

MULTIDISCIPLINARY SCIENTIFIC EDITION

INTERNATIONAL ACADEMY JOURNAL

Web of Scholar

2(11), March

2018

Copies may be made only from legally acquired originals.

A single copy of one article per issue may be downloaded for personal use (non-commercial research or private study). Downloading or printing multiple copies is not permitted. Electronic Storage or Usage Permission of the Publisher is required to store or use electronically any material contained in this work, including any chapter or part of a chapter. Permission of the Publisher is required for all other derivative works, including compilations and translations. Except as outlined above, no part of this work may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior written permission of the Publisher.

Founder –
RS Global Media LLC,
Kiev, Ukraine

<http://www.webofscholar.com/>

Publisher Office's address:
UA 02002 Kyiv,
Raisy Okipnoi st. 2

rsglobal2519@gmail.com

tel. +38(073) 416 46 43

The authors are fully responsible for the facts mentioned in the articles. The opinions of the authors may not always coincide with the editorial boards point of view and impose no obligations on it.

CONTENTS

ENGINEERING SCIENCE

- Veselin Petrov Rangelov, Vladimir Shitliyanov*
ANALYSIS OF THE LANDSCAPE STRUCTURE OF KOPRIVSHTITSA MUNICIPALITY. 3
- Anvar Abdullaevich Yusupkhodjayev, Shokhrukh Toshpulatovich Khojiyev*
METHODS OF DECREASING OF COPPER LOSS WITH SLAG IN SMELTING PROCESSES... 5
- Назарова Ш. Э., Ниязхонова Б. Э., Назаров Э. С.*
ГЕЛИОТЕХНИЧЕСКИЕ КОНЦЕНТРИРУЮЩИЕ СИСТЕМЫ..... 9
- Прокудин Г. С., Чупайленко О. А., Прокудин О. Г., Дудник О. С., Омаров Д. М.*
АЛГОРИТМ СТАТИСТИЧНОГО МОДЕЛЮВАННЯ РОБОТИ МІСЬКИХ АВТОБУСІВ.. 11

ECONOMICS

- Лень В. С., Гливенко В. В.*
СОЦИАЛЬНАЯ ПОЛИТИКА ПРЕДПРИЯТИЯ: ПОКАЗАТЕЛИ И ОТЧЕТНОСТЬ..... 14

HUMANITIES

- Ямшинська Н. В.*
SMART ТЕХНОЛОГІЇ В ОСВІТІ..... 20

PEDAGOGY AND PSYCHOLOGY

- Вороніна Г. Р.*
ПЕРЕВАГИ ТА НЕДОЛКИ ДИСТАНЦІЙНОЇ ОСВІТИ..... 24

SOCIAL SCIENCE

- Vladimir Gennadyevich Gromov*
PHILOSOPHY OF THE RUSSIAN CRIMINAL SUBCULTURE..... 27
- Serikgyzy Aidana*
SCIENTIFIC AND CULTURAL ACTIVITIES OF WESTERN-SIBERIAN DEPARTMENT OF RUSSIAN GEOGRAPHICAL SOCIETY IN KAZAKHSTAN..... 32
- Россихин В. В.*
ВОПРОСЫ ФОРМИРОВАНИЯ СИСТЕМЫ ИСПОЛНЕНИЯ НАКАЗАНИЙ В АППАРАТЕ ПУБЛИЧНОЙ ВЛАСТИ..... 36
- Россихина Г. В.*
К ВОПРОСУ О ПРИМЕНЕНИИ НОРМ ФИНАНСОВОГО ПРАВА..... 41

PHYSICS AND MATHEMATICS

- Tyulepberdinova G. A., Nazarbekova K. T., Zhumartov M. A., Adilzhanova S. A., Gaziz G. G., Altybay A.*
USE STARTUPS AS A TEACHING TOOL IN KAZAKHSTAN..... 46

MEDICINE

- Емельянов Д. В.*
ЧАСТОТА ЭПИТЕЛИОЦИТОВ ДЕСНЫ С ЯВЛЕНИЯМИ ЦИТОПАТОЛОГИИ У БОЛЬНЫХ ИШЕМИЧЕСКОЙ БОЛЕЗНЬЮ СЕРДЦА ПРИ ДЛИТЕЛЬНОМ ПРИЁМЕ АЦЕТИЛСАЛИЦИЛОВОЙ КИСЛОТЫ..... 51

PHYSICS AND MATHEMATICS

USE STARTUPS AS A TEACHING TOOL IN KAZAKHSTAN

*Tyulepberdinova G. A.,**Nazarbekova K. T.,**Zhumartov M. A.,**Adilzhanova S. A.,**Gaziz G. G.,**Altybay A.**Kazakhstan, Almaty, Al-Farabi Kazakh National University***ARTICLE INFO**

Received 11 March 2017

Accepted 25 March 2017

Published 30 March 2017

KEYWORDSstart,
education,
advanced training,
foreign experience.**ABSTRACT**

The Use of a Startup as a Teaching Tool This article considers as a group project, focused on a group of 3–5 persons, one of the variants of uses of start-ups as an object of study for the student's work. The author also analyses some of the features and the difficulties that higher education institutions may be facing in carrying out this kind of work. Using a startup as an object of final qualifying work (FQW) imposes certain obligations to the university, but at the same time it can be a good auxiliary tool for the development of practical and theoretical skills of students that justifies any cost.

© 2017 The Authors.

In modern education are constantly taking place various conversion and transformation. Kazakhstan's higher education system is constantly trying to improve the quality of the education students and is actively considering and implementing new methods of teaching students that later will be able to enter the labor market as a specialist trained to work. Improving qualifications of graduates increase their competitiveness in the labor market, while also increasing the rating of the university in which they were trained, which in turn creates the awareness and reputation of the institution itself. Many Kazakhstani universities are actively involved in working with start-ups, creating specific business incubators, which are involved in the most active and interested students who are ready to try your hand at a new startup company. This practice is already being used, not only in foreign, but also in our universities, which are already closely associated with the creation of start-educational practice. Startups are gaining more and more popularity in the field of innovative technologies and their application in everyday life of society [1], with the main contingent of the participants are young people aged 18 to 30 years. This is particularly significant in the use of start-ups as a means of

creating new jobs [2], which makes them especially popular among young people and students, trying himself in the role of entrepreneurs [4].

The creation and development of innovative ideas is especially popular among young people, has not attracted to a career in the construction of large companies, which is why it is the main labor resource for emerging startups. Students or recent graduates looking for their niche in the labor market, trying to identify the most interesting directions of its activity, so they are easy to get involved in new ideas and willing to work hard for their implementation in practice. This enthusiasm can turn into a serious business, especially in the early stages of start-up has a certain success. Of course, this does not guarantee the further successful promotion of business, but at different stages of development, start-up of participants may vary, attracting new enthusiasts and getting rid of those who consider participation in this business unpromising for their own development. The foreign education model startup involves students and recent graduates in the development of new projects. At the same time the role of students can range from founding start-up of outside experts and temporary staff. Enterprise has always been an attractive activity for European students. Many of them are formed as a person in a culture of

widespread existence of small and family businesses, active development of private entrepreneurship. Some students she comes from a family involved in a small business that determines their interest as to continue the family business, and the creation of its own. This process is much more risky in financial terms, than a career in large international companies, but requires broad freedom of action and the ability to build their own life plans. Small business takes a large share in the consumer markets of the European countries, the same principle extends to the kinds of business information, which operate in the creation of small services to improve the quality of everyday life. This makes IT startups is very attractive to students, given the low requirements to productive resources and trading platform. Creating an electronic product involves the presence of a good developer and marketer of good, which is the most simple solution from the point of view of the majority of students. Possible failures in the way of the creation of start-ups of little confused. Entrepreneurship and business foundations are among the top educational programs and train students in these courses is mainly the organization of independent companies that is able to survive and thrive in a highly competitive market among the same small businesses.

Universities provide an opportunity to engage in the creation of start-ups to everyone, especially to those who have previously received a certain specialization. There are plenty of programs and courses aimed at familiarizing students with the peculiarities of creation and development of start-ups, with the participation of one of them is a recommended part of the training that is possible thanks to the fact that many business incubators are working just on the basis of such universities. At the same time, students have the opportunity to do their own start-ups in his high school, participating in practical sessions and specialized seminars, engaging in the development of prototypes and business models for the future of the product, here having constant access to information resources and skilled teachers, giving advice on various issues. An interesting feature of the education of students in the process of creating a startup is their interest in the process. In the newly created start-ups is the production of critical importance to the survival of the project. The ideal is one in which one of the founders of the self is the developer of the new technology and the initial stages of creating a prototype directly engaged in this task. However, such embodiments do not occur too often. Startup can not have its own technical specialists who will be able to deal with his idea and propose options for its implementation. In such cases, the universities

provide students with the opportunity to receive additional training in the technical field, to learn programming skills and the basic principles of programming and application development.

This allows students to gain the skills that are sufficient to independently prepare terms of reference for programmers and exercise control over the creation of the product. In some cases, after undergoing additional training course, students are able to independently create even prototypes of future products. However, for the development of high-grade applications require a higher level of specialist, and at this stage in the project in any case, the developer is drawn. Working with a startup is the basis for understanding the processes successfully creating and developing their own business. Some teachers specially recommend to their students to participate in student start-ups, which in large quantities are created and developed in universities. This helps them to move from theory to practice and their own experience to understand the laws and the risk of creating a new business. Working at a startup means the full benefit of students trying to make a profit from their own ideas, which creates positive motivation for further training in the program. When teaching students attend various seminars and specialized programs that are designed to prepare professionals to assess and business organization. At the same time they get the skills, the creation of businesses and the choice of the legal form of business, ability to work with various forms of reporting, collecting and analyzing information on the different market players, the competitive analysis, consumer analysis, suppliers, etc., Appraisal promising markets and the formation of business strategy, assessment and management of risk decision-making, business plan development, development of a financial plan.

For any member of the start-up must be able to adequately assess the potential of his own project and be able to analyze the potential scope of its application. Very few students are familiar with the principles of market analysis and even fewer are able to apply these skills in practice with regard to his own design. To be successful, they have to know that even in the early stages of development startup ideas are very important to determine. With the assistance of students from the owner of a startup becomes possible to analyze their own business, to receive relevant analyst according to the interest of his industry and recommendations for future development. In most cases, a specialized test for a particular company, as well as the development of a strategy - it is the competence of consulting

companies, providing business development services. In this case, however, it retained a narrow focus of the analysis, since it is carried out on a specific project, rather than the industry as a whole, which would make more accurate predictions and help choose the most optimal way of business development. For students participating in the project, in turn, the analysis is a good platform for the application of the acquired knowledge into practice and gain experience of business management and development at the initial stage of its existence, as well as practice and to create a start-up by the organization of the company.

Students will learn how to analyze the product, how the selection of the target sector, what problems arise before startup founders and exactly how selects the initial project development strategy. In addition, students gain valuable experience in a separate project, in fact speaking of his performers as analysts. At the same time, they can enjoy not only the single-minded focus position, but also any other, that will be in demand for the project. As the working group will be small, many roles will be available to it, which may be either distributed among the band members, and divided at all, allowing everyone to participate in almost all phases of the project. In this case, a relatively small amount of work allows students in a short time to change almost all of the roles in the project, defining for themselves the strengths and weaknesses of your hand, and your preferred style of working. At the same time the students present a safety factor in the person of representatives of the university, which will monitor the quality of the work performed and adjust the tasks, so that the end result must comply with the general level of the analytical group. However, even with a slightly different level of performance of the work is to be an individual analysis of a startup that takes into account all aspects and features of small business owners so it is worth considering including such benefits. While working on a startup, students have access to university resources that enable them to carry out the analysis using large databases, various specialized thematic resources, where universities instituted accounts, as well as internal documents of the university, which may include analyzes of markets and industries, various studies and forecasts by the workers of the university groups. Often these materials are an invaluable aid in the collection and analysis of information, providing students with the information closed to the part of man. Their use makes the startup analysis conducted more accurate and close to reality, and also allows to develop a real strategy for the

development of business in the short term. In addition to the information resources of the university working group will be able to take advantage of other advantages - the presence of university experts on topics they need, which, in turn, may have a significant experience in the required sector, as well as useful contacts for the project. This will help not only to draw up a forecast for a startup, but also to communicate with industry experts, which will be the end users of the products or services of a startup. We should also mention the form of students' participation in the project for the development of start-up. This article discusses the possibility of attracting students to work on the project, when the project provides material for the thesis and where the reporting document (analysis, forecast, business plan, strategy and so on.) Serves as the final qualifying work.

This project itself is carried out by a group of several people, and the result is equivalent to the project includes all participants. With regard to educational practice group diploma work it is not a traditional form of certification, however certain advantages for students can be distinguished in it. Organized student group can merge from 2 to 5 or more people, all of which are involved in the overall project work. During group work on a startup student gets the opportunity to choose the tasks in the project, which are the most interesting to him, or those in which he considers himself more competent. This increases the quality of the final work, which is carried out with the participation of other students, complementing each other in the individual project tasks. Nevertheless, because of the broader package of tasks and the relatively small number of participants of the student is not able to focus only on simple and clear tasks for him. Allocation of responsibilities within the group will be made by the students themselves, so part of the distribution of tasks in any case be rather complicated and labor-intensive for all project participants. This self-organization is a fuse from a lack of employment of each of the project participants. Since they are all equal members of the working group and will receive an equivalent certification upon its completion, each of them must understand that from his work depends on the overall result of the whole team. This creates quite effective internal motivation - each member of the group (or its leader) will follow the other participants in the project and for the performance of their obligations under the project. If a project participant does not comply with the required amount of work due to objective reasons, the group may undertake a redistribution of

responsibility and to share some of its tasks to a free parties. In this case, if the reasons are not objective, as a student, for whatever reasons, just sabotaging implementation of the project, a group of the issue of his expulsion can raise itself. The role of external motivator and controller performs a representative of the university in the face of the supervisor of the graduation project, which performs the tasks of adviser in working with start-ups. Its task is to monitor the process of implementation of tasks, monitoring of compliance with these terms and the constant emergence of new problems for student groups. European master's programs often gather people with different backgrounds and education levels. At the same time on different business-oriented programs can gather the students who have already received previous education in some other direction. This is because for many of them becomes relevant to study the laws and the company's development model, the ability to understand and modify business processes, as well as the creation of new models of development. The composition of the students in this program can be extremely heterogeneous, in contrast to the master's degree programs, which are often collected bachelors of this direction, continue their education without interruption to get some practical experience, and often even without departing from the workplace. In most cases, they are graduates of the same university, which comes to the magistracy, and it significantly reduces the variety of possible specialties among student projects. The heterogeneous composition of participants allows you to create a more stable projects are apportioned in which zone of responsibility among its members. Many of them had previously received education, are not directly related to business or management activities, and have experience of working on this or any other specialty, imagine the industry in which they had to work with and understand its features and major trends. As practice shows, only a small proportion of student startups eventually comes to the stage to attract investors. Their investments are usually small and are aimed more at stimulating the creation of new ideas, than a real help in the promotion of a startup. They involve support for the creation of a prototype of the final product and contribute to the selection of viable student start-ups, which usually account for about 30% of all developed within the university. Not all of them later will be able to go through the stages of release to the market and search for significant investments that will help them to expand a profitable business. The most popular start-ups are among young people aged 18 to 34

years, is actively seeking to find its own niche in the labor market or to create it for lack of fit. Popularity startups abroad increases at the peak of financial problems, as the availability of jobs for graduates in these moments is significantly reduced. Trying to find a way to make money and gain new skills, students are forced to create their own jobs, which they hope will eventually develop into a steady income.

In the selection of participants in the project should take into account the total number of students qualified available. In this case students have a uniform education and skills, and can not imagine a radically different views on the situation. This can be overcome by dialing working groups among different specialties and areas, creating a certain quota in the formation of the team. Criteria for the selection of the working group at the same time can be formalized and include academic performance in the current semester or for a certain period, the availability of certain skills or qualifications, the existence of previous experience in a particular industry, training at the graduation course, the desire to continue further work in selected sectors and so on. The skills of team members in the process will be developed and supplemented by the use of new tools for the analysis of markets and products, technical expertise and project management techniques. Thus Adviser may provide additional literature, organize internal seminars for groups of participants or recommend them to a particular course. It contributes to the development of their professional competencies and allows the best way to master the curriculum, putting into practice the knowledge obtained. The most optimal for student project are young startups at the stage of defining the target audience and the development strategy. Traditional qualification works are assimilated to assess students' knowledge and skills acquired in the search and analysis of information in a given direction. The project does not bear this academic load and may not reflect data received knowledge and skills of the participating students. That is why the school must define the criteria by which the work will be assessed. According to the requirements for the preparation of final qualifying works [3], assessed students' ability to collect and analyze information on a given topic, as well as the ability to apply theoretical knowledge, which they have obtained in the course of training. That is why the student WRC usually consist of two parts: methodological, theoretical material and containing an overview of current work in this direction, and practical, which describes the use of a theoretical part in practice. In the course of

this activity they get hands-on experience in the design and faced with similar difficulties to the project work. Of course, this practice considerably softened in relation to real projects, taking into account the teaching role as an adviser working group mentor, as well as participation of experts in design and high school teachers who direct the activities of the student group, providing access to the necessary theoretical and practical basis. The result of the group becomes a set of documents which is defined and agreed upon startup customers. Practice Development of such documents is also a positive effect on the acquisition of projective work skills for the project participants. Project results are presented in a convenient form for the customer, and the generated documentation package, in fact, is a complex business that they meet the requirements of the customer. However, business documents are not used for academic evaluation. They should have the same access to information resources of the university, teaching staff for consultation and the right to receive an assessment of their work. This requires to develop criteria for evaluation of the student group in the case of students participating in the project activities. To this end, the university puts participants in the project's own requirements on the structure and content of the final documentation. University Administration takes

over the functions of the customer of the project, which creates one step harmonization of the final result for his team.

To this end, the requirements for final documentation creates a certain set of criteria for the acceptance of works by the university. Typically, this means that the work must contain a description of scientific, journalistic, educational literature and information and analytical materials used for its execution. Also in the final document must contain a description of the work process, which reflects all the stages of the working group and those difficulties that students encounter in the process. In general we can say that the involvement of students to work on a startup now has a fairly extensive growth potential. There are opportunities for students to participate in nearly all stages of existence as its own, as well as any other start-up, and often their involvement in the start-up operation gives its owners added value and impetus to the development. Education is possible in the framework of the educational program, as well as in specialized courses and seminars, with the result that students acquire the skills of information analysis and work with a startup that gives them the opportunity to not only write the original work, but also to conduct a full study of the peculiarities of working with start-ups.

REFERENCES

1. A.O. Polushkina. Использование стартапа в качестве обучающего инструмента. Scientific Journal - SERIES «Informatics and Informatization of Education». – 2016. Москва. С. 101-112.
2. Tyulepberdinova G.A., Unaybaeva R.K. Features of training and technical education specialists // Proceedings of the scientific-practical conference "Information and communication technologies in adult education" Almaty on May 19-20, 2011, pp 72-73;
3. Tyulepberdinova G.A., Zhusupova A.B. Computerization of technical and vocational education system // Proceedings of the scientific-practical conference "Information and communication technologies in adult education" Almaty on May 19-20, 2011, pp 192-193.