

Pedagogical communication as an acmeological problem

Abstract. *Currently, the writing team develops the research topic «Conceptual approaches to the creation of acmeologically oriented system of training and retraining of professional education». As noted by some researchers, the economy of Kazakhstan observed two processes with the ability to permanent development and improvement. We can talk about acmeologization of the personality of a professional and acmeological process of its preparation, which is possible only in the case of acmeologically-educated teacher of professional education and acmeologically-oriented system of training and retraining. There is no such a system today. Foregoing leads to: the need for scientific research of fundamental bases of creation of this system; a high degree of relevance to the problem of creating acmeologically -oriented system of preparation of teacher of professional education; high level of novelty of the study – expected results of the study justify new conceptual approaches to preparation of vocational teachers; study of the problems of pedagogic acmeology as a science of teacher achievement in mastership has been attracting the attention of scientists for a long time.*

Key words: *Conceptual, approaches to the creation, of acmeologically, oriented, system of training, and retraining, of professional education, pedagogy, psychology, professionalism, education, psychology, skills, competence, teacher, functionalism, humanism. the technology of self-knowledge, self-regulation, self-realization.*

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Introduction. What is the communication? Human cannot live without communication, as without air. Communication is a human need, as social, intelligent beings as the bearer of consciousness. Considering the way of life of higher animals and humans, we can distinguish two types of contacts: contact with nature and contact with living beings. Pedagogical communication is as acmeological problem [1.650]. The first type can be defined as a specific kind of human activity aimed at cognition and transformation of the world, including oneself and the conditions of one's existence. Human activity is directed at objects of material and spiritual culture, the transformation of their abilities, preservation and improvement of nature, the creation of a society and all that without one's activity it would not exist in nature.

The second type of contact is characterized by the fact that the interacting parties are living beings that communicate. This type of intraspecific and interspecific contacts is called communication. Communication is inherent to all living beings, but only the person it acquires the most advanced form, becomes conscious and indirect speech. In communication there are following aspects: the content, purpose and means. The content of communication is the information that is in individual contacts transferred from one living being to another [2.688]. Content of communication can be information about internal motivational or emotional state of a living being. One person can give another information about one's own personal needs, relying on the potential involvement of their satisfaction. Through communication the data about their emotional

states (satisfaction, joy, anger, sadness, suffering, etc D.) can transmit from one living thing to another, NATO-oriented to a certain way to set a living creature on contact. The same information is transmitted from person to person, serves means of interpersonal settings. For example, in relation to angry or suffering person, we behave ourselves differently than one who is sympathetic and feels joy. Content of communication may also become information about the state of the environment that is passed from one to another, for example, signals of danger or the presence of nearby positive, biologically relevant factors, let's say, food. [3, 266.]

Communication for a human is environment of their habitat. Without communication it is impossible the formation of human personality, his upbringing, the development of intelligence. Communication helps to organize joint work, to outline and discuss plans to implement them. In humans, the amount of communication increases: the transmission and acquisition of knowledge about the world, training and education, coordination of intelligent action of people in their collaborative activities, establishing and clarifying personal and business relationships, and many others. Thus, communication in humans is a means to meet the many diverse needs: social, cultural, cognitive, creative, aesthetic, needs of intellectual growth, moral development, and several others. People share with each other information representing knowledge about the world, the experience, ability and skills.

Formulation of the problem. Human communication is multi-disciplinary, it is the most diverse in its inner content. Basic terms (or components) of the communication: 1) the conversation will take place if attended by at least two people (the speaker – the subject of speech and the listener – the addressee of speech); 2) the subject or topic of conversation; 3) a common language where communication occurs [4, 272.]. The aim of communication is what a person has this type of activity for. It can be noted eight goals of communication: 1) contact (contact-establishing, in fact) – establishment of contact as a condition of mutual readiness to

receive and to transmit messages and maintain the relationship in the form of permanent mutual orientation 2) information (informative) – sending messages – receiving and sending any information in response to the request, and the exchanging opinions, ideas, solutions, etc D.; 3) incentive (in) – stimulation of activity of the partner in communication, directing it to perform certain actions; 4) coordination and mutual orientation and coordination in the organization of joint activities; 5) understanding – not only adequate perception of the meaning of the message, but the understanding intentions of partners, attitudes, experiences, conditions of each other; 6) emotive – excitation of the right emotional experiences in partner («emotional exchange»), and also changing with the help of partner own experiences and conditions; 7) the establishment of a relationship – awareness, and boost one's place in the system of role, status, business, interpersonal and other relations of the community in which the individual will act; 8) influence – changes in condition, behavior and personal-semantic entities of the partner, including his or her intentions, attitudes, opinions, decisions, perceptions, needs, action, activity 40; 9) appellative (conscript) was to attract the attention of the interlocutor, the selection of the interlocutor from the crowd using speech marks etc. The structure of communication can be described by separating three sides or functions: the communicative aspect of communication, or communication, in the narrow sense of the word, consists in the exchange of information between communicating individuals; the interactive aspect of communication is the interaction between communicating individuals, i.e. not only in the exchange of knowledge, ideas but also actions; perceptual aspect of communication refers to the process of perception and cognition of each other partners in dialogue and the establishment on this basis of mutual understanding. Of course, each of this part does not exist in isolation, and the allocation of them was carried out only for the purpose of analysis [5, 376].

Goals. All aspects of communication are highlighted in small groups-bands, i.e. in conditions of direct contact among people. Often

communication is depicted in the form of an equilateral triangle with a wavy line in the middle, which means consideration of the process of communication as the relationship to the person on informational, behavioral and emotional levels (Fig. 1). It is through this view identifies three functions of communication: communication, interaction and social perception, which constitute the sides of an equilateral triangle. Communication. Interaction. Social perception. Fig. 1. Three functions of communication 41

in the process of communication three functions is theoretical level with the aim of exploring means and methods that provide these functions. In the life functions of communication occur simultaneously and it is impossible to determine which function of communication in a specific moment the most preferred. When talking about communication in the narrow sense, primarily referring to the fact that in the course of joint activities, people exchange different views, ideas, interests, moods, feelings, installations. All of this can be seen as information, and then the process of communication can be understood as the process of exchanging information. However, in the communication not simply the movement of information occurs, but sharing this information actively. The nature of the exchanging information among people, in contrast to the cybernetic devices is determined by the fact that through a system of signs partners can influence each other. In other words, the exchange of such information necessarily implies an impact on the behavior of the partner, i.e. the sign changes the state of participants of communicative process. In this sense, the sign in communication is similar to gun at work [6, 3-11]. Communicative effect, which arises here, is not that other, as psychological influence of one person to another in order to change his behavior. For example, the authoritarian tone of communication even if the speaker has the right to dispose of, cause or protest, or passive, which can also be considered as a protest. Effectiveness of communication is measured exactly how this impact managed to occur. This means (in a sense) change of the type of relations among participants of communication. Nothing similar

happens in the «pure» information processes. Further, the communicative influence as a result of the exchanging information is possible only when man guiding information (Communicator) and the person receiving it (the recipient), possess a single or similar system of «codification» or «decodification». In ordinary language this rule is expressed as follows: everyone must speak the same language. This is especially important because the Communicator and recipient in the communication process are constantly changing places. Any information exchange between them is possible only under the condition that the signs and, most importantly, fixed meanings are known to all participants of communicative process. Only the adoption of a unified system of values provides the ability of partners to understand each other. Understanding of all the messages that send us our partners, is not a simple matter. In everyday life we do not often utter: «I do not understand». Meanwhile, you should always ask yourself the question: «What is the literal meaning of what was said or occurring? What are the intentions of the partners?» We should not forget about the profound remark of Goethe: «Everyone hears what he understands». And actually the most significant we just don't admit to understanding or expel as unpleasant and unacceptable? To describe these situations of social psychology borrows from linguistics the term «thesaurus», denoting General system of meanings taken by all members of the group. But the thing is that, even knowing the meaning of the same words, people can understand them differently. S. Vygotsky pointed out that thought is never unequal to the direct meaning of the words, so communicating should not only be identical, in the case of speech, lexical and syntactic systems, but also the same understanding of the situation of communication. And this is possible only in case of inclusion of communication in some General system of activity. Finally, in the context of human communication specific communication barriers can occur. These barriers are not associated with fragile sites in any communication channel or error coding and decoding [7, 17-22].

Story. They are social or psychological in nature. On the one hand, such barriers can arise

due to the fact that there is no understanding of the situation of communication, caused by not just different «languages» spoken by the participants of the communicative process, but also the deeper differences of plan between partners. It can be social, political, religious, professional distinctions which not only give rise to a different interpretation (the interpretation), the same concepts used in the communication process, but also a very different attitude, outlook, worldview. Such barriers are born by psychological reasons, the identity of communication partners from different social groups, and when they appear most clearly is the inclusion of communication in a broader system of personal and social relations. Communication in this case demonstrates that it is only the aspect of communication. The types of information and means of communication. By itself, the information emanating from the Communicator, can be of two types: motive and summative. Motive information is expressed in the order, advice, request. It is designed to stimulate some action. ultimately, and in this case, a General rule of human communication acts. Any transmission of information is possible only by means of signs, more precisely, of symbolic systems. There are several sign systems that are used in the communication process. Depending on the kind of symbol system are distinguished verbal communications (speech is used as sign system) and nonverbal communication (use various nonverbal sign systems). In the basis of speech lies the ability to use certain types of signs, namely signs, symbols. Sign call this phenomenon 44 (physical education), which is entered by someone with the intention that through his intermediation to direct the thought of someone in a certain direction (to what the sign refers). What the sign is, what one is thinking is called a pictograph. The meaning of the word «Moon» is Earth's natural satellite, the word «joy» is a strong and pleasant feeling that accompanies successful completion of a case, meeting with a loved one, etc. In non-verbal communication presents a set of tools when invited to perform the following functions: Supplement of speech, representation (transfer) of emotional States of partners in the communicative process [8, 416].

Research methods. The primary means should be called a system of signs, which includes gestures, facial expressions, pantomime. Paralinguistically and extra-linguistic system of signs are also «supplements» to the verbal communication. Paralinguistically system is a system of vocalization (voice quality, its range, tone). Extra-linguistic system, with inclusion in speech of pauses, other inclusions (e.g., coughing, crying, laughter). All of these additions increase the semantically meaningful information, but not through additional speech inclusions, and with «about speech» techniques. Space and time organization of communicative processes that defines symbolic system to carry a meaning as component of communicative situations [9, 3-20]. So, placing partners face each other contributes to the arising of contact, symbolizes the attention to the speaker, while the shout in the back may have some value of negative order. Experiments have shown the advantage of some spatial forms of organization of communication (like the two partners in the communication process, and mass audiences). Similarly, some of the standards developed in various subcultures on the time characteristics of the communication, act as a kind of Supplement to the semantically meaningful information. Timely arrival to the beginning of diplomatic negotiations symbolizes politeness towards the other communicator. In contrast, being late is understood as disrespectful. In some areas (especially in diplomacy) developed in detail the various possible «tolerance» of delay with corresponding values [10, 44-46]. The special science that deals with the rules of spatial and temporal organization of communication – proxemics, currently has a large experimental material. The founder of proxemics-E. Hall, who calls proxemics the «spatial psychology», investigated the form of the spatial organization of communication in animals. In the case of human communication special assessment methodology intimacy of communication was proposed through the study of the organization of its space. E. Hall recorded, for example, the norms of proximity to the partner in communication, typical to American culture: intimate distance (0 – 45 cm); personal distance (45 – 20 cm); social

distance (120 – 400 cm); public distance (400 – 750 cm). Each of them is characteristic for its situation of communication. These studies have great practical significance, especially in the analysis of the success of the activities of the various discussion groups. [11, 240].»The interactive aspect of communication» is a term that refers to the characteristics of those components of communication that are associated with the interaction of people, with the direct organization of their joint activities. The communicative process is born on the basis of some joint activities, and exchanging knowledge and ideas about these activities, inevitably supposes, that the mutual understanding is implemented in new joint efforts to further develop the activities and organize it. For its participants it is extremely important not only to exchange information but also to organize «an exchange of actions», planning them. In this regard, there are two basic types of interaction that are the opposite: cooperation and competition. In addition to cooperation and competition, talking about harmony and conflict, adaptation and opposition, Association and dissociation, etc. All these concepts clearly show the principle of the separation of the various types of interaction. In the first case it is examined such of its manifestations, which facilitate the organization of joint activities that are «positive» from this point of view. The second category of interaction, are somehow «loosening» the joint activity, which is a certain kind of obstacle for it. Cooperation, or cooperative interaction, refers to the coordination of unit members (streamlining, combining, the summation of these forces) [12, 3-8].

Results / discussion. Cooperation is an essential element of joint activities generated by its specific nature. An important indicator of the «tightness» of a cooperative interaction is the involvement of all stakeholders. As for the other type of interaction — competition — there is, most often, the analysis is concentrated on the most striking form, namely, conflict, the clash of goals, interests, positions, opinions or views of opponents (stakeholders of interaction). At the heart of any conflict is the situation, including any conflicting positions of the both sides on any

occasion or opposite goals or means to achieve them in the circumstances, or the divergence of interests, desires, drives opponents [13,32]. Conflicts are typically unexpected, spontaneously, situationally. Most often «food» is given them as a negative evaluation, self-critical nature. Therefore, it is better not to do such estimates if to do then very carefully. D. Carnegie believes that criticism is the «dangerous spark which can cause an explosion in the powder keg of pride.» He advises further: «Instead of condemning people, let's try to understand them. Try to imagine why they do so, and not otherwise.» In a conflict situation involving a criticism of the interlocutor, it is important not to lose one's inner composure, immediately to stop criticism, to try objectively to understand the reasons that caused the dissatisfaction in any way to mitigate the tense situation. Good ways to prevent conflicts is the ability to listen. How much opportunity has the interviewee to speak, depends largely on its location and trust. Meanwhile, according to psychological research, only 10% of people know how to listen another person in case of any disagreements. When analyzing different types of interaction fundamentally important problem of the maintenance activities, within the framework of which the certain types of interaction, as far as it can be very different. The cooperative form of interaction can be observed not only in production but also in the implementation of the any antisocial, unlawful acts – combines robbery, theft, etc. Therefore, cooperation in socially-negative activities is not the form that one wants to promote: on the contrary, the activities of conflict in terms of antisocial activities can be assessed positively. The process of perception of one person with another is important part of communication and is what is called social perception. [14, 338].

Conclusion. The barriers of perception in communication: the halo effect – the distribution of total estimated impressions about the person in all his\her still unknown qualities and properties, actions and deeds; previously, the prevailing view prevents truly understand human (she's 54 smart and she's such a sweet girl and I doubt she could commit such a bad deed); the effect of

first impressions – conditionality of perception and evaluation of a person's first impression of him\her, which may prove incorrect; the effect of the primacy given to large values of priorities and assessing unfamiliar pupil or group of this or that information about him/her, which came earlier (It's a horrible class, how you agreed to work in it!); the effect of novelty – attaching great importance of later information in the perception and evaluation of familiar person; the effect of projection is the attribution of one's qualities to the pleasant pupils or other people and their shortcomings to unpleasant ones; the effect

of stereotyping – the process of interpersonal perception of sustainable image of the person; leads to a simplification in the knowledge of person, to build an inaccurate image of the other, to the emergence of prejudices (He is from single-parent family? Probably a bully and difficult) [15, 282]. Types of communication: imperative – authoritarian, directive interaction with the aim of achieving control over the behavior; manipulative – the impact on the partners with the aim of achieving one's own intentions (hidden); dialogical equitable, productive subject-subject communication.

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Педагогикалық коммуникация акмеологиялық проблема ретінде

Аңдатпа. Қазіргі уақытта авторлар тобы «Кәсіби білім берудің және қайта даярлаудың акмеологиялық бағдарланған жүйесін құрудың тұжырымдамалық тәсілдері» зерттеу тақырыбын әзірлеуде. Кейбір зерттеушілер, атап өткендей, ел экономикасы тұрақты даму мен жетілу мүмкіндігі бар екі процесті байқады. Кәсіби және акмеологиялық процестің жеке тұлғасын акмеологияландыру туралы айтуға болады, бұл тек кәсіптік білімнің акмеологиялық білімді оқытушысы және акмеологиялық-бағдарланған оқыту және қайта даярлау жүйесі жағдайында мүмкін. Қазір ондай жүйе жоқ. Бұл айтылған мәселе бірнеше себептерге негіз болады: бұл жүйені құрудың іргелі негіздерін ғылыми зерттеу қажеттілігі; кәсіптік білім беру мұғалімін даярлаудың акмеологиялық-бағдарланған жүйесін құру проблемасының жоғары дәрежесі; зерттеудің жаңашылдығының жоғары деңгейі - зерттеудің күтілетін нәтижелері кәсіптік мұғалімдерді даярлаудың жаңа тұжырымдамалық тәсілдерін негіздейді; Педагогикалық акмеология мәселелерін зерттеу мұғалімнің шеберлік саласындағы жетістіктері ғылымы ретінде ұзақ уақыттан бері ғалымдардың назарын аударып келеді.

Түйін сөздер: кәсіптік білім, педагогика, психология, кәсіпқойлық, білім, психология, дағдылар, күзиреттілік, мұғалім, функционализм, гуманизм тұжырымдамасы, акмеологиялық, бағдарланған, оқыту және қайта даярлау жүйесі, өзін-өзі тану, өзін-өзі басқару, өзін-өзі тану технологиясы.

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Педагогическое общение как акмеологическая проблема

Аннотация. В настоящее время коллективом авторов разрабатывается тема исследования «Концептуальные подходы к созданию акмеологически ориентированной системы подготовки и переподготовки специалистов». Как отмечают некоторые исследователи, в экономике страны наблюдаются два процесса с возможностью постоянного развития и совершенствования. Можно говорить об акмеологизации личности в плане профессионального и акмеологического процесса его подготовки, что возможно только в случае акмеологически образованного педагога профессионального образования и акмеологически ориентированной системы обучения и переподготовки. Сегодня такой системы нет. Вышеизложенное обосновывает необходимость научных исследований фундаментальных основ создания этой системы, высокую степень актуальности проблемы создания акмеологически ориентированной системы подготовки педагога профессионального образования, высокий уровень новизны исследования - ожидаемые результаты исследования обосновывают новые концептуальные подходы к подготовке профессиональных педагогов. Изучение проблем педагогической акмеологии как науки педагогического мастерства давно привлекает к себе внимание ученых.

Ключевые слова: концептуальные, подходы к созданию, акмеологически, ориентированные, система обучения, переподготовки, профессионального образования, педагогика, психология, профессионализм, воспитание, психология, навыки, компетентность, педагог, функционализм, гуманизм, технология самопознания, саморегуляции, самореализации.

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