderation Variable has no effect on the auditor's independence (Y), which means that it does not conform to the Spiritual Intelligence hypothesis of moderating the relationship between auditor competence and auditor independence. This means hypothesis 5b is rejected.

In this study, it can be concluded that the auditor does not focus on emotions (emotion-focused) that direct the auditor's spirituality in dysfunctional mechanisms that emphasize defensive behavior and avoid stress in facing or tackling problems that are competent in the work environment that will be biased against the auditor's independence.

Conclusions, Implication and Limitations of Research

Conclusions

The results of the data and analysis that has been done, the conclusions that can be taken as follows.

1. As a determinant of auditor independence, namely variable personal disturbances, external disorders, organizational disorders, professional ethics, auditor competence and, spiritual intelligence has a significant effect on the independence of the auditor.

2. As a determinant of auditor independence, namely the variables of external interference and professional ethics have a significant effect on the independence of auditors with spiritual intelligence as a moderation variable. Spiritual intelligence is able to weaken or strengthen the influence of external disorders and professional ethics on the independence of auditors.

3. As a determinant of auditor independence, namely variable personal disturbances, organizational disorders, and auditor competence have no significant effect on the independence of the auditor with spiritual intelligence as a moderating variable. Spiritual intelligence cannot weaken or strengthen the influence of personal disturbances, organizational disorders, and competence on auditor independence.

Implication

The implication is theoretically, has empirical evidence that there are six (determinant factors) that affect the independence of auditors in the District and City Inspectorate in Riau province. These factors are personal disorders, external disorders, organizational disorders, professional ethics and auditor competence and spiritual intelligence.

While the practical implications of this study provide input to government auditors in the Inspectorate to seriously implement the Regulation of the Indonesian Audit Board No. 01 of 2007 dated March 7, 2007 concerning The State Financial Examination Standard, Appendix II, The Second General Standard Statement on the fourteenth paragraph, a more strategic step in order to reduce the weakness of the auditor's independence while working and fraud on the independence of the auditor in the Inspectorate.

Limitations of Research and Advice

In this research, researchers only use questionnaires as research material so that the answers are only fixated on the construction of the questions in the questionnaire. It is expected that in the next study in the interview methode because it develops questions in accordance with the latest situation in order to get special things that often go unnoticed. For future research is expected to add other variables that may have an influence on auditor independence, or using intervening variables.

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	GIF (Australia)	= 0.564	ESJI (KZ)	= 8.771	IBI (India)	= 4.260
	JIF	= 1.500	SJIF (Morocco)	= 7.184	OAJI (USA)	= 0.350

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Issue Article

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PROGRESSIVE MACHINES FOR PRE-CLEANING OF GRAIN

Abstract: *The article pays special attention to the issues of pre-cleaning of grain.*

Based on the analysis of existing grain cleaning machines, innovative machines for grain classification are proposed, allowing to increase the efficiency of cleaning from large and light impurities. The paper investigates the process of isolation of large and light impurities from the grain mass. The results of the conducted research showed a high technological effect. In conclusion, the test results and dependencies obtained by production are presented.

The most important tasks in the field of grain purification aimed at further development of scientific and technological progress in the grain processing industry are the improvement of existing and the creation of new grain cleaning machines; the introduction of new cleaning technology taking into account the requirements for grain at various stages of post-harvest processing.

The purpose of the work is: development and creation of equipment and technology for preliminary cleaning of grain from large and light impurities, which allows to increase the productivity of separators and processing efficiency, reduce the cost of acceptance and processing, significantly reduce the contamination of grain crops, create favorable conditions for drying and storage.

The most important process after grain acceptance is pre-cleaning, which creates conditions for reliable and economical conduct of all subsequent processes

Key words: *pneumorotor classifier, grain cleaning from large and light impurities, the thickness of the incoming grain layer, the rotational speed of the annular rotor, the degree of purification, Grain thrower classifier.*

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ПРОГРЕССИВНЫЕ МАШИНЫ ДЛЯ ПРЕДВАРИТЕЛЬНОЙ ОЧИСТКИ ЗЕРНА

Аннотация: *В статье особое внимание уделяется вопросам предварительной очистки зерна.*

На основе анализа существующих зерноочистительных машин предложены инновационные машины для классификации зерна, позволяющие повысить эффективность очистки от крупных и легких примесей. В работе исследуется процесс выделения крупных и легких примесей из зерновой массы. Результаты проведенных исследований показало высокий технологический эффект. В заключении приведены результаты испытаний и зависимости, полученные производственным путём.

Важнейшими задачами в области очистки зерна, направленными на дальнейшее развитие научно-технического прогресса в зерноперерабатывающей промышленности, является совершенствование действующих и создание новых зерноочистительных машин; внедрение новой техно¬логии очистки с учётом требований к зерну на различных этапах послеуборочной обработки.

Цель работы являются: разработка и создание техники и технологии предварительной очистки зерна от крупных и легких примесей, позволяющая повысить производительность сепараторов и эффективность переработки, сократить затраты на приемку и обработку, значительно уменьшить зараженность зерновых культур, создать благоприятные условия для сушки и его хранения.

Важнейшим процессом после приёмки зерна является предварительная очистка, которая создаёт условия для надёжного и экономичного проведения всех последующих процессов

***Ключевые слова**: пневмороторный классификатор, очистка зерна от крупных и легких примесей, толщина поступающего слоя зерна, частота вращения кольцевого ротора, степень очистки, Зернометатель-классификатор.*

Введение

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Зерновое производство является основой устойчивого функционирования агропродовольственного сектора, носит системообразующий характер для других отраслей экономики страны, определяет уровень продовольственной безопасности населения и служит своеобразным индикатором экономического благополучия государства. [1].

Зерновая масса, поступающая на предприятия хлебопродуктов, содержит крупную, сорную и зерновую примесь, органических и минеральных примесей, а также повреждённых, дефектных и мелких зерен основной культуры. Наличие в зерне этих примесей ухудшает его качество, снижает продовольственную ценность зерна, его стойкость при хранении, отрицательно влияет на его сохранность. Необходима своевременная и эффективная очистка зерна от примесей, т.к. в процессе её удаляются крупные примеси, повреждённые, недоразвитые, щуплые, мелкие зёрна, семена других растений и примеси неорганического происхождения. Поэтому одним из основных условий обеспечения количественно-качественной сохранности зерна является своевременная эффективная его очистка [2].

Предварительная очистка проводится сразу после поступления зерна на ток. Производители зерна: крестьянские и фермерские хозяйства должны в первую очередь произвести предварительную очистку, так как при задержке с очисткой происходит быстрое перераспределение влаги между зерном и более влажными примесями, в результате чего зерно становится еще более влажным, то есть происходит ухудшение его качества. Используемые для предварительной очистки зерноочистительные сепараторы МПО-50 и СПО-100, входящих в состав комплекса ЗАВ-50 и очистители вороха ОВС-25, МС-4,5. изношены и устарели, а их комплектующие изделия (сита, диски и др.) дорогостоящи [3].

Актуальность

Содержание сорной и зерновой примесей определяются по ГОСТ 13586.2 – 81. На ряде предприятий не проводится очистка зерна при приёмке в потоке и отдельные партии зерна размещаются на хранение в неочищенном состоянии. Одной из причин такого положения является недостаточное знание вопроса влияния очистки на стойкость свежеубранного зерна при хранении. При хранении такого зерна в нем идет перераспределение влажности между примесью и зерном, что приводит к увеличению влажности зерна. Это дополнительные затраты на сушку зерна. Влагообмен между сорняками и зерном завершается в основном в первые сутки хранения, поэтому предварительная очистка зерна должна проводиться немедленно, как только зерно поступило на ток. Чтобы успешно справляться с этой работой, производительность машин первичной очистки должна быть в 1,5 раза больше производительности комбайнового парка [4].

Использовать существующие зерноочистительные машины, пневмосепараторы и скальператоры в линиях приёма для очистки зерна от крупных и лёгких примесей не представляются возможным из-за их громоздкости, сложности, низкой эксплуатационной надёжности и низкой пропускной способности по сравнению с транспортным оборудованием [5]. Проведение эффективной очистки зерна от крупных и лёгких примесей в линии приёма до поступления зерновой массы в производственные помещения позволит снизить эксплуатационные расходы не приёму и обработку, повысить стойкость зерна при хранении и создадут более благоприятные условия работы последующих транспортно-технологических машин. Поэтому предложенную тему следует признать актуальной.

Цель работы:

- разработка и создание техники и технологии предварительной очистки зерна от крупных и легких примесей, позволяющая повысить производительность сепараторов и эффективность переработки, сократить затраты на приемку и обработку, значительно уменьшить зараженность зерновых культур, создать благоприятные условия для сушки и его хранения.

Для повышения стойкости зерна при хранении, создания благоприятных условий для последующих транспортно-технологических операций и улучшения санитарно-гигиенических

условий труда, необходимо производить предварительную очистку зерна в линии их приёма. Для реализации поставленной задачи необходимо разработать и создать высокоэффективные машины для предварительной очистки зерна от примесей простые по конструкции, надёжные в эксплуатации с низкими приведенными затратами и легко встраиваемые в транспортные коммуникации линии приёма производительностью: для крестьянских и фермерских хозяйств - 40-60 тонн/час, для хлебоприемных и зерноперерабатывающих предприятий - 50-100 тонн/час.

С целью повышения производительности и качества разделения предлагается Установка для очистки зернопродуктов от крупных и легких примесей, предназначенный для очистки преимущественно зерна и зернистых продуктов от крупных и лёгких примесей и может быть использовано на предприятиях системы хлебопродуктов, в сельском хозяйстве, пищевой и других отраслях промышленности [6].

Задача и технический результат изобретения заключается в расширении технологических возможностей установки для очистки зернопродуктов от крупных и легких примесей, сокращении эксплуатационных затрат на приемку и переработку зерна.

Это достигается тем, что в установке для очистки зернопродуктов от крупных и легких примесей, содержащей пневмороторный классификатор снабжен электромагнитным фартуком, кольцевым ротором с установленными внутри него поперечными лопастями, а с наружной стороны вильчатым скребком и патрубком отвода крупных примесей, пневмосепарирующей камерой, ограниченную в верхней части просеивателем, с наружных сторон регулируемыми при помощи винтов жалюзийными решетками, одна из которых сообщена с всасывающим патрубком пневмосистемы.

Новым в изобретении является то, что пневмороторный классификатор устанавливается в перегрузочных пунктах конвейеров линии приема и переработки зерновых продуктов, что позволит совместить транспортные операций с технологическими, как очистка зернопродуктов от металломагнитных, крупных и легких примесей, а также как обеспыливание и обеззараживание зерна. Электромагнитный фартук не только обеспечивает равномерную подачу продукта в кольцевой ротор, но и выделяет металломагнитные примеси. Кольцевой ротор с установленными внутри него поперечными лопастями является просеивающим элементом. Вильчатый скребок не только отделяет крупные примеси с поверхности вращающегося кольцевого ротора, но и предотвращает забивание частиц между кольцами. Продукт, проходя через кольцевой ротор и просеиватель, распределяются в виде «дождя», образуя свободные межзерновые пространства, что способствует эффективному воздействию воздуха на легкие примеси в вертикальной пневмосепарирующей камере.

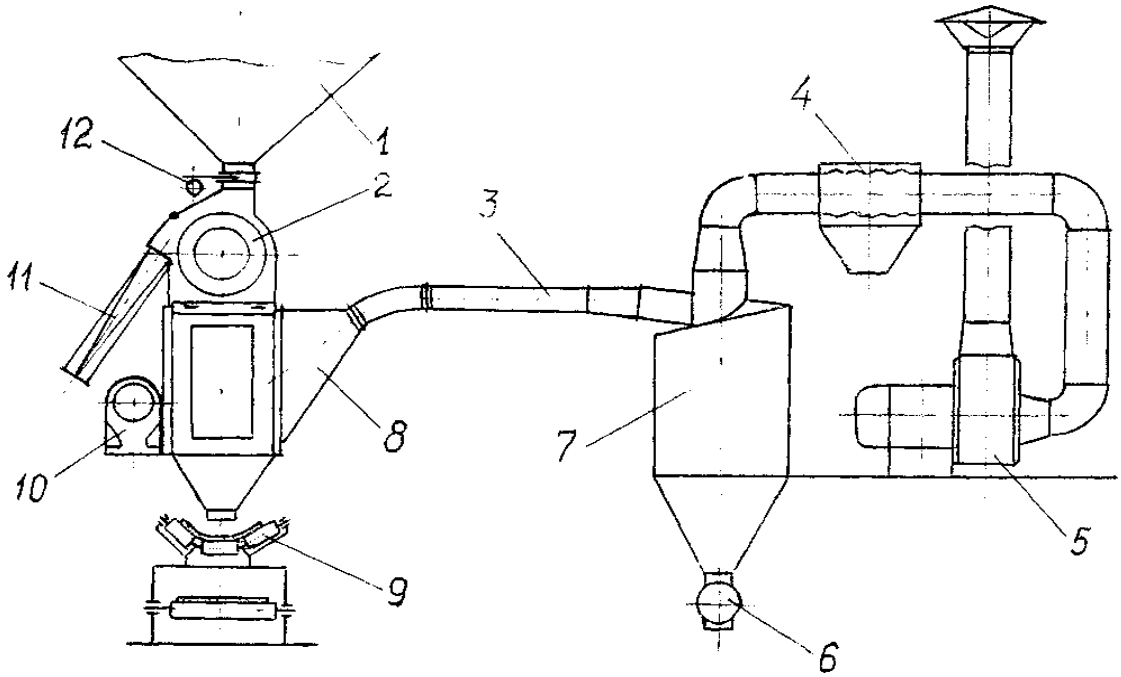


Рис 1. Установка для очистки зернопродуктов от крупных и легких примесей.

Регулируемые при помощи винтов жалюзийные решетки предназначены для выравнивания скорости воздушного потока в пневмосепарирующей камере, что позволить повысить эффективность очистки продукта от легких примесей и пыли.

На рис.1. представлен предлагаемая Установка для очистки зернопродуктов от крупных и легких примесей, который состоит из пневмороторного классификатора 2, воздухопроводов 3, циклона-отделителя 7, фильтра 4 и всасывающего вентилятора 5.

Установка работает следующим образом. Зерно с приемного бункера 1 через задвижку 12 поступает на пневмороторный классификатор 2, где происходит классификация зерна от крупных и легких примесей. Выделенные крупные примеси выводятся через патрубок 11 в сборник отходов. Легкие примеси из пневмосепарирующей камеры отсасываются посредством вентилятора 5 через всасывающий патрубок 8 и систему воздухопроводов 3 в циклон-отделитель 7, где за счет центробежных сил легкие примеси и зерновая пыль оседают в нем и выводятся через шлюзовой затор 6 в сборник отходов. Остаточная пыль очищается в фильтре 4. Очищенный от легких примесей и пыли воздух выводится в атмосферу. Очищенное от примесей зерно поступает на рабочий орган конвейера 9.

На рис. 2 изображена принципиальная схема пневмороторного классификатора, который состоит из шиберной задвижки 1, кольцевого ротора 2, пневмосепарирующей камеры 4, всасывающего патрубка 5, регулируемых всасывающих 6 и 8 жалюзных решеток, просеивателя 9, электромагнитного фартука 12, привода 14 и патрубка крупных примесей 15. Пневмосепаратор работает следующим образом. Зерновая масса из приемного бункера через регулируемую задвижку 1 поступает на вращающийся кольцевой ротор 2. При этом крупные примеси, оставаясь на поверхности колец вращающего ротора, направляется в патрубок 15 и выгружаются в сборник крупных примесей. Застрявшие в отверстиях между кольцами крупные примеси очищаются вильчатым скребком-отделителем 10.

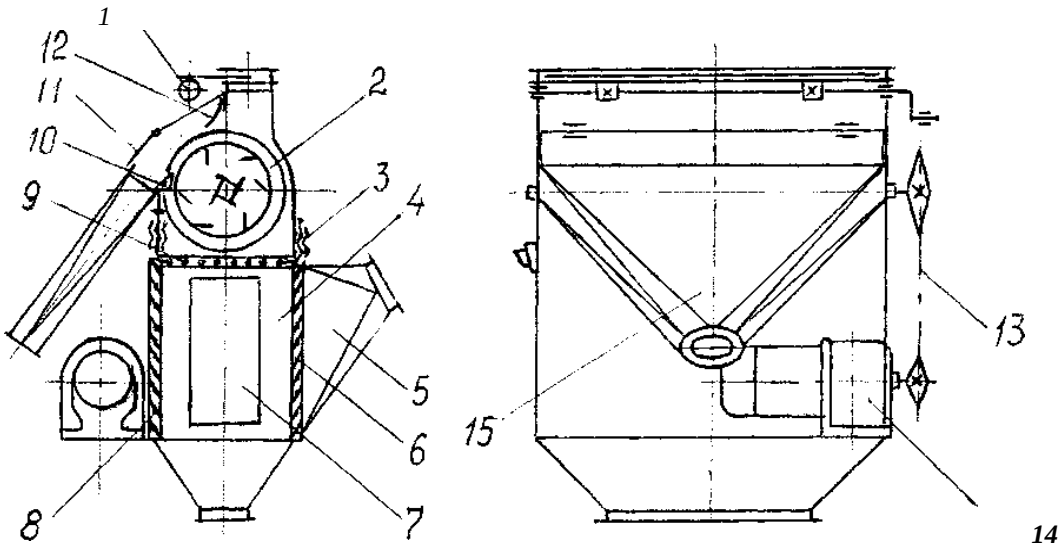


Рис. 2. Принципиальная схема пневмороторного классификатора

Для предотвращения уноса полноценных зерен в патрубок крупных примесей установлен электромагнитный фартук 12. Зерновой поток, перемещаясь вниз, проходит через продольные отверстия, образованные по окружности кольцами и через просеиватель 9 поступает пневмосепарирующую камеру 4. При этом общий зерновой поток расслаивается и распределяется на множество слоев, между которыми образуется свободные межзерновые пространства. В вертикальной пневмосепарирующей камере 4 равномерно распределенные по площади поперечного сечения зерновые слои продуваются в поперечном направлении воздухом. Скорость воздуха в пневмосепарирующей камере в зависимости от очищаемого продукта и степени очистки от легких примесей устанавливаются при помощи винтов 3 регулируемых жалюзных решеток. Воздух при этом входит через регулируемую жалюзную решетку 8, пронизывает свободные межзерновые пространства, унося с собой легкие примеси и направляется через регулируемую жалюзную решетку 6 во всасывающий патрубок 5. Со всасывающего патрубка легкие примеси и пылевоздушная смесь через систему воздухопроводов поступает в циклон-отделитель, где происходит отделение легких частиц от воздушной смеси.

Вращение кольцевого ротора осуществляется посредством моторредуктора 14 через цепную передачу 13. Предусмотрена регулировка частоты вращения кольцевого ротора. Для визуального наблюдения за процессом очистки зерна от крупных примесей предусмотрен смотровой люк 11, а от легких примесей смотровое окно 7. Равномерность распределения зерна по площади поперечного сечения пневмосепарирующей камеры, образование свободного межзернового пространства существенно повышает эффективность процесса очистки от легких примесей и снижает энергозатраты.

Лабораторно-экспериментальный образец «Зернометателя-классификатора» (фиг.3.) был изготовлен за счет средств инновационного гранта АО «НАТР». Инновационный грант на коммерциализацию технологий на стадии обоснования концепции проекта для коммерческого использования технологии с АО «Национальное агентство по технологическому развитию».

Лабораторно-экспериментальный образец «Зернометатель-классификатор», представляет собой пневмороторный классификатор, установленый на «Зернометателе», между загрузочным транспортером и триммером [7].

Рис. 3. изображен общий вид «Зернометателя-классификатора».

Рис.4. Пневмороторный классификатор.

Объекты и методы исследований.

Объектами исследований являются зерно пшеницы сорта Алмалы, Береке, Богарная 56, ячменя сорта Байшешек урожая 2020 года и аэродинамические примеси применительно к процессу пневмосепарирования и оборудование для осуществления этого процесса.

Экспериментальные исследований: выполнены на специально созданных экспериментальных установках и опытных образцах новых пневмороторных, пневмоочистительных машинах в производственных условиях линии приёма и обработки зерна в крестьянском хозяйстве «Таукебаева С.С.» Обработка результатов экспериментальных исследований выполнена графоаналитиеским методом и на компьютерных программах. В работе использованы методы математической статистики, математического моделирования. Содержание сорной и зерновой примесей в зерне пшеницы определены по ГОСТ 9353-85 [8].

Методика проведения экспериментов и результаты.

Эксперименты проводились в два этапа. Первый этап заключался в определении рациональной частоты вращения ротора, количества поперечных пластин внутри колец и вала ротора в зависимости от толщины поступающего слоя зерна, при которых обеспечивается равномерное распределение потока зерна и образуются свободные воздушные прослойки внутри сепарирующей камеры. Как известно, достаточное пространство в зерновом потоке способствует эффективному уносу лёгких примесей воздухом. Второй этап заключается в установлении рациональной рабочей длины всасывающего жалюзного патрубка в зависимости от толщины поступающего слоя зерна, при котором также будет обеспечиваться максимальная эффективность очистки зерна от лёгких примесей.

Для осуществления первого этапа эксперимента в нижней части, внутри пневмосепарирующей камеры установлен короб, разделенный в продольном направлении на 10 одинаковых отсеков. Расстояние между отсеками составляет 40 мм. Через вращающийся, кольцевой ротор пропускалось зерно. Проходя через щели между колец, зерновой поток разбрасывается поперечными пластинами по всей ширине пневмосепарирующей камеры. По высоте зерна в отсеках короба можно оценить о равномерности

распределения зернового потока по поперечному сечению пневмосепарирующей камеры. При этом коэффициент равномерности:

$$k_p = h_{\min} / h_{nom} \quad \text{и} \quad k_p = h_{nom} / h_{\max}, \quad (1)$$

где h_{max} - максимальная высота зерна в отсеках,

$h_{ном}$ - номинальная высота зерна в целом коробе, когда обеспечивается одинаковая высота во всех отсеках,

h_{min} - минимальная высота зерна в отсеках.

$$k_{cp} = K_{pi} / n \quad (2)$$

По высоте заполнения зерна в отсеках короба, внутри сепарирующей камеры, внесены соответствующие изменения параметров в конструкции рабочего органа (количество и направление, угол наклона и высота поперечных пластин внутри цилиндра, частота вращения ротора и др.).

Пределы изменения факторов: частота вращения ротора от 10 до 80 об/мин. Толщина поступающего слоя зерна от 20 до 70 мм; количество поперечных пластин, прикреплённых на валу ротора от 3 до 6 штук. Предельное значение частоты вращения кольцевого ротора ограничивается допускаемым значением её n_p при котором частицы зернового потока находящиеся на торцевой внешней поверхности кольца будут отрываться за пределы габаритов ротора и попадут в бункер для крупных примесей. Максимальные значения количества поперечных пластин ограничивается возможностью свободного истечения зерна через щели, образованных кольцами ротора и пластинами.

Таблица 1. Результаты экспериментов по определению коэффициента равномерности распределения зерна в зависимости от толщины поступающего слоя зерна и частоты вращения кольцевого ротора.

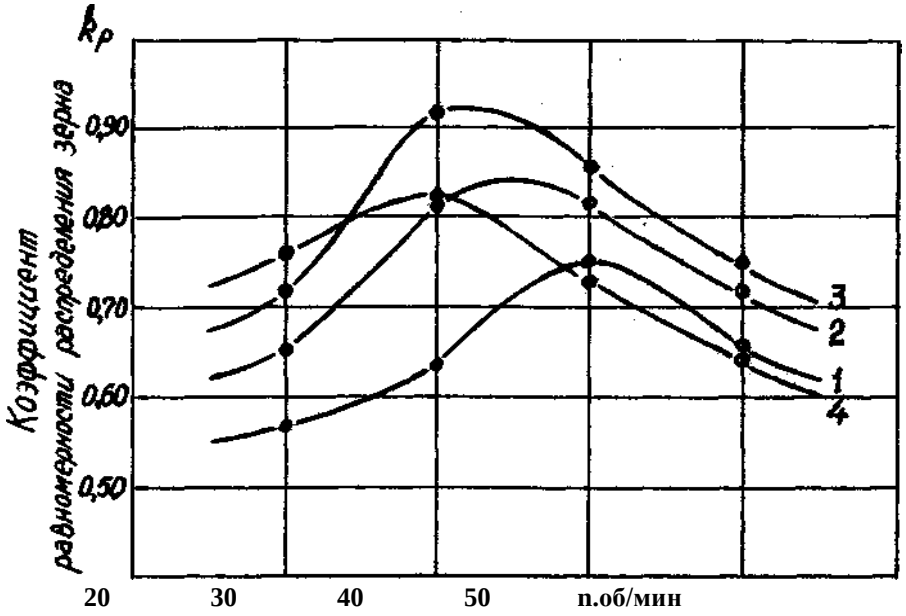
n_p h мм / Об/мин	20	30	40	50
20	0,57	0,65	0,72	0,76
30	0,63	0,81	0,92	0,82
40	0,75	0,82	0,85	0,73
50	0,66	0,72	0,75	0,65

По результатам первого этапа экспериментальных данных построены графики зависимости коэффициента равномерности распределения зерна *Кр* от частоты вращения кольцевого ротора n_p и толщины поступающего слоя зерна $h_{сл}$ (рис.5 и 6).

В результате экспериментальных данных выявлено, что при расстоянии между кольцами, равном максимальному размеру двух-трёх зерновок (12 мм) и при вращении кольцевого ротора с частотой вращения n_p = 25 - 45 об/мин крупные примеси, размеры которых превышают зазор между кольцами, полностью отделяются из поступающего зернового слоя, что весьма важно для последующих технологических операций.

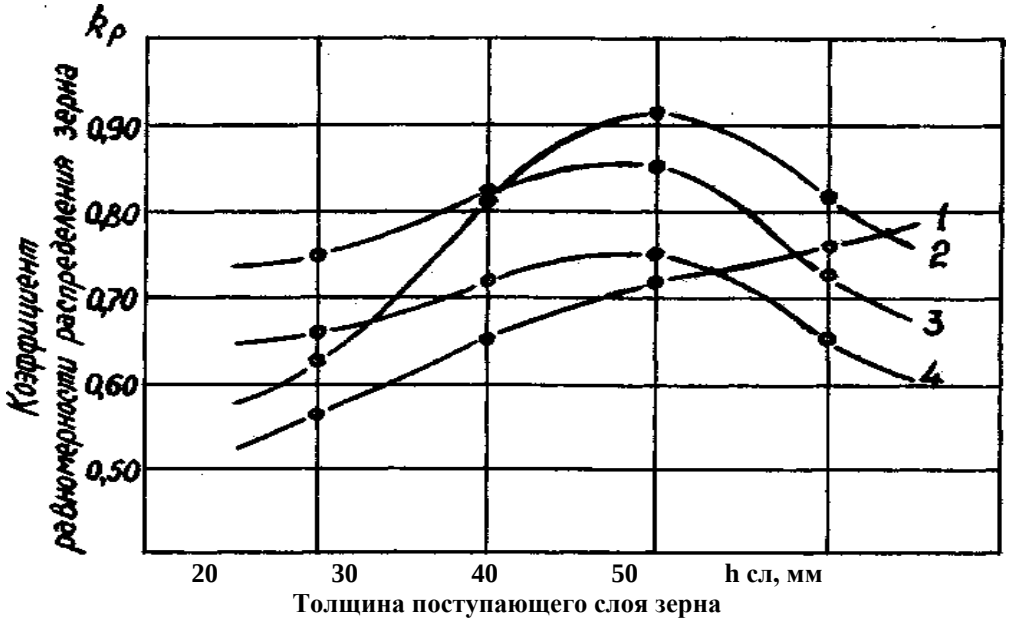
Как видно из графика (рис.5.) высокий коэффициент равномерности распределения зерна *Кр* = 80...92 % наблюдается при частоте вращения кольцевого ротора n_p = 35 - 54 об/мин и при толщине поступающего елся зерна равно $h_{сл}$= 40 *мм*.

Коэффициент равномерности распределения зерна повышается с 82 до 92% (рис. 6.) при толщине поступающего слоя зерна $h_{сл}$ =30 – 50 мм и частоте вращения, кольцевого ротора n_p = 30 об/мин.



Частота вращения кольцевого ратора

Рис.5. Зависимость коэффициента равномерности распределения зерна от частоты вращения кольцевого ротора при:1 - h сл =20 мм, 2 - h сл=30 мм, 3 - h сл =40 мм, 4 - h сл=50мм



Толщина поступающего слоя зерна

Рис.6. Зависимость коэффициента равномерности распределения зерна от толщины поступающего слоя зерна при:1–n=20 об/мин, 2-n=30 об/мин, 3-n=40об/мин, 4-n=50 об/мин.

В результате первого этапа экспериментальных исследований установлено, что большой коэффициент равномерности распределения зерна *Kp*=80-92% достигается при частоте вращения кольцевого ротора n_p,=35-54 об/мин и толщины поступающего слоя $h_{сл}$,= 30 - 50 мм.

На втором этапе эксперимента приняты следующие значения факторов: толщина поступающего слоя зерна H = 30 - 70 мм; рабочая длина всасывающего жалюзного патрубка L = 150 - 500 мм.

Эффективность очистки зерна на данной установке оценивалась через коэффициент извлечения лёгкой примеси из зерновой массы;

$$k_u = \left(1 - \frac{m}{m_i}\right)100\% \quad (3),$$

где: m_0 *и* m - массы лёгкой примеси (аэродинамически отделимой) в зерновой смеси соответственно до и после очистки её.

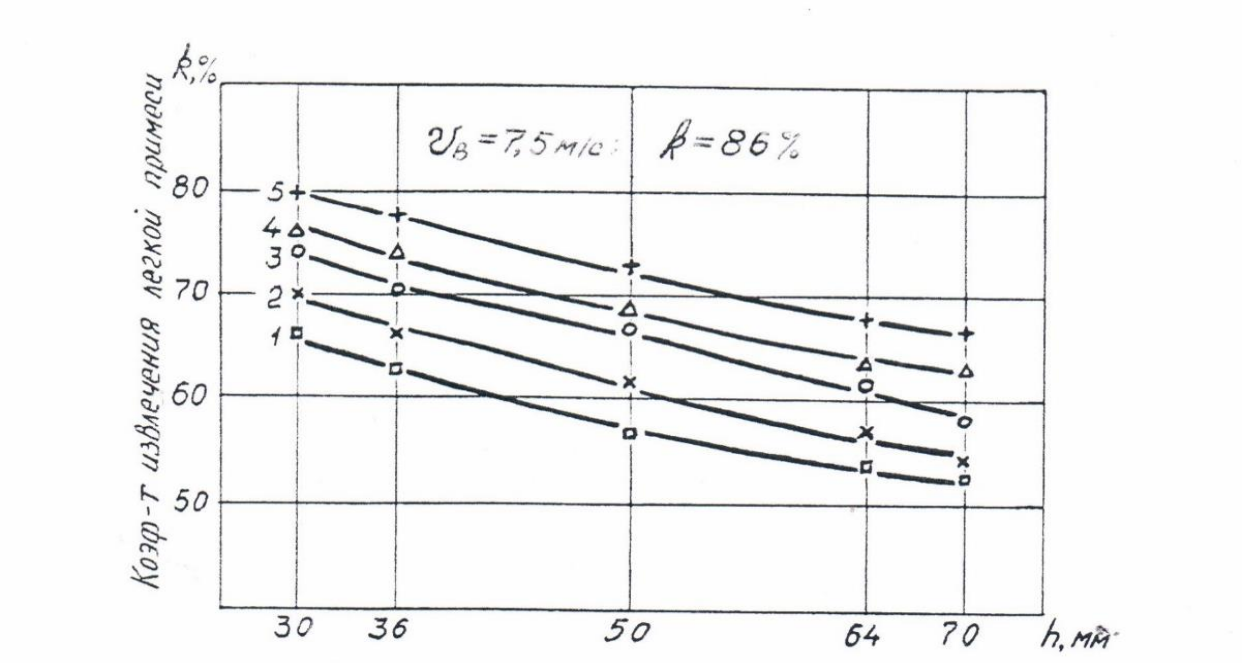
Анализ результатов экспериментальных исследований и выводы

Экспериментальные исследования выявили закономерности влияния толщины поступающего слоя зерна и длины всасывающего жалюзного патрубка на степень очистки зерна от лёгких примесей.

Коэффициент извлечения лёгкой примеси, при уменьшении толщины поступающего слоя зерна h сл с 70 до 30 мм и длине всасывающего жалюзного патрубка *L*=500 мм, существенно увеличивается с 67 до 80% (рис.7). Это обуславливается тем, что при малых толщинах зерновая масса, проходя через кольцевой ротор, расслаивается на множество малых потоков, при этом образуются свободные межзерновые пространства, что позволяет в пневмосепарирующем канале ослабить силы внутреннего сцепления частиц зерна и лёгких примесей и тем самым способствует эффективному воздействию воздушного потока на лёгкие примеси в пневмосепарирующем канале.

Значение коэффициента извлечения лёгких примесей увеличивается с 69 до 78% при увеличении длины всасывающего жалюзного патрубка, что обусловлено длительностью пребывания зерновой массы в зоне разделения, а значит дольше подвергается воздействию воздушного потока.

Из графиков на рис.7. видно, что максимальный коэффициент извлечения лёгких примесей, 78 - 80% имеет место при толщине поступающего слоя $h_{сл}$ = 30мм и при длине всасывающего жалюзного патрубка *L*=500 мм. Это говорит о том, что при такой толщине поступающего слоя зерна, кольцевой ротор расслаивает проходящее через кольца зерновой поток на множество слоев, и равномерно распределяет по площади поперечного сечения пневмосепарирующей камеры, при этом образуются свободные межзерновые, пространства. Воздушный поток, пронизывая её, эффективно взаимодействует с лёгкими примесями и выносит из их зоны классификации. А при длине всасывающего жалюзного патрубка *L*=500 мм. равномерно распределённый поток зерна дольше подвергается воздействию воздушного потока, при этом скорость выноса лёгких частиц больше скорости движения зерновой массы. Поэтому для эффективной классификации зерна от лёгких примесей следует устанавливать толщину поступающего слоя 30мм при котором создаётся равномерное распределение зернового потока по площади поперечного сечения камеры с образованием достаточного свободного межзернового пространства и устанавливать длину всасывающего жалюзного патрубка не менее 500 мм.



Толщина поступающего зерна r от h

Рис.7. Зависимость r от L при: 1-L=150мм; 2-L=200мм; 3-L=320мм; 4-L=450мм; 5-L=500мм;

Практической ценностью результатов научной деятельности являются:

-экспериментально подтверждены эффективность очистки зерна от легких примесей способом расслоения зерна и равномерностью его распределения по площади поперечного сечения пневмосепарирующей камеры [9].

-оптимизированы технологические режимы процесса очистки зерна от крупных и легких примесей [10];

-разработаны исходные требования на экспериментальный образец «Зернометатель-классификатор» [11].

Результат проведенных научных исследований заключается в расширении технологических возможностей «Пневмороторного классификатора». Экспериментальный образец «Зернометатель-классификатор» апробирован в производственных условиях. Результаты которых показало эффективность их использований для послеуборочной переработки зернопродуктов для очистки зерна от примесей.

Проведены экспериментальные исследования «Зернометателя-классификатора» на зерне пшеницы и ячменя с производительностью 40-60 тонн/час. В результате исследований установлено, что при расстоянии между кольцами равном 12 мм и при вращении кольцевого ротора с частотой n_p = 25-45 об/мин крупные примеси, размеры которых превышает зазор между кольцами, полностью отделяются из потока зерна.

Экспериментальные исследования показали, что максимальный коэффициент извлечения легких примесей 78-80% имеет место при толщине поступающего слоя зерна 30-40 мм, высоте пневмосепарирующей камеры равной 0,5 метра и длине кольцевого ротора равном 0,5 метра.

При разработке и экспериментальном исследовании хорошо зарекомендовал себя «Зернометатель-классификатор», который представляет собой современную машину надёжной и прочной конструкции. «Зернометатель-классификатор ЗКС» применяется для предварительной, первичной очистки семян зерновых, зернобобовых и масленичных культур и отвечает высоким эксплуатационным требованиям. Он легко поддаётся настройке и может работать с разной производительностью. Например, при обработке пшеницы её паспортная производительность выглядит следующим образом: при предварительной очистке – 60 т/час, при первичной (товарной) очистке – 40 т/час.

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	GIF (Australia) = **0.564**	**ESJI** (KZ) = **8.771**	**IBI** (India) = **4.260**
	JIF = **1.500**	**SJIF** (Morocco) = **7.184**	**OAJI** (USA) = **0.350**

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Issue **Article**

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THE PRACTICAL TRAINING OF THE TEACHERS AS A MOMENTUM ELEMENT

Abstract: *The practice-applied teaching processes in the higher education establishments, where future pre- and primary school teachers are taught, are stipulated in the regulations in force. In order for them to be functional, a creative approach is needed, where the universities be the initiative-generator of joint educational activities with institutions in the field of the pre- and primary school education. This is crucial for the future teachers' practical pedagogical training. The earliest the force of habit (momentum) in the organization of the educational process between the school as educational establishment and the higher education institution is discontinued, the more efficient and high quality the training of students will be for work in actual school environment.*

Key words: *practical training, pedagogy, interns, teachers, kindergarten, primary school.*

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Introduction

The profession "teacher" has been one of the most sought-after occupations in the past couple of years in Bulgaria. Not only do high school graduates pursue this profession, but a lot of people, graduated and with achievements in other professional fields, redirect their professional skills to re-qualify in the teacher's profession or acquire a new specialty "Pedagogy". The economic and political situation, we are witnessing, have achieved their goal – place the teacher's profession in demand. For the appropriate selection of the applicants and their successful performance, the answer to the question "Why the teacher's profession is in such a demand?" is essential. The Technical University – Sofia, through the Faculty of Engineering and Pedagogy in Sliven city, adequately expanded its educational potential towards the field of this sought-after profession [4]. Bachelor programs in Pedagogy and two Master study programs were established - "Innovation and Technologies in Pedagogy" and "Pre-school and Primary School Pedagogy". The future pre- and primary school teachers, both graduating the Bachelor's and the Master's programs, acquire their practical training in specified nursery and primary schools, under inter-institutional contracts concluded between the principal of the educational establishment and the higher education institution's rector – pursuant to art.36 of the State regulations for obtaining professional qualification "teacher" [3], art. 13 of the Regulation for the statute and professional development of teachers, principals and other pedagogical specialists [5] The organization and supervision of the general practical training in the nursery school and primary school age by the higher education establishment is entirely within the responsibilities of the department board carrying out the practical training, considering the imposed

representative and supervising functions – art.60, paragraph 2, item 3 according to the Rules for the structure and activities of the Technical University of Sofia [6]. The inter-institutional agreement is concluded at the start of the school year at latest by September 30th. It stipulates the logical sequence, each party's responsibilities and each activity's deadline. This is also a type of curriculum establishing the students' practical training – future teachers, directed by academic lecturers jointly with tutors. The latter are appointed by the principals of the primary educational institutions at the start of the academic year. The process is successful in the cases of logically connected and legally regulated and stipulated internal procedures. For the purpose of efficient collaboration between the institutions, where the education is conducted, are implemented partnership interactions on equal basis of the educational institution's administration of the pre-school and primary school education system, and the competent representatives of the higher education teaching department.. The academic education is focused on analysis of the observed pedagogical interactions – art.9, art.10 of the Regulation for the state requirements for obtaining professional qualification "teacher" [3]. Observation and analysis are the main methods at this stage of the practical training of the future teachers, where they are able to realize the connections between the acquired theoretical knowledge and its direct implementation in active form [2, 327-352]. The clever and purposeful guiding of the lecture, while discussing what is being observed, by the person in charge of the control and evaluation of the teaching process, is crucial for the active learning. Methods like brainstorming, analysis and synthesis are also used. The demonstration of innovative information and communication technologies, applicable or implmented to the respective educational process, is a must. It is compulsory that audio-visuals, with conducted electronic lessons for better presentation of specific stages in the lesson structure, be used. The students are encouraged by the lecturer to undertake activities which enable them to connect the theoretical knowledge obtained with their personal application in the group work. It is important that the students receive high-quality knowledge of the structure of the curriculum and be able to recognize its components. They have to possess in-depth knowledge of the educational principles, such as: demonstrativeness, consciousness, activity, system and order, endurance, accessibility, individual approach. They have to able to select the most appropriate work methods depending on the lesson type and the specific didactic goals and tasks [9, 114].

The next stage of the students' practical training, future pre-school and primary school teachers, is their participation in the current pedagogical practice. It is carried out by the rules and organization as stipulated in the inter-institutional contract. The main goal is to form professional and personal qualities and skills to conduct a high-quality educational and instructive process. At this stage, it is important that the future teachers develop skills for planning of the educational activities, preparation of methodological elaborations of lessons, including each child and pupil in the educational-instructive activities, and determination of the necessary expectations for that.

The practical training develops skills for making an appropriate pedagogical decision in the spontaneously occurred school situations. The successfully trained students should be able to apply efficient combination of individual structural components of the various types of school work. At the end of this stage, a definite number of methodological elaborations and records of observed and analyzed lessons are presented. While planning a lesson, the students specify the topic of the lesson with the main tutor. They support them while determining the goals, tasks of the work, the didactic materials. The topic i s selected from the annual allocation of topics on the specific subject of the tutor, and the type of the lesson is, as planned in the curriculum of the primary / nursery school. The "tutor" provides the educational content. The support of the students includes also determination of the type of cognitive activity, knowledge obtained and skills developed in the lesson, the educational techniques and technologies, which the tutor uses for this lesson. After specifying these conceptual structural-instructive forms and components of the lesson, the students begin the preparation for conducting it. They prepare a plan-synopsis of the lesson and its course. To the individual main structural components, they include didactic and technical support to each, as well as preliminary planning of time for each element. A special part of the practical training is the demonstration by the tutor of the transitions between these elements, as well as the connections with previous and successive topics. This is discussed with emphasis on their importance in the lesson analysis. The main types of lessons, according to their didactic goals, can be divided into two groups – for new knowledge, and consolidation of already acquired or mastered knowledge, skills, habits and their control. By including of more or less elements of these main types, the structure of their derivatives can be obtained – a combined lesson, self-study lesson, lesson for examination and control, a lesson for consolidation and self-study work, lesson for inclusion and systematization of knowledge.

According to A. Asmolov, the cognitive activities that students have to learn, are how to develop their pupils' skills to classify and group the knowledge, with regards to the communication activities – how to work in pairs and as a team [1, 144-145]. The regulative training activities for establishing goals and tasks, and the expectation for their performance. This is related to the adoption and

execution of rules, which is qualified through control, correction and evaluation. Therefore, the students are taught in practice how to develop the pupils' skills to organize themselves and perform the school activity in collaboration with the teacher. The communication activities develop the exchange of emotions, knowledge, skills, jointly with their peers and the teachers. For this purpose, the students are taught practical interactions by a tutor, in order to assist the pupils in understanding and acquiring the educational content [1]. Of the two types of lessons – acquisition of knew and consolidation of previous knowledge, skills, habits, as well as of the four types of training activities – personal, cognitive and character-symbolic, regulative and communicative, the academic lecturers present to the students the variety of structural elements, for consolidation of knowledge, assigning homework and other projects, for control and evaluation of achievements. With this knowledge and skills, the students are preparing for the next stage of their practical training – internship. The main goal of the internship is to prepare the students for their independent professional activities. The interns are provided with conditions to conduct a real school process in class, as well as work with the actual school documents. This is a stage of their development, where they can apply independently acquired theoretical knowledge and the skills obtained from their practical training. Thus, the interns develop their professional skills in actual environment.

According to the requirements of the Regulation for obtaining professional qualification "teacher", the minimum number of pedagogical situations or lessons conducted by interns is between 15 and 22 pedagogical situations or lessons [3]. The evaluation of the future pre- and primary school teachers, for their practical preparation according to the specific stage, is made by different lecturers. Their work during the control and evaluation of teaching process in the current pedagogical practice is evaluated by the academic lecturer from the higher education establishment, and during the internship - by the tutor. The practical pedagogical training of the future teachers is performed by means of practice-applied examination, conducted in the school establishment, with an attending board consisting of lecturers with academic rank from the department providing the training, the headmaster of the nursery or primary school, and the tutor [10]. Each student is required to elaborate and perform pedagogical situations or a lesson, and defend them before the examination board, pursuant to art.15 of the Regulation for obtaining professional qualification "teacher" [3].

In a research, conducted at the start of 2022, with 81 graduates from the Bachelor and Master study programs of the Faculty of Engineering and Pedagogy – Sliven to the Technical University – Sofia, regarding their satisfaction from the chosen specialty in the context of quality practical training for their future professional fulfillment, the following results were obtained (Figure 1):

• 64% reckon that their professional preparation is sufficient;

• 58% have confidence in their future professional fulfillment, based on their practical training [7].

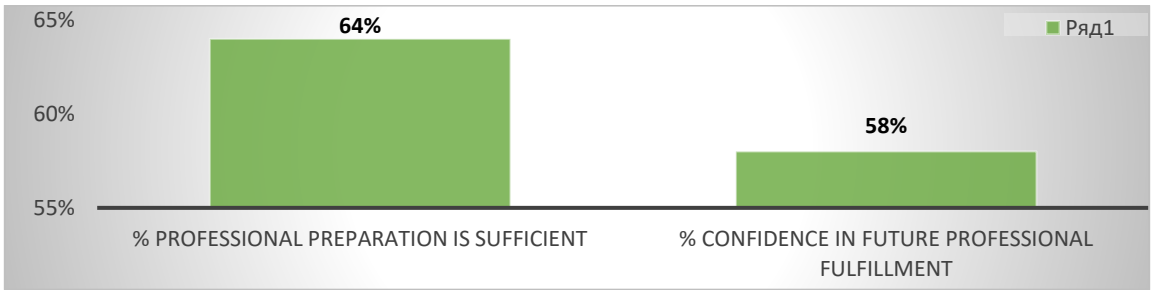

Figure 1. Satisfaction from the chosen specialty

Conclusion

These results are not sufficient to make a comprehensive evaluation of the educational process for their practical training, still they are sufficiently indicative in the context of the momentum processes of organization and performance of the practical training in the field of pre- and primary school pedagogy, which is actually the focus of our present work [8].

An important feature, which is not included in the conduct of the state practice-applied examination of the future teachers, is that the school year for the first to third grades is completed on May 31st, and for the fourth grade – on June 15th. This creates difficulties for the organization and conduct of this examination by the higher education establishment, as the schedule of the academic year (semesters and examination sessions) differs from the school year schedule. This is a problem, which has not been resolved yet, notwithstanding the increasing number of applicants in the field of pre- and primary school pedagogy, which demonstrates organizational inertness.

For the efficient practical training of the students, future pre- and primary school teachers, there are two main factors – stipulated rules and direct interaction between the persons with representative and administrative functions from both institutions. Only in this way, is it possible to set clear configurations of the organization of the educational practice-applied process. Initiative is required by the higher education establishments for joint educational activities with institutions in the area of the pre- and primary school education. The earliest the inertia in the organization of the joint educational process is discontinued, the more efficient the training provided to students will be, and the better the quality of their education and professional pedagogical fulfillment.

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Issue Article

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TAKING INTO ACCOUNT THE WORKING CONDITIONS OF SOILS WHEN CALCULATING THE PRECIPITATION OF BASES

Abstract: *The method of calculating the precipitation of the bases under different operating conditions of their soils is given. The general ambiguous relationship between stresses and deformations in the ground for these conditions is reflected by the nonlinearity parameter determined during standard triaxial tests along the "crushing" trajectory.*

Key words: *soil, standard triaxial tests, stress, deformation, nonlinearity parameter, soil deformation modulus.*
Language: *Russian*
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УЧЕТ УСЛОВИЯ РАБОТЫ ГРУНТОВ ПРИ РАСЧЕТЕ ОСАДКИ ОСНОВАНИЙ

Аннотация: *Приведена методика расчета осадки оснований при различных условиях работы их грунтов. Общая неоднозначная связь между напряжениями и деформациями в грунте для этих условий отражается параметром нелинейности, определяемым при стандартных трехосных испытаниях по траектории «раздавливания».*

Ключевые слова: *грунт, стандартные трехосные испытания, напряжение, деформация, параметр нелинейности, модуль деформаций грунта.*

Введение

UDC 624.13

В основаниях зданий и сооружений грунты, подвергаясь действию внешних нагрузок и сил собственного веса, находятся в сложном напряженном состоянии. В зависимости от вида сооружений грунты их оснований подвергаются воздействию различных нагрузок и могут работать в различных условиях (ограниченная возможность бокового расширения грунта, невозможность бокового расширения грунта, плоская деформация грунта). Возможность расчета осадки оснований в каждом конкретном случае определяется наличием экспериментальных данных о закономерностях деформирования их грунтов в этих условиях, позволяющим наиболее полно учитывать получаемую в экспериментах нелинейную связь между напряжениями и деформациями грунта.

Исходные положения методики расчета осадки основания.

Расчеты осадки оснований согласно СНиП РК [1] производят по второй группе предельных состояний - по деформациям, с ограничением давления под подошвой фундамента расчетным сопротивлением грунта основания. Расчеты осуществляются от среднего давления под подошвой фундамента за вычетом природного давления от собственного веса грунта, т. е. от дополнительного давления. Полная осадка основания определяется как сумма осадок отдельных слоев грунта в пределах сжимаемой толщи:

$$S = \beta \sum_{i=1}^{n} \sigma_{zp(i)} \cdot h_{(i)} / E_{(i)}, \quad (1)$$

где β - коэффициент, характеризующий боковое расширение грунта; $\sigma_{zp(i)}$ - значение дополнительного вертикального напряжения в i -ом слое грунта по оси фундамента; $h_{(i)}$ и $E_{(i)}$ - соответственно толщина и модуль деформаций i - го слоя грунта; n - число слоев, на которое разбита сжимаемая толща основания.

Определение осадки основания по формуле (1) базируется на использовании обобщенного закона Гука, в соответствии с которым деформации грунта по направлениям главных осей определяются соотношениями

$$\varepsilon_1 = \frac{1}{E}\left[\sigma_1 - \nu(\sigma_2 + \sigma_3)\right]; \quad (2)$$

$$\varepsilon_2 = \frac{1}{E}\left[\sigma_2 - \nu(\sigma_3 + \sigma_1)\right]; \quad (3)$$

$$\varepsilon_3 = \frac{1}{E}\left[\sigma_3 - \nu(\sigma_1 + \sigma_2)\right], \quad (4)$$

где ν - коэффициент поперечной деформации грунта; σ_1, σ_2, σ_3 – главные нормальные напряжения.

Тогда для общего случая выражение для осадки основания (1) можно записать как

$$S = \sum_{i=1}^{n} \alpha_{(i)} \sigma_{ZP(i)} h_{(i)} \quad (5)$$

где $\alpha_{(i)}$ - параметр нелинейности для грунта i-го слоя, определяемый экспериментальным путем.

Параметр нелинейности $\alpha_{(i)}$ отражает общую неоднозначную связь между нормальными напряжениями и относительными деформациями в грунте, и зависит от модуля деформаций грунта. Эту зависимость можно представить в виде

$$\alpha_i = \frac{1}{E_{(i)}}, \quad (6)$$

где $E_{(i)}$ - модуль деформаций грунта i-го слоя, соответствующий условиям его работы и определяемый экспериментальным путем.

Следовательно, для расчета осадки основания при различных условиях их работы необходимо определить *параметр нелинейности* $\alpha_{(i)}$, зависящий от модуля деформаций слагающих его грунтов. Модуль деформаций определяется в соответствующих экспериментах для выбранного условия работы грунта или по методике, которая позволила бы используя данные одного вида испытания переходить к определению модуля деформаций грунта при других условиях его работы.

Модули деформаций при различных условиях работы грунта.

В качестве испытаний, которая позволит осуществлять переход к определению модуля деформаций грунта для других условий его работы, могут быть использованы стандартные трехосные испытания по траектории «раздавливания». Методика экспериментального определения характеристик деформируемости грунтов при трехосном сжатии - в условиях ограниченной возможности бокового расширения, достаточно отработана и проведение таких испытаний не вызывает больших трудностей.

Модуль деформаций грунта при условии ограниченной возможности его бокового расширения (при трехосном сжатии). Стандартные трехосные испытания грунтов в условиях сложного (трехосного) напряженного состояния проводятся, как правило, в приборах трехосного сжатия. В качестве такого прибора может быть использован прибор трехосного сжатия С-62 конструкции Воронцова Э.И.-Азбергена М.И. [2,3].

В условиях сложного напряженного состояния каждый элементарный объем грунта подвергается действию тензора напряжений, который может быть охарактеризован тремя его инвариантами. Обычно в экспериментальной практике в качестве инвариантов тензора напряжений принимают три их главные напряжения. Поэтому испытание образца, принимаемого за элементарный объем грунта, осуществляется в условиях задания по его граням трех главных напряжений.

Методика трехосных испытаний, обработки и аналитического описания их результатов основана на многолетнем опыте работы Лабораторий исследования строительных свойств грунтовых материалов Научно-исследовательского сектора институ та «Гидропроект» имени С.Я.Жука (г.Москва, Россия) и Лаборатории «Геотехника» Регионального научного центра «Геомеханика» Национальной инженерной академии Республики Казахстан при Таразском региональном

университете имени М.Х.Дулати – Dulaty university (г.Тараз, Казахстан).

Первичная обработка результатов трехосных испытаний грунтов выполняется на персональном компьютере с использованием составленной для этих целей вычислительной программы, реализованной на различных языках программирования. По результатам расчета строится "Паспорт трехосных испытаний грунта" [2-7] - форма графического выражения механических свойств материала, где находят отражение три основные зависимости: $\sigma_i^*(\sigma)$ - предельное условие прочности грунта; $\varepsilon_i(\sigma_i,\sigma)$ - зависимость интенсивности сдвиговых деформаций от интенсивности касательных напряжений и среднего напряжения; $\varepsilon_v(\sigma,\sigma_i)$ - зависимость объемных деформаций от среднего напряжения и интенсивности касательных напряжений. Такой "Паспорт» и служит основой для определения деформационных и прочностных характеристик грунтов при трехосном сжатии.

Основные характеристики деформируемости грунта при трехосном сжатии – модуль объемных деформаций (K) и модуль деформаций сдвига (G), определяются как

$$K = a + в\sigma \; ; \; G = \frac{\sigma^*_i - B\sigma}{A}, \qquad (7)$$

где a, $в$, A, B – параметры, определяемые экспериментальным путем по результатам стандартных трехосных испытаний.

Нахождение модулей K и G по данным стандартных трехосных испытаний позволяет вычислить значения модуля деформаций (E) и коэффициента поперечных деформаций (ν) грунта при трехосном сжатии:

$$E = \frac{9KG}{3K+G}; \quad \nu = \frac{3K-2G}{2(3K+G)}. \qquad (8)$$

Более подробное описание экспериментального оборудования, методики испытаний и определения характеристик грунта при трехосном сжатии можно найти в работах [2-7].

Модуль деформаций грунта при условии невозможности его бокового расширения (при трехосной компрессии). Если грунт основания работает в условиях невозможности бокового расширения, когда $\varepsilon_2 = \varepsilon_3 = 0$, то для модуля деформаций грунта при компрессионном сжатии можно записать

$$E_{компр} = \frac{\beta}{E} = \frac{3K+G}{3}. \qquad (9)$$

Модуль деформаций грунта при условии его плоской деформации. Плоская деформация представляет собой частный случай сложного напряженно-деформированного состояния, когда деформации $\varepsilon_2=0$. Соотношения для перехода от основных характеристик деформируемости грунта при трехосном сжатии к основным характеристикам деформируемости при плоской деформации могут быть найдены из рассмотрения уравнений обобщенного закона Гука для сложного напряженного состояния [4,5], где второе неравенство приравнивается нулю. После выполнения несложных преобразований, эти зависимости можно переписать для плоской деформации как [8-13]:

$$\begin{cases} \varepsilon_{1пл} = \dfrac{3K+4G}{4G(3K+G)}\left(\sigma_1 - \dfrac{3K-2G}{3K+4G}\cdot\sigma_3\right); \\ \varepsilon_{2пл} = 0; \\ \varepsilon_{3пл} = \dfrac{3K+4G}{4G(3K+G)}\left(\sigma_3 - \dfrac{3K-2G}{3K+4G}\cdot\sigma_1\right). \end{cases} \qquad (10)$$

Принимая во-внимание выражения (8) уравнения (10) можно представить в виде

$$\begin{cases} \varepsilon_{1пл} = \dfrac{1}{E_{пл}}(\sigma_1 - \nu_{пл}\cdot\sigma_3); \\ \varepsilon_{2пл} = 0; \\ \varepsilon_{3пл} = \dfrac{1}{E_{пл}}(\sigma_3 - \nu_{пл}\cdot\sigma_1). \end{cases} \qquad (11)$$

Тогда из приведенных соотношений устанавливаются очевидные связи между характеристиками деформируемости при плоской деформации и трехосном сжатии:

$$E_{пл} = \frac{4G(3K+G)}{3K+4G}, \; \nu_{пл} = \frac{3K-2G}{3K+4G}. \qquad (12)$$

Соотношения (9) и (12) имеют важное практическое значение, поскольку позволяют проводить расчеты осадки грунтов оснований для условия невозможности их бокового расширения и для условия их плоской деформации при известных по результатам стандартных трехосных испытаний характеристиках деформируемости.

Заключение.

В результате выполненных исследований предложена разработана методика расчета осадки оснований зданий и сооружений, работающих в условиях сложного напряженно-деформированного состояния (ограниченная возможность бокового расширения грунта, невозможность бокового расширения грунта, плоская деформация грунта). Отличительной особенностью методики расчета является то, что деформируемость грунтов основания при различных условиях их работы характеризуется параметром нелинейности, являющимся функцией модуля деформаций грунтов. Вместе с тем, модуль деформаций грунтов для рассмотренных трех условий определяется из одного вида испытаний – стандартных трехосных испытаний (по траектории «раздавливания»). Предлагаемая методика позволяет расчетным путем переходить от получаемых при стандартных трехосных испытаниях деформационных характеристик грунтов к характеристикам деформируемости при трехосной компрессии и плоской деформации.

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Issue Article

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THE ROLE OF CRAFTSMANSHIP AND CALLIGRAPHY IN ISLAMIC ART

Abstract: *This article draws important conclusions by analyzing the role of handicrafts and calligraphy in the development of Islamic art, the stages of development and its specific directions. One of the main goals of the research is to arouse the interest of modern youth in this field by covering the history of Islamic art.*

Key words: *Islamic art, handicrafts, calligraphy, culture.*
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Introduction

Culture does not come into being by chance, but it consists of a set of different knowledge, beliefs, all forms of art, moral principles in society, laws, customs and traditions. The stage at which cultural life reached a more advanced stage is often referred to as "civilization." But culture and civilization are not exactly the same thing. Civilization is more applied to material culture, to the development of the tools of labor and the productivity of production, to the laws governing society and the state.

The original form of the 28-letter Arabic alphabet was called the maqali. The proverbial letter is one of the oldest inscriptions up to the Kufic script, the letters of which are represented by completely flat - wide, vertical lines, and differ from the Kufic script in that none of the letters has a round shape.

The reason why this letter is called "maqali" is that in 623 AD, two people with the same name lived there - one in Makkah, Maqal ibn Sinan al-Asji, and the other in Basra, Maqal ibn Yasar al-Muzani. But this letter was not in long consumption and did not gain fame. From the 7th century onwards, it was replaced by the Kufic, the oldest and most popular form of Arabic writing.

Kufic letter. The Arabs are preoccupied with choosing an inscription that is easy to read for all Muslims before Arabizing and arranging the *divans* in the conquered lands. As a result, the type of letter that the people of Kufa learned is more precise and beautiful, so they choose this type of letter over the current type of letter in other cities. Thus, the Kufic script became a type of writing used in all districts of the state. This letter is free of dots and is distinguished by its simplicity and freedom from ornaments.

This type of writing is based on geometric shapes, and only straight and circular lines are used in the writing. From this type of letter, various other Arabic letters have emerged over the centuries. The Kufic script of each century varied, with different forms used in different provinces, and given different names depending on the century and region in which it was used (e.g., 5th century Kufis, 7th century Kufis, Mamluk Kufis, Andalusian Kufis). In this way more than seventy such letters are spread from him.

There are a few ideas about what is called a Kufic letter:

1) Because it was created in the city of Kufa, it is called "Kufi" in reference to Kufa;

2) Abdul Ghafir Razzaq Bukhari, a famous calligrapher from Bukhara, said about this:

Under the leadership of 'Uthman, the Qur'an was made into a book and copied in several copies. He ordered that the Qur'an be copied from this original. A

copy of them was sent to Kufa. Later, because the peoples of Iraq, Khorasan, and Central Asia copied from the Qur'an sent to this city of Kufa, it became known as the "Kufi Qur'an" and the "Kufi Letter," and thus the term "Kufi" entered the world of writing. Also, during the Umayyad period, at the end of the 7th century, coins began to be minted in Kufic script. Later, dots and eras (zamma, fatha, kasra) were added to the Kufic script. The rapid development of the sciences of tafsir, hadith, fiqh, aqeedah, and history required that writing be fast, fluent, and convenient. The Kufic script, on the other hand, was so complex that it could not fully meet the demands of the time. Abu Ali ibn Muqla of Baghdad (d. 338/950) was the first inventor of the Arabic script, which was inspired by the Kufic script. Ibn Muqla invented seven main types of Arabic writing based on the Muqali (Kufi) script. After this man, Sheikh Jamaliddin Yaqut Al-Jaziri (277-397 / 891–1007) (peace and blessings of Allaah be upon him) perfected the six authentic and well-known letters based on the teachings of Ibn Muqla. He is also one of the inventors of the naskh letter. According to sources, Sheikh Jamaliddin Yaqut copied the Qur'an in a thousand copies with a Persian translation in the ruby letter. Later, Ibn Bawwab (d. 1022) also perfected the beauty of the writing style and invented 17 of the 36 types of writing. The great calligrapher Yakut (13th century) and other great calligraphers polished the Arabic script, made their invaluable contribution to making it more perfect and attractive, and completed and perfected the style of writing.

Types of Arabic script. Divanian letter. During the dissolution of the Ottoman state, a special type of letter used for sultan's decrees and documents and documents in the state's divans emerged and was called the divan's letter. To write a pen is a type of letter that differs from this letter according to the shape of its letters, it is called jali divani (or floral divani).

If the spaces between the letters in the Devonian letter are left blank, in the Jalon Devonian these spaces are filled with ornamental forms.

Ijaza letter. This type of letter is relatively rarely used, and it is considered an advanced form of basil letter. The letters in it are made up of a mixture of syllables and syllables.

In the IX-X centuries, the first calligraphers Ibrahim Sikizi, Yusuf Sijistani, Ibn Bawwab and other masters invented thirty-six types of letters. They are:

Tumor - a thin, small letter or pencil.

2. Jalil is a large, thick pencil.

3. Majmu' - a compound letter.

4. Sulsayn is a letter written with two-thirds of the pen.

5. Half is half of the exercise pen (pen quality).

6. Javonihiy - a parallel line letter.

7. Gubori Khuliya is the decoration and decoration of the letter.

8. Mansur is a pen used in prose words.

9. Muqtarin - a letter written by connecting the letters in a word.

10. Havoshi is a frame pen.

11. Ash'ar is a pen for writing poems.

12. Lu'-luiy is the quality of the pen.

13. Masohif is the abundance of mushaf.

14. Fazzah un-naskh is an open and clear naskh letter.

15. Dust - small pencil, fur pencil.

16. Uhud - used in contracts and agreements.

17. Muallaq - from the pen of ta'liq.

18. Muomarot is a pen used in meetings and councils.

19. Muhdas is a newly invented pen.

20. Mudammaj - a letter written by putting the letters together and placing them in one place.

21. Muqawwar - a letter cut and engraved around.

22. Mamzuj is a mixed writing pen.

23. Mufattah - the quality of the pen.

24. Muammayaat - Writer of problems.

25. Muhaffaf - pen quality

26. Mursal

27. Mabsut is a broad, action-free letter.

28. Tovamon - a letter with a shadow written in twins.

29. A miracle is a letter that reaches the limit of miracles. A letter that leaves the secretaries helpless.

30. Mukhalla' - the quality of the pen.

31. Divanian - a kind of tragic letter from the clerk, the clerk, the secretaries.

32. Siyaqaat is a flat letter written by moving the pen quickly.

33. Qurama - a letter cut and pasted.

34. Names of famous letters other than type letters:

- shikasta;
- shikasta nastaliq;
- khatti mehi;
- jali devoni, ijozat, riq'a, shajari;
- zulf;
- Uyghur;
- musalla nasta'liq;
- Rumuzod letters;
- Kufic letter of art;
- khatti Baburi;
- khatti tughra.

Crafts - have long played an important role in the productive economy as one of the main factors in the development of society. The peoples of our country have been engaged in various crafts since ancient times, creating their own schools and traditions, styles and directions. The socio-political changes that took place in Central Asia and neighboring regions in the early Middle Ages led to the intensification of urbanization processes throughout Central Asia, including Sughd.

According to the analysis of archeological sources, the majority of nomadic herders who entered the Sughd region settled in large numbers. This, in turn, led to the widespread spread of the culture of nomadic pastoral tribes (this culture was introduced to science under the name of Melon culture) throughout Sughd. The influence of this culture is first and foremost evident in handicrafts, especially in pottery. For some time in the social life, ceramic products - traditional elegant, graceful, diverse market ceramics - have been replaced by low-quality, rough and unpolished ceramics. The animal symbol is displayed on the handles, ears and cauldrons. In the archeological finds of this culture, " the cult of the sheep, especially the image of the ram, is widely described."

The increase in population settlement in Central Asia [7, p.45] is directly explained by the development of trade, economic and cultural ties in the Great Silk Road during this period. "The intensification of the Turkic tribal movement on the Great Silk Road has played an important role in the development of urban culture," he said. This process has paved the way for the emergence of a new system of urban centers in Kazakhstan and Central Asia [6, p.314], with the rapid development of trade routes or cities that are commercially and economically dependent on them (as well as craft and shopping centers). In our opinion, such a situation in the region, where rainy days are relatively rare, is one of the peculiarities of the development of trade and transit links and roads, as well as the development of handicrafts, formed due to the need to supply caravans with primary source of water.

The same situation can be observed in the areas on the left bank of the Zarafshan River. In particular, a network of cities such as Zermon, Rabinjan, Dabusiya has developed along the Shah-Roh trade and transit road system, while the upper reaches of the river are considered exemplary monuments of Sughd civilization in terms of Rivdod, Varagsar and the development of early medieval architecture and crafts. Large centers such as Panjikent are also on the rise. Such centers became large cities as administrative centers of Samarkand Sughd rusts, which appeared in the Middle Ages.

The rule of the Seleucids and the Greek Bactrian state: pottery from the period The Darband defense fortification and the cone-shaped plates found during the study of Tumankurgan, the ceramic traditions in cylindrical goblets have partially continued. The pottery of the I and Kushan kingdoms of the 1st millennium BC has a very high-quality workmanship and a diverse appearance. In particular, the patterned clay vessels found in the upper layer of Tumankurgan are unique specimens in the pottery of this period of Northern Bactria. On the outside of one jar, a seal depicts a deer pierced by an arrow, while on the outside of a jar, two rows of prints of a deer ready to jump are reflected.

The cultural process in the Central Asian [5, p.4537] region was formed inseparably from world culture. We have briefly mentioned above that the Selengur culture and the Mustir culture existed in the territory of Uzbekistan. One of the most widespread and long-lived cultural stages in the territory of Uzbekistan is the Kaltaminor culture. Based on the size of the Jonbos fortress, it can be assumed that a tribe of 100-120 people lived in this fortress. In the middle of the castle was a fireplace. Apparently, the fire in the furnace was never extinguished, this fire was considered sacred. A tribal chief was sitting by the fire. The sacred fire was a determining factor in sedentary living conditions. Every family had a cooking stove. It is also a special place for unmarried young men, sheltered from the cold in winter and the heat in summer. Bronze and stone weapons, necklaces, other jewelry, and utensils were also found in the castle. Human habitation here 2 See Zaur Gasanov. The above work, p.258. These monuments provide information about the style, farming and hunting culture. Kaltaminor culture influenced culture in other regions. This is evidenced by the cultural monuments of the Neolithic and Eneolithic period in northeastern Europe, the Urals and southwestern Siberia. In particular, the monuments found in the lower reaches of the Ob River show that the main occupation of the population was hunting and fishing. This lifestyle was undoubtedly influenced by the Kaltaminor culture. In general, the artifacts found in the Heat are also a continuation of the various cultural stages that existed in Central Asia [3, p.202; 4, p.61] and are a product of the Eneolithic period. New metal products, more precisely, gold products, appeared. In the East, especially in Israel, the use of gold jewelry began before the time of Moses. It can be said that the process of interaction of the peoples of the East in the field of cultural life began at that time. It was no coincidence that when Moses led his people out of Egypt, they secretly took gold and jewelry.

Conclusion

When it comes to cultural stages, it should be borne in mind that the historical period and the cultural stages are interrelated and always complement each other. The following article provides a picture of the relationship between cultural stages and historical periods. These cultural stages have been developed since the second half of the 19th century by European scholars such as Gabriel Martile, Henri Breal, and Edgar Pete.

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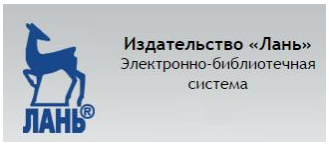

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