



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



12th April 2018, Astana

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ**

**Студенттер мен жас ғалымдардың
«Ғылым және білім - 2018»
атты XIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ**

**СБОРНИК МАТЕРИАЛОВ
XIII Международной научной конференции
студентов и молодых ученых
«Наука и образование - 2018»**

**PROCEEDINGS
of the XIII International Scientific Conference
for students and young scholars
«Science and education - 2018»**

2018 жыл 12 сәуір

Астана

УДК 378

ББК 74.58

Ғ 96

Ғ 96

«Ғылым және білім – 2018» атты студенттер мен жас ғалымдардың XIII Халықаралық ғылыми конференциясы = XIII Международная научная конференция студентов и молодых ученых «Наука и образование - 2018» = The XIII International Scientific Conference for students and young scholars «Science and education - 2018». – Астана: <http://www.enu.kz/ru/nauka/nauka-i-obrazovanie/>, 2018. – 7513 стр. (қазақша, орысша, ағылшынша).

ISBN 978-9965-31-997-6

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

УДК 378

ББК 74.58

ISBN 978-9965-31-997-6

©Л.Н. Гумилев атындағы Еуразия
ұлттық университеті, 2018

problem of water scarcity in Iran and the agricultural problem are widespread because of water shortages in Iran. Kazakhstan can be a good country for investment.

Literature:

1. Book of Collections of Agreements and Bilateral Agreements between the Republic of Kazakhstan and the Islamic Republic of Iran, Publisher of Mehrjan Desert, Preparation and arrangement of Mohammad Reza Shirazi, Pagination by Mojtaba Shamsaei, Ambassador Extraordinary and Plenipotentiary of the Republic of Kazakhstan to the Islamic Republic of Iran, The book has 1081 pages
2. Official Website of the Ministry of Foreign Affairs of Iran, <http://www.mfa.gov.ir>
3. Farzad Ramezani Bowsheh Article of Important Political and International Opportunities Expanding Iran-Kazakhstan Relations, <http://npps.ir/ArticlePreview.aspx?id=101783>
4. Al-Waqat News Analytic Web Site, <http://alwaght.com/fa/News/513>

УДК 378 (470)

GOVERNMENT SUPPORT FOR FOREIGN STUDENTS IN TURKEY

Oraikhan A.N.

o.altynai@mail.ru

Postgraduate of the L.N.Gumilyov Eurasian National University, Astana
Supervisor – Ospanova A.N.

The higher education system in Turkey is supervised by the Council of Higher Education (CoHE). The CoHE is an autonomous institution which is responsible for the planning, coordination and governance of higher education system in Turkey in accordance with the Turkish Constitution and the Higher Education Laws.

Turkish universities, especially in recent years, have gained great popularity among international students. Undoubtedly, an important role in this belongs to the stable political and economic development of the country. In addition, after the collapse of the Soviet Union, Turkish universities began to receive a large number of students from the Turkic-speaking republics. Surely, these students prefer Turkish universities because of the close linguistic and cultural-historical ties of their countries with Turkey. One of the largest projects implemented by Turkey in the field of teaching foreign students is the project of admission of students from the Turkic republics and regions of residence of representatives of related peoples. This project, which began in 1992, is often called the "Big Student Project" in Turkey (Büyük Öğrenci Projesi).

In addition, the increase in the number of universities in Turkey and the allocation by the government of a special budget for the admission of foreign students contributed to a significant increase in the number of applicants entering Turkish universities.

More than 16,000 international students from 150 different countries have been enrolled in Turkey since 2010, according to Deputy Prime Minister Hakan Çavuşoğlu.

Education partnerships are not limited to educational institutions in Kazakhstan. Turkey has a lot of scholarships for Kazakhstani students and applicants [1]. They are implemented not only by public demand, but also by various organizations. In particular, scholarships from the Turkish Government (Türkiye Bursları), Yunus Emre Scholarships (for summer studies), TİKA scholarships or financial aid, etc.

Turkish Scholarships are a scholarship fund sponsored by the Turkish government. Within the framework of the "Scholarship of Turkey" program (Türkiye Bursları) scholarships are provided to foreign students free of charge. Students who have received this right, during the entire period of study at the departments corresponding to their academic past, have the opportunity to receive this scholarship. The purpose of Turkish scholarships is to improve mutual understanding with other countries and to contribute to global knowledge in a human-centered way. Students are offered the

same education at all stages of higher education, including humanities and natural-mathematical sciences: Bachelor, Master, Doctoral. Students will be able to study in English or Turkish, and if they choose Turkish, they will be given the opportunity to study an additional year. Students on a scholarship basis, along with free education, receive the right to free accommodation in the state hostel, medical care, a scholarship, a one-year course of the Turkish language. The student's transportation expenses are paid for when he first arrives in Turkey and when he leaves after the completion of the training course.

"Scholarships of Turkey" are divided into the following categories:

- Bachelor's Scholarships
- Scholarship program for Turkic-speaking countries
- Balkan Scholarship Program
- Black Sea Scholarship Program
- Harran Scholarship Program
- Turkishkaena-African Scholarship Program
- Bosphorus Scholarship Program
- Anatolian Scholarship Program
- Grants to masters and doctoral students
- Scholarship program "Science and Technology named Ali Kushchu"
- Scholarship program "Social Sciences named after Ibn Khaldun"
- Scholarships in specialties
- Scholarship program of medical sciences named after Ibn Sina
- Scholarship Program of the Theological Faculty
- The scholarship program of the Faculty of Turkish language named Yunus Emre
- Short-term scholarships
- Scholarship program for applicants to schools (Ahilik)
- Research Scholarships
- The incentive scholarship program
- Support scholarship program

107,000 applications from 163 countries had been received so far for Turkey's 2017 scholarship program for international students. A total of 5,000 students received the scholarship in the education term between 2017-2018.

Turkish scholarships give outstanding students from all over the world an opportunity to study in the most prestigious universities of the country, providing them with education of international caliber.

YunusEmre Institute is Turkey's soft policy leader. Since 2009, it has been working with the opening of the Turkish Cultural Centers around the world. YunusEmre Turkish Cultural Centers are Turkey's invisible power, as Turkey's ex-President Abdullah Gul puts it. Institute introduces Turkish culture and art in the center, teaches Turkish. The Institute's branch in Kazakhstan was opened in March 2010 [2]. The best Turkish students will be given the opportunity to take a summer internship.

The University of YunusEmre Institute offers students from all over the world the opportunity to study Turkish in Turkey. Students are able to attend classes that correspond to their level of knowledge of the Turkish language. Students who have never studied Turkish in their lifetime, and students who study Turkish for years, have the opportunity to improve their skills and knowledge in classes that are fully in Turkish.

Students are divided into groups. Each group of students live in different cities of Turkey (in 7 regions, 81 cities) and are able to get their unforgettable experience. Each group of students live in a certain city, on weekends excursions are organized to study the region and the unique subculture of the region in which the school participants live.

During their stay in Turkey, students live in hostels or guest houses of universities. Every morning (Monday to Friday) students have classes in Turkish (duration of the class is 3.5 hours).

The students spend 60 hours studying the Turkish language.

YunusEmre Institute pays the full cost of the summer school (including airfare in both directions, food, accommodation).

TIKA (TürkİşbirliğiveKoordinasyonAjansıBaşkanlığı) - Turkish Partnership and Coordination Agency under the Turkish Government. It was founded in 1992 after the collapse of the Soviet Union to establish close ties with Central Asia and the Caucasus in the fields of economy, culture, education and technology. It is involved in financing, developing and coordinating activities and projects in various fields. Since the early years of independence, TIKA has been implementing a large number of social projects in the country. TIKA's office was opened in Almaty in 1995 and moved to the capital in 2009.

Relations between Kazakhstan and Turkey in the field of education cannot be achieved only on the basis of mutual agreement. Since both countries are members of the Bologna process, a number of Kazakh students are studying in the best universities of Turkey on the basis of the International Erasmus Scholarship Fund.

Partnership with Turkey is reflected in the master's degree. Master students of a number of higher educational institutions of the Republic of Kazakhstan are holding their scientific internships in the Republic of Turkey. It shows that interaction is not only in theory, but also in the exchange of experience.

In a scientific sense, in order to exchange experience and exchange information, on April 16, 2015, during the official visit of RecepTayyipErdoğan to Astana the Protocol on mutual cooperation between the Scientific and Technological Research Council of Turkey (TÜBİTAK) and the National Agency for Technological Development of Kazakhstan was signed. TÜBİTAK is responsible for the development and coordination of scientific research in line with the national targets and priorities, set by the Turkish Academy of Sciences (TÜBA). More than 2,500 researchers work at the 15 different research institutes and research centers attached to TÜBİTAK, where both contract-based and targeted nationwide research is conducted. TÜBİTAK represents Turkey in international research efforts including memberships in European Science Foundation and the European Union Framework Programmes for Research and Technological Development [3].

Following research centers and institutes are subordinate to TÜBİTAK: Marmara Research Center (MAM), Center of Research for Advanced Technologies of Informatics and Information Security (BILGEM), Defense Industries Research and Development Institute (SAGE), Space Technologies Research Institute (UZAY), National Metrology Institute (UME), Turkish Institute of Management Sciences (TUSSIDE), Technology Free Zone and Technopark, National Academic Network and Information Center (ULAKBİM), Bursa Test and Analysis Laboratory (BUTAL), National Observatory (TUG).

Within the framework of protocol signed by TÜBİTAK Vice President Mehmet Çelik and President of TATD Sanzhar Iztelevov, joint scientific projects implemented between the two countries' industrial enterprises will be supported.

Orhun Exchange Programme is a program for the students of majors such as International Relations and Politics/ International Relations/ Political Science of the member universities of Turkunib (Azerbaijan: Baku State University; Kazakhstan: International HocaAhmetYesevi Turkish-Kazakh University, Al-Farabi Kazakh National University, L.N. Gumilyev Eurasia National University; Kyrgyzstan: Kyrgyz-Turkish Manas University, International University of Kyrgyzstan; Turkey: Ataturk University, Istanbul University). Students have the opportunity to exchange among the given universities.

Mevlana Exchange Programme is a programme which aims the exchange of students and academic staff between the Turkish higher education institutions and higher education institutions of other countries. With the regulation published in August 23, 2011, students and academic staff exchange between Turkish higher education institutions and higher education institutions of other countries has been possible. Different from other exchange programmes, Mevlana Exchange Programme includes all higher education institutions in the world regardless of their region [4].

Any student may benefit from Mevlana Exchange Programme if they are registered on a formal education programme at a higher education institution, on condition that the higher education institution concerned has signed a bilateral Mevlana Exchange Protocol. The Programme is also open to all academic staff members who are employed by higher education institution, on condition that the higher education institution concerned has signed a bilateral Mevlana Exchange Protocol.

Additionally, all academic staff who works in a national or foreign higher education institution, on condition that the higher education institutions signed a bilateral Mevlana Exchange Protocol, may benefit from Mevlana Exchange Programme.

Students do not pay any tuition fees to the host institution during the programme, but they continue to pay the obligatory tuition fees to their home institutions. They do not pay any extra fee to the host institution within the scope of the exchange programme.

As the course(s) to be taken in the host institution are officially agreed to be counted in advance within the Learning Protocol, the students do not repeat any courses/semesters when they return.

Literature:

1. Будақ Ф, Қазақстан Түркия ынтымақтастығы//Яссауи университетінің хабаршысы, 2002. №1. 123 б.
2. Kaya A., Tecmen A. The role of common cultural heritage in external promotion of modern Turkey: YunusEmre Cultural Centres. — Istanbul, 2011. — 24 б.
3. «Түркия мен Қазақстан арасында ынтымақтастық туралы хаттама» – <https://www.tubitak.gov.tr/tr/haber/turkiye-ile-kazakistan-arasinda-isbirligi-protokolu-imzalandi> Mevlana Exchange Program – <http://www.yok.gov.tr/web/mevlana/anasayfa>

УДК 327

THE ROLE OF THE CASPIAN SEA IN REGIONAL ENERGY SECURITY

Sagymbayeva Leila Yerlanovna

leila-1996@mail.ru

Bachelor 4th year student, Regional Studies Department, International Relations Faculty, L.N.

Gumilyov Eurasian National University, Astana, Kazakhstan

Research advisor: A.M.Khazhmuratova

The Caspian Sea has always been important for the regional security and trade needs. It plays even more significant role in terms of energy security. The Caspian Sea presents a great opportunity not only for development and extraction of the existent energy deposits, but also provides a logistical solution for the oil and gas export from Central Asia and Caucasus to the European market. However, the inability to define the legal status of the Caspian Sea by the countries bordering it, makes it impossible to proceed further in the wanted direction. Therefore, the question of the Caspian Sea territory demarcation along with the establishing of cooperation on the sea among the littoral states should be regarded as of a great importance for Kazakhstan and aforementioned countries.

After the dissolution of the USSR, the question of the Caspian Sea legal status was not completely resolved. The reason for that was the conflict of political interests between the five states of the Caspian Sea region. One of the contradictions was whether to define the Caspian Sea as a sea or as a lake, depending on which the demarcation should be carried out either by the sea or lake regulations in the international law. As for the political interests, none of the countries wanted to compromise its pretensions on their share of rich biologic and energy resources. The cornerstone of the problem is actually an inability to choose the seabed delimitation approach. Generally, there have been two options that were brought up by the states. The first one is the delimitation along the