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L.Zh. Taukenova¹, Zh.K. Abildinova², N.T. Tleulenov³, D.M. Baimukhanov⁴

¹Kazakh University «Turan-Astana», Astana, Kazakhstan;

²10 school-lyceum named after Abay for gifted children, Pavlodar, Kazakhstan;

³Kindergarten "Karlygash", Kokshetau, Kazakhstan;;

⁴Kokshetau University named after A. Myrzakhmetov, Kokshetau, Kazakhstan.

E-mail: lyazat_t@mail.ru, abildinova.zhanat@bk.ru, gulya_1363@mail.ru, baimukhanov_duman@mail.ru

PEDAGOGICAL MONITORING: ESSENCE AND FUNCTIONS IN THE HIGHER EDUCATION SYSTEM

Abstract. The article reveals the essence of pedagogical monitoring and its functions in the education system. The analysis of the theoretical foundations of educational management and the organization of monitoring the educational process of domestic and foreign scientists. The qualitative indicators of feedback information necessary for the development of monitoring of pedagogical, psychological and ethnocultural factors affecting communication in the educational process are described in detail: an indicator of objectivity; accuracy indicator; completeness indicator; sufficiency indicator; indicator of systematization (structuredness); generalization optimality indicator; efficiency indicator (timeliness); availability indicator. The article presents within the framework of pedagogical monitoring based on a systemic, cultural and personal approach, a heuristic-algorithmic instruction for monitoring ethnocultural orientation of students.

Keywords: pedagogical monitoring, heuristic-algorithmic instruction for conducting, monitoring of psychological and ethno cultural factors, communication.

In the modern world there is a significant increase in the role of ethnic factors in socio-ecological, political, demographic and other areas of public life. They reflect the unevenness of the civilized development of different peoples. To understand these features, it is necessary to use ethno psychological knowledge.

The main problem in the world today is the ratio of cultural development and psychological knowledge. Often, cultures are considered in order to study its individual components - art, religion, philosophy, science, education and so on. This method leads to gaps among the theoretical understanding of cultural processes and the empirical description of an individual element.

It is of great interest to consider the relationship between psychology and culture. Not always the specific content of cultures are the objects of psychological analysis, which are considered outside of psychological reality. This implies the importance of understanding the concept of "culture", which is much broader than the concept of "environment". The subject and social environment are mastered, and they are introduced to culture. For innovative processes, searches for spare, previously untapped potentials to improve the quality of higher education, a new approach to the process of diagnosing the development and self-development of educational systems is required. A greater degree of compliance with this fact is manifested in pedagogical monitoring.

Consider the nature of pedagogical monitoring and its functions relative to our study.

The theoretical foundations of education management and the organization of monitoring the educational process were covered in the works of A.S. Belkin, E.F. Seer, A.A. Orlova, N.D. Malakhov, S.A. Ravichev, etc. So, monitoring, as defined by A.S. Belkin seems to be a continuous, scientifically based, diagnostic and prognostic, planned and active monitoring of a process or phenomenon. He noted

the pattern that any monitoring can be tracking, but not any tracking is monitoring. Thus, tracking is reincarnated as monitoring while observing its components.

E.F. Seer, relying on a methodological point of view, considered monitoring in the form of a universal type of activity indifferent to substantive content.

Monitoring is necessary if it is important to constantly monitor what is happening in the actual environment of a subject phenomenon so that the results of current observations are included in the management process.

In the course of solving psychological and pedagogical problems, monitoring can be carried out from different positions, which are indicated by the monitoring object itself, taken for consideration. The object of monitoring our study is the psychological and ethno cultural factors that influence communication in the educational process, as a result of which, the occurrence of specific goals and objectives related to practical implementation is justified. In the case of this study, we will adhere to the opinion of E.F. Zeera, who considered monitoring a holistic system that implements a functional set. He identified aspects of monitoring that distinguish it from similar concepts in pedagogy and psychology:

1. Continuous data collection is an aspect of continuity;
2. The possibility of correlation of the real state of the monitored object (system, process) with the model or criteria – the diagnostic aspect;
3. Aspect of information efficiency or awareness – the problem criteria and criteria that help draw conclusions on the deformations of the processes being monitored should be included in the content of the tracking criteria;
4. The feedback aspect, expressed by the awareness of the monitoring object with the results, allowing corrections to be made to the tracking process;
5. The scientific aspect of the availability of validity of the system, tracked indicators. Let us dwell on the specific functions of monitoring studies, which were identified and identified by A.S. Becklinim in the field of humanities:

- Indicative – the subject is guided in the living space in accordance with the information received;
- Constructive – crystallization of a personal-individual position, increase in personal space (positive contacts);
- Organizational-activity – continuous integration of the data obtained, scientific and theoretical knowledge, for the individual, the most optimal position for performing any activity is determined;
- Correctional – the process of correlation of information, control points and the expected end results of the study, making refinements (corrections) when performing the task.

Thus, we see the sequence defined by these functions of the monitoring operation, consisting of primary data accumulation, recognition, high-quality information processing or recognition during which the fulfillment of the essential characteristics of the object under study is determined; classification of the output data, verification of the completeness of this data – verification of the forecast, correction of methods, tools, research results.

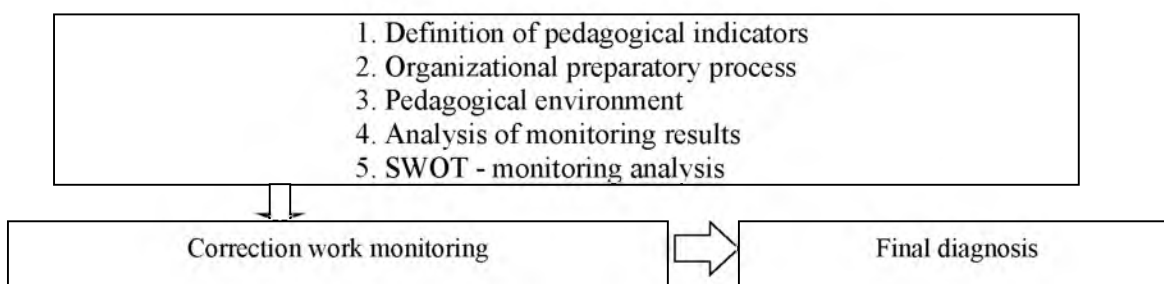
The following describes in detail the qualitative indicators of feedback information necessary for us to develop monitoring of psychological and ethnocultural factors that affect communication in the educational process:

- an indicator of objectivity – the final results reflect the actual situation of the educational process, provided that the personality factor is minimized;
- accuracy indicator – the minimum indicator of measurement error, which guarantees the value of true indicators with acceptable accuracy;
- completeness indicator, when the sources of information overlap the likely circle of obtaining results or are delicately represented;
- a sufficiency indicator, when the indicator of the amount of information meets the requirements of the head, that is, is sufficient to draw a conclusion;
- indicator of systematization (structuredness) – upon receipt of management information from different resources in relation to one object, it should be structured and systematized taking into account the qualities of information resources and requests for information from managers;
- the indicator of the optimality of generalization, the correspondence of information to a certain level of tasks solved by the governing body;

-the indicator of efficiency (timeliness) is the quality of information. Information should be in accordance with the pace of development: managerial rather than historical significance;

- indicator of accessibility – this indicator can be understood in two ways. On the one hand, this is accessibility in the sense of the possibility and reality of obtaining information, on the other hand, it is accessibility associated with the form of providing information to the head when sufficient and high-quality information arrives in such a form that it becomes unsuitable for decision-making. The main purpose of monitoring the study is expressed by the system of diagnostics of the qualitative and quantitative characteristics of education, trained by ethno culture in a multi-ethnic educational environment, to conduct a correct assessment of the degree, direction and reason for deviations that arise due to external and internal factors of influence in the educational process. Thus, pedagogical monitoring has a connection with the process of identifying and regulating the impact of external and internal factors of the influence of communication by ethno culture. In other words, monitoring, in addition to tracking progress towards a goal, adjusts goals and methods for achieving them, which determines parameters in the form of: the optimal content, forms, methods and means of the role of ethnic culture in the intercultural relationship of the higher education system of the Republic of Kazakhstan. Taking into account analyzes of the essences of pedagogical monitoring, their goals, possibilities, more constructive regarding the subject of this study, we consider the definition that V.I. Andreev formulated: psycho-pedagogical monitoring - diagnostic systems are a qualitative and quantitative characteristic of functioning efficiencies, self-development trends of educational systems , including its purpose, content, form, method, didactic, technical means, condition, result, upbringing, self-development of individuals, collective. Focusing on this definition, monitoring of psychological and ethnocultural factors affecting communication in the educational process of our research refers to the process consisting of the stages of assessing the state of the phenomenon that we are studying, the process of analyzing factors that lead to an increase in the effectiveness of this process, and identifying the content the role of ethnic culture in intercultural communication in the higher education system in Kazakhstan.

According to L.P. Kachalova, pedagogical monitoring cannot be considered otherwise than from the point of view of a systematic approach and the position that this system operates in activities. Speaking of algorithmic and heuristic approaches to the establishment of professional pedagogical activity, H.H. Tulkibaeva N.M. Yakovleva, Z.M. Bolshakova and others note that only in the unity of the dialectics of these approaches is it possible to predict success in the process of becoming students with professional activities, because their unity is the guarantor of the development of a creative personality, which leads to the mobilization of reason, intelligence, intuition. Bearing in mind the work of A.C. Belkina, V.D. Zhavoronkova, E.F. Zeera, V.A. Calneia, L.P. Kachalova, A.A. Salamatova, M.I. Shilova, S.E. Shishov and others, within the framework of pedagogical monitoring based on systemic, cultural and personal approaches, it seems to us possible to determine this heuristic-algorithmic prescription as follows (figure 1).



Picture 1 - Heuristic-algorithmic instruction for monitoring ethnocultural orientation of students

According to this prescription, the process begins with obtaining information about the initial state of psychological and ethno cultural factors that affect communication in the educational process. B. Bloom and D. Kratvol believed that pedagogical indicators represent a clear system of goals, with prominent categories and consecutive levels.

According to S.E. Shishov, the creation of reliable mission systems is by no means an abstract issue that interests the theorist.

We agree with his point of view that the use of clear, ordered hierarchical classifications of missions is important, primarily for educators, for the following reasons:

- enhanced concentration on the main. Using indicators, the teacher applies the identification and concretization of goals, as well as constructs goals in order, while determining the primary task, orders and prospects for further work;

- Clarity and openness (transparency) in the joint work of the teacher and student. Specific educational goals give the teacher the opportunity to explain to students the benchmark in educational work, discussion of work, to form clarity so that interested parties can understand;

-creation of a benchmark for assessing results. Appeals to a clear wording, which is expressed through the result of activity, lends itself to fairly reliable and objective estimates.

The purpose of determining the psychological and ethno cultural factors affecting communication in the educational process in Kazakhstani universities: the formation of an ethno cultural orientation, significant for the development of the student as a person of a world culture, mutual understanding and interethnic harmony.

The tasks of ethnic culture in communication in the educational process:

- 1) Ensuring the assimilation by students of the content of ethno cultural knowledge;
- 2) the formation of cognitive ethno cultural abilities and skills;
- 3) the formation of emotional and behavioral relations to ethno cultural cognitive activity;
- 4) the formation of a sustainable need to master these values;
- 5) the formation of openness to the teaching and educational process.

Organizational and preparatory work is supposed to determine the criteria and indicators of the phenomenon being studied in order to make the goals fully diagnosable, i.e. verifiable.

When choosing the criteria for ethno cultural orientation of students, we took internal (structural-logical) and external (corresponding to the goal) indicators as a basis. As already noted, the criteria for psychological and ethno cultural factors affecting communication in the educational process are ethno cultural knowledge, skills, attitudes and needs. At the same time, we adhere to the opinion of scientists who consider the orientation of the personality in conjunction with the highest form of reflection – consciousness, based on the concept of the dynamic functional structure of the personality developed by K.K. Platonov.

This concept summarizes the procedural and hierarchical personality substructures (structural components that combine all its elements into groups according to criteria, the number of which is necessary and sufficient with the subordination of lower substructures by higher ones.

Pedagogical diagnostics involves the process of collecting information using techniques that are selected depending on the individual characteristics of the students, their level of preparedness, and it also includes quantitative and qualitative processing of the results with a criteria-level approach as a guide; statement of pedagogical diagnosis using the following analytical steps: comparing the results obtained as a result of the processing of normative data (criteria, indicators), the installation and the analysis of cause-effect interdependencies that determine the state of the development of ethno cultural knowledge of students in a multi-ethnic educational environment.

Determining the level of ethno cultural orientation of students. To determine the level of students' assimilation of ethnic cultural knowledge and skills, we propose to adapt pedagogical diagnostics, which were developed based on the methods developed by G.A. Berulava, A.A. Salamatov and A.V. Mustache. Under the forecasting of further actions is meant the development of a plan of pedagogical manipulations for the implementation of diagnostic data and pedagogical correction methods.

An important necessity is the knowledge of the duration of the forecast. In essence, this research forecast is aimed at assessing the prospects for obtaining the intended result, subject to the transition time between monitoring.

Speaking about the main parameters of the forecast, we are talking about determining the input data (the trajectory of development and change of the process capable of modeling the implementation of the system of educating students with ethnic culture within the multiethnic educational environment) and general recommendations for corrective measures containing specific techniques; about methods with a lot

of descriptions on the phenomenon being studied, return to the initial system and filling in the errors (gaps). Under the correction of the content of the system, it is supposed to carry out corrective work, which must comply with the logic of creating a prepared system, when the result of pedagogical diagnostics are ethno cultural anomalies in the fields of general culture and regional geography, according to the justification of the content-process component of the prepared system, it is necessary to carry out correction the work of the content of ethno cultural preparation and organizational work, such parameters as: form, methods and means of educational a nutritional process that matches motivation. If the conditions of the anomalies are the linguistic and speech fields, in this case the need lies in the corrective work of the content of the preparation of ethno linguistic nature, with the appropriate forms, methods and means of the educational process (the intellectual sphere).

The monitoring cycle ends with a final diagnosis, whose main task is to obtain information and the result of the generated pilot search process, to determine the degree of effectiveness.

The main activity is:

- resorting to a diagnostic procedure to assess the level of ethnic culture of students;
- to comparing the obtained and initial data and their comparative analysis;
- to conclusions and corresponding conclusions expressed through a qualitative characteristic of the process of implementing the educational system of students by ethnoculture;
- to forecasting a further course of action.

Of course, the number of pedagogical opportunities for monitoring the implementation of the education system and the education of students with ethnoculture is more than the number that we use in our study. However, the heuristic-algorithmic approach used in the course of our research, in addition to reliable and sufficiently complete information on changes in the level of students' ethnoculture, identifies ways to achieve the most fruitful results, allows us to detect gaps and introduce these parameters into the equation of the system's content logic.

Л.Ж. Таукенова¹, Ж.К. Абильдинова², Н.Т. Тлеуленов³, Д.М. Баймуханов⁴

«Тұран-Астана» Қазақ университеті, Астана, Қазақстан;
Дарынды балаларға арналған Абай атындағы 10 лицей-мектебі, Павлодар, Қазақстан;
«Қарлығаш» балабақшасы, Көкшетау, Қазақстан;
А. Мырзахметов атындағы Көкшетау университеті, Көкшетау, Қазақстан

ПЕДАГОГИКАЛЫҚ МОНИТОРИНГ: ЖОГАРЫ БІЛІМ БЕРУ ЖҮЙЕСІНІҢ МӘНІ МЕН ФУНКЦИЯЛАРЫ

Аннотация. мақалада педагогикалық мониторингтің мәні және оның жоғары білім беру жүйесіндегі функциялары көрсетілген. Білім беруді басқарудың теориялық негіздеріне және отандық және шетелдік ғалымдардың білім беру процесінің мониторингін ұйымдастыруға талдау жүргізілді. А.С. Белкиннің анықтамасына сәйкес, мониторинг – үздіксіз, ғылыми-негізделген, диагностикалық-болжамдық, жоспарлы-іскерлікпен процесс немесе құбылысты бақылау. Оларға кез келген мониторинг бақылау болуы мүмкін, бірақ кез келген бақылау мониторинг бола алмайды. Осылайша, бақылау оның компоненттерін сақтау кезінде мониторингке айналады. Э.Ф. Зеер әдістемелік көзқарасқа сүйене отырып, пәндік мазмұнға индифферентті қызметтің әмбебап түріндегі мониторингті қарады. Мониторинг ағымдағы бақылаулардың нәтижелері басқару процесіне енгізілуі үшін, пәндік құбылыстың нақты ортасында болып жатқан тұрақты қадағалаудың маңыздылығы жағдайында қажет. Зерттеу барысында авторлар Э.Ф. Зеердің пікірін ұстанған ол мониторингті функционалды көпшілікті іске асыратын тұтас жүйе деп санаған. Педагогикадағы және психологиядағы ұқсас ұғымдардан ерекшеленетін мониторинг аспектілері ұсынылған: деректерді тұрақты жинау – үздіксіздік аспектісі; қадағаланатын объектінің нақты жай-күйінің модельмен немесе критерийлермен арақатынасының мүмкіндігі – диагностикалық аспектісі (жүйе, процесс); ақпараттық жеделдік немесе хабардарлық аспектісі – бақылау критерийлерінің мазмұнына ең көп дәрежеде проблемалық көрсеткіштер мен критерийлер енгізілуіне, олар қадағаланатын үдерістердің деформацияларына қорытынды жасауға көмектеседі; бақылау процесіне түзетулер енгізуге мүмкіндік беретін мониторинг объектісінің нәтижелермен хабарлануымен көрсетілген кері байланыс аспектісі; жүйенің негізділігі, қадағаланатын көрсеткіштердің болуы ғылыми аспектісі. Білім беру үдерісінде коммуникацияға әсер ететін психологиялық және этномәдени факторлардың мониторингін әзірлеу үшін қажетті кері байланыс ақпаратының сапалы көрсеткіштері егжей-

тегжейлі сипатталған: объективтілік көрсеткіші; дәлдік көрсеткіші; толықтылық көрсеткіші; жеткіліктілік көрсеткіші; жүйеленушілік (құрылымдылық) көрсеткіші; қорытындылаудың оңтайлылық көрсеткіші; жеделдік көрсеткіші (уақтылы орындаушылық); қолжетімділік көрсеткіші. Мақалада жүйелік, мәдени және жеке тәсіл негізінде педагогикалық мониторинг шеңберінде білім алушылардың этномәдени бағыттылығын мониторингілеу бойынша эвристикалық-алгоритмдік нұсқаулық берілген.

Түйін сөздер: педагогикалық мониторинг, эвристикалық-алгоритмдік нұсқау, психологиялық және этномәдени факторлардың мониторингі, коммуникация.

Л.Ж. Таукенова¹, Ж.К. Абильдинова², Н.Т. Тлеуленов³, Д.М. Баймуханов⁴

Казахский университет «Туран-Астана», Астана, Казахстан;
Школа-лицей 10 имени Абая для одаренных детей, Павлодар, Казахстан;
Детский сад «Карлыгаш», Кокшетау, Казахстан;
Кокшетауский университет им. А. Мырзахметова, Кокшетау, Казахстан

ПЕДАГОГИЧЕСКИЙ МОНИТОРИНГ: СУЩНОСТЬ И ФУНКЦИИ В СИСТЕМЕ ОБРАЗОВАНИЯ

Аннотация. В статье раскрывается сущность педагогического мониторинга и его функции в системе высшего образования. Проведен анализ теоретических основ управления образованием и организации мониторинга образовательного процесса отечественных и зарубежных ученых. Итак, мониторинг, как определено А.С. Белкиным, по-видимому, представляет собой непрерывный, научно обоснованный, диагностический и прогностический, плановый и активный мониторинг процесса или явления. Он отметил, что любой мониторинг может быть отслежен, но не любое отслеживание является мониторингом. Таким образом, отслеживание перевоплощается в мониторинг, наблюдая за его компонентами. Э.Ф. Снер, опираясь на методологическую точку зрения, считал мониторинг в форме универсального вида деятельности безразличным к предметному содержанию. Мониторинг необходим, если важно постоянно следить за тем, что происходит в реальной среде рассматриваемого явления, чтобы результаты текущих наблюдений были включены в процесс управления. В ходе исследования авторы придерживались мнения Э.Ф. Зира, который рассматривал мониторинг целостной системы, реализующей функциональный набор. Представлены аспекты мониторинга, которые отличают его от аналогичных понятий в педагогике и психологии: непрерывный сбор данных – аспект преемственности; возможность соотношения реального состояния контролируемого объекта (системы, процесса) с моделью или критериями – диагностический аспект; аспект информационной эффективности или осведомленности – критерии содержания и критерии, которые помогают сделать выводы о деформациях отслеживаемых процессов, должны быть включены в содержание критериев отслеживания в наибольшей степени; аспект обратной связи, выраженный осведомленностью объекта мониторинга о результатах, что позволяет вносить исправления в процесс отслеживания; научный аспект валидности системы, отслеживаемые показатели. Подробно описаны качественные показатели обратной связи, необходимые для разработки мониторинга психологических и этнокультурных факторов, влияющих на обучение в образовательном процессе: показатель объективности; индикатор точности; показатель полноты; показатель достаточности; показатель систематизации (структурированность); обобщающий показатель оптимальности; показатель эффективности (своевременность); индикатор доступности. В статье в рамках педагогического мониторинга на основе системного, культурного и личностного подхода представлена эвристико-алгоритмическая инструкция по мониторингу этнокультурной направленности обучающихся.

Ключевые слова: педагогический мониторинг, эвристико-алгоритмическое предписание, мониторинг психологических и этнокультурных факторов, коммуникация.

Information about authors:

Taukenova Lyazat Zhumabaevna - Senior Lecturer, Doctor in profile, Kazakh University "Turan-Astana", Astana, Collection of information, generalization, writing of the main part of the article, lyazat_t@mail.ru, <https://orcid.org/0000-0001-7979-5923>;

Abildinova Zh.K. - Primary school teacher, 10 school-lyceum named after Abay for gifted children, Pavlodar, Collection of information, generalization, writing of the main part of the article, abildinova.zhanat@bk.ru, <https://orcid.org/0000-0003-4226-7953>;

Tleulenov Nurlybek Turebekovich - Sports instructor, Master of Education in Pedagogy and Psychology, Kindergarten "Karlygash", Kokshetau, Analytical work, tleulenov95@list.ru, <https://orcid.org/0000-0003-2468-8703>;

Baimukhanov Duman Muratovich - Senior Lecturer, Master of Education in Pedagogy and Psychology, Kokshetau University named after Abay Myrzakhmetov, Kokshetau, Analytical work, baimukhanov_duman@mail.ru, <https://orcid.org/0000-0001-9029-5436>

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