

**ЖОҒАРЫ ЖӘНЕ ЖОҒАРЫ ОҚУ ОРНЫНАН КЕЙІНГІ БІЛІМ:  
МӘСЕЛЕЛЕР, ЖАҢАШЫЛДЫҚ, ДАМУ БОЛАШАҒЫ  
ВУЗОВСКОЕ И ПОСЛЕВУЗОВСКОЕ ОБРАЗОВАНИЕ:  
ПРОБЛЕМЫ, ИННОВАЦИИ И ПЕРСПЕКТИВЫ**

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**FORMATION OF THE PROFESSIONAL COMPETENCE OF FUTURE  
TEACHERS THROUGH THE COACHING METHOD**

*Abstract*

Nowadays the labour market demands a highly qualified specialist who is able to plan his/her work effectively, rationally apply the acquired knowledge in professional activities, competently build relationships with different categories of people to achieve the final result. In this case, the process of professional education has changed, the leading paradigm is the competence approach in determining the purpose and content, the result of training a specialist. Its main task is to create conditions for professional and personal development of a future specialist, as well as to provide him/her with quality knowledge, skills, and abilities, i.e. the formation of professional competences.

This article provides justification for the relevance of using coaching as a means of increasing the effectiveness of the formation of professional competence of future teachers. In addition, the authors present an analysis of some basic problems of higher professional education in the conditions of Kazakhstan, considers the peculiarities of teacher's activity, on the basis of which the essence and content of the concept of professional competence of future teacher, the content of the concept of coaching process are specified. The opportunities of coaching in the formation of professional competence of future teachers are described, the feasibility of coaching as a technology that ensures the development of personal and value components is shown.

**Keywords:** competence, professional competence, coaching, future teacher, globalization, globalization of education.

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**БОЛАШАҚ МҰҒАЛІМДЕРДІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН  
КОУЧИНГ ӘДІСІ АРҚЫЛЫ ҚАЛЫПТАСТЫРУ**

*Аңдатпа*

Бүгінгі еңбек нарығында өзінің жұмысын тиімді жоспарлай білетін, алған білімін кәсіби қызметте ұтымды қолдана алатын, түпкілікті нәтижеге жету үшін әртүрлі санаттағы адамдармен дұрыс қарым-қатынас орната алатын жоғары білікті маман сұранысқа ие болып отыр. Осыған орай кәсіби білім беру үрдісі де өзгеріп, маман даярлаудың мақсаты мен мазмұнын, нәтижесін айқындауда құзыреттілік тәсілдеме жетекші парадигмаға айналды. Оның басты міндеті – болашақ маманды сапалы білім, білік, дағдылармен қамтамасыз етумен қатар, кәсіби-тұлғалық дамуына жағдайлар жасау, яғни кәсіби құзыреттілікті қалыптастыру.

Бұл мақалада болашақ мұғалімдердің кәсіби құзыреттілігін қалыптастыру процесін жақсарту үшін коучингті қолданудың маңыздылығы көрсетілген. Сондай-ақ, авторлар жаңа жағдайларға бейімделе отырып, Қазақстандағы жоғары білім берудің негізгі проблемаларына талдау жүргізеді және педагогтар қызметінің ерекшелігін зерттейді. Осы талдау негізінде авторлар болашақ мұғалімдердің кәсіби құзыреттілігінің мәні мен мазмұнын, сондай-ақ коучинг процесі ұғымын нақтылайды. Мақалада болашақ мұғалімдердің кәсіби құзыреттілігін қалыптастыру үшін коучингті қолдану мүмкіндіктері ашылады, коучингті жеке және құндылық аспектілерін дамытуға ықпал ететін технология ретінде қолданудың орындылығы көрсетіледі.

**Түйін сөздер:** құзыреттілік, кәсіби құзыреттілік, коучинг, болашақ мұғалім, жаһандану, білім берудің жаһандануы.

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## ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ МЕТОДОМ КОУЧИНГА

### Аннотация

Сегодня на рынке труда востребован высококвалифицированный специалист, умеющий эффективно планировать свою работу, рационально применять полученные знания в профессиональной деятельности, правильно выстраивать отношения с различными категориями людей для достижения конечного результата. В связи с этим изменился и процесс профессионального образования, ведущей парадигмой стал компетентностный подход в определении цели и содержания, результата подготовки специалиста. Его главная задача-создание условий для профессионально-личностного развития будущего специалиста, а также обеспечение его качественными знаниями, умениями, навыками, то есть формирование профессиональных компетенций.

В этой статье подчеркивается важность использования коучинга для улучшения процесса формирования профессиональной компетентности будущих учителей. Авторы также проводили анализ основных проблем высшего профессионального образования в Казахстане, адаптируясь к новым условиям, и изучает специфику деятельности педагогов. На основе этого анализа авторы дают сущность и содержание профессиональной компетентности будущих учителей, а также понятие коучингового процесса. В статье раскрываются возможности применения коучинга для формирования профессиональных компетенций будущих учителей, демонстрируется целесообразность использования коучинга как технологии, способствующей развитию личностных и ценностных аспектов.

**Ключевые слова:** компетентность, профессиональная компетентность, коучинг, будущих учитель, глобализация, глобализация образования.

**Introduction.** In psychological and pedagogical literature a lot of works are focused on the consideration of competence issues. The competence approach is not a new one for the Kazakhstani education system. As in many European countries, components of this approach have always been an integral part of the system of training and quality management of teaching staff in Kazakhstan. However during the research it was revealed that the issue of revising the process of training future specialists for professional activity in higher education institutions in accordance with the requirements of the conditions Kazakhstan, updating its theory and scientific and methodological foundations has not been specifically studied. He pointed out that the pedagogical education received at the university in practical disciplines of training specialists is poorly correlated with global processes, and their potential for the formation of citizens ready to learn and work anywhere in the world is insufficient.

The country is on the verge of new political and economic changes. The head of state noted the coming changes at the republican referendum on 5 June 2022: ‘This is a great political event in the history of independent Kazakhstan. The consequences of the current global tensions and economic crisis have a significant impact on our country as well. Global challenges require the revision of previously established principles and rules. In order to respond to new challenges, the society must develop in compliance with the requirements of the time’ [1].

Since independence, our country has passed through a difficult path of strengthening political stability. Due to our solidarity and unity, we have become a globally recognised state. Now we are on the way to developing democratic values and creating a Kazakhstan. Undoubtedly, the constitutional reforms will have a positive impact on the modernisation of the social and political life of the country, the development of the economy in line with the requirements of the time and the life quality of Kazakhstanis.

Yerlan Karin, State Counsellor of the Republic of Kazakhstan, remarks on the importance of the slogan ‘Kazakhstan’: ‘What does Kazakhstan mean? It is not just a renovation of the state apparatus, as some experts assume. It is, first of all, the revitalisation of social values. The rejection

of radicalism, extremist views and actions, strengthening of creative energy. The overcome of all the shortcomings in society. It also means the continuation of gradual and systemic reforms. The state's policy is considered with a humanitarian dimension, the priority is given to human capital,' he said [2].

The January 2022 events demonstrated the need for radical reforms in the country, in the life of society as a whole, in particular in the political, economic, social and spiritual spheres. In this regard, the President of the country noted that now Kazakhstan has entered the stage of the Second Republic. This term indicates that the country is undergoing a complex and comprehensive process of social transformation. The Second Republic is therefore a renewal of the state model. Of course, it is clear that this plan will not succeed on its own. The driving force of the Kazakhstan is our citizens, their dedication to the Motherland, diligence and skills. The Kazakhstan is a new challenge, a common goal. To achieve it, each citizen should work qualitatively in his sphere.

The establishment of a Kazakhstan is an important step that defines the future of our state. The scientific community should not stay aside from political changes. Kazakhstan in the new world can be created only by competitive youth, qualified specialists armed with advanced knowledge.

In conditions of Kazakhstan the teacher has a mission to bring up from one person the educated, conscious citizen of the country and the citizen of the world based on universal democratic and humanistic values. Such a person should be intelligent, have a wide world outlook, new mindset, have a desire for knowledge, have a patriotic character, be a competitive, as well as be a mobile force, potential, contributing to the development of the economy, culture of the country.

*Basic provisions.* In the context of Kazakhstan's evolving educational landscape, shaped by globalization and modernization, coaching is increasingly recognized as a progressive pedagogical method that effectively contributes to the development of future teachers' professional competence. Particular emphasis is placed on fostering key personal qualities such as initiative, goal orientation, and individual responsibility.

An analysis of the current state of teacher education reveals a noticeable gap between theoretical instruction in higher education institutions and the practical demands of the modern educational environment. The predominance of academic theory limits the development of value-based and practice-oriented components essential to a teacher's professional identity.

Within the framework of this study, a set of coaching-based exercises was designed to promote critical professional skills, including goal setting, self-analysis, planning, and reflection. The experimental results demonstrated an increase in students' learning motivation and their readiness for professional engagement.

The applied value of the research lies in the potential integration of these coaching strategies and techniques into teacher education curricula at Kazakhstani universities, thereby enhancing the training of competent specialists capable of meeting both national and global educational challenges.

**Materials and methods.** In the conditions of the modern market, the most in-demand and successful person can be the one who has a high personal, professional and business culture. For a specialist, it is necessary to constantly improve oneself, learn how to quickly respond to unforeseen circumstances, and find non-standard ways to solve problems. The main success factor is the difference: if you are no different, you will not be noticed [3].

To adapt the national values of the Kazakh people to modern realities, it is necessary to proactively use the positive impact of globalisation. It is important to understand the cultural peculiarities of all ethnic groups and consider the preservation of their national identity as one of the most crucial tasks.

In the sphere of education, the processes of modernisation in Kazakhstan are considered, first of all, taking into account the place and role of the XXI century personality, the place and role of both the teacher and his/her students in the context of national and transnational education, as well as their readiness for international interaction in the context of globalisation.

A major goal in the field of education is the formation of a competitive personality of the XXI century in the future. The educator should be not only an expert in his or her subject, but also an inquisitive researcher, a compassionate psychologist, a tireless worker, an inspiration to others, a master in many fields, a deep connoisseur of values, a humanist, an active patriot, and an expert on global issues. He will be able to manage his activities at the level of world standards only if the society has sufficient strength and competence, is culturally and creatively developed. In such an atmosphere, the formation and education of personality will be effective and productive.

The level of competence required for a teacher's work in the 21st century is known to be very diverse. Therefore, in the course of our research we presented new aspects of teacher competence in the period of globalisation, characteristic of the situation of Kazakhstan, which have not been previously considered. Within the framework of our research we concluded that in the period of globalisation it is necessary to consider professional competences of future teachers of Kazakhstan as a complex structure. This concept is explained by the fact that it includes not only professional knowledge, but also skills and abilities required for a specialist to adapt to global changes in the education system. Nowadays, a teacher of the Kazakhstan must possess a wide range of knowledge and skills in order to perform his/her duties effectively, and we recognise the need for certain knowledge in this area (tab.1).

*Table 1- Chain of knowledge and skills belonging to the Kazakhstan teacher*

№	<i>Knowledge-skills belonging to the Kazakhstan teacher</i>
1	Knowledge that forms the basis of the ability to navigate global aspects related to the subject he teaches
2	Skills to prepare their students to live in different cultural environments
3	Pedagogical skills that contribute to teaching students to analyze global information and evaluate different points of view
4	He has the ability to instill in young people a sense of responsibility for himself, his family, his surroundings and society as a whole

The main priority nowadays is to teach future teachers to use their personal and professional resources to create a unified individual system of pedagogical activity. Therefore, we believe that the development of personal professional competence in the conditions of higher education promotes the formation of a broadly educated personality, capable of global thinking and independent mastery of knowledge in accordance with the proposed model of educational process organisation.

The stage of strengthening the personal level forms communicative competence of the future teacher, increases his diligence, perseverance and responsibility. We realise that these qualities are fundamental for achieving the set goals at the first stage of the professional career path.

Organizational needs of education in the context of globalization N.Androsova [4], N.Vydolob O.Hreilikh [5], G.Boryn T.Marchii-Dmytrash [6], N.Opanasenko, H.Chernenko [7], O.Plakhotnik A.Kondratiuk [8], M.Moskalov, O.Lohvys [9], V.Zhelanova [10], etc. were considered by foreign researchers.

T.Duran considers the following as levels of competence of a person of a new society: ability, Information, Knowledge, Skills, know-how, competence, experience (wisdom). These levels, in turn, model the stages of competence formation [11] (Table 2).

*Table 2- Levels of competence defined by T. Duran*

<i>Level</i>	<i>Interpretation</i>
Ability	External information I can easily understand
Information	I know, I learned, I mastered, I determined.
Education	I did a structural analysis of the information. I can explain it to someone else.

Skill	I can do it.
Know-how	I know how to do it and I can show someone else how to do it.
Competence	I am more capable of explaining better than others what to do and how to do it.
Experience	I am an expert who can explain how I do it, what to do, why to do it, how to do it.

One of the approaches used in modern education is coaching, which is a form of counselling and training. In contrast to traditional methods of counselling and training, a coach does not give rigid instructions and advice, but collaborates with the client in finding a solution. Contrary to the approach to motivation in psychology, coaching is aimed at achieving a specific goal and formulating new, positively orientated results in life and work.

So, given the definition, coaching is about helping a person or organization achieve a goal or outcome. A specialist in this field is known as a "coach" or "coaching consultant".

Today, the coaching method in education is gaining significant attention as it fosters the development of independence, initiative, goal-setting, and planning abilities in students. As a result, applying coaching principles in the preparation of future educators helps cultivate strong motivation for learning, while promoting active cognitive engagement, a positive mindset, accountability, and self-assurance in their abilities. In essence, it can be summarized that coaching is less about instructing and more about establishing an environment where students can independently learn and grow. Coaching helps individuals connect with their true dreams, goals, and values. While the list could go on, we have highlighted the most important ones. In conclusion, coaching is currently one of the methods of training future professionals, which contributes to the effective formation and development of their professional skills.

**Results and Discussion.** The approach mentioned above was tested in the framework of our research. In the course of master's thesis "Foundations of formation of professional competence of future teachers in the conditions of Kazakhstan" we elaborated exercises and tasks aimed at the development of personal abilities and professional activity of students in accordance with innovative demands. These exercises and tasks are also focused on maximizing the use of world achievements of the course and the professional mobility development, as well as training students in social interaction. During the interaction with students, each work was selected based on the content, and the methods chosen were oriented, first of all, on the opportunity to cover the topic in depth. The purpose is to select the right methods that contribute to the disclosure of the content. We also created an impactful approach to help students develop essential professional competencies. In structuring the educational process, these methods emphasized individuality, mutual respect, fostering opportunities for acquiring knowledge and practical experience, and effectively addressing challenges encountered along the way. The focus was on stimulating the development of creative abilities, self-organization and the ability to analyze the work done in the process of pedagogical activity, which is very important for a future teacher. The effectiveness shown during the experiment was clearly demonstrated by the indicators of the control and experimental groups during the study.

The study involved a survey aimed at evaluating the significance of fostering motivation for learning through a coaching-based approach. Participants included students from the 1st to 4th years of the "Pedagogy-Psychology" program at Pavlodar Pedagogical University named after A. Margulan. Preliminary findings are illustrated in Figures 2-4. Students were asked: *Can you independently set the goal for your learning activities?* Survey results revealed that 50% to 65% of students were able to set learning goals independently, 9% to 24% were unable to do so, and 25% to 31% struggled to respond to the question. (Figure 1).

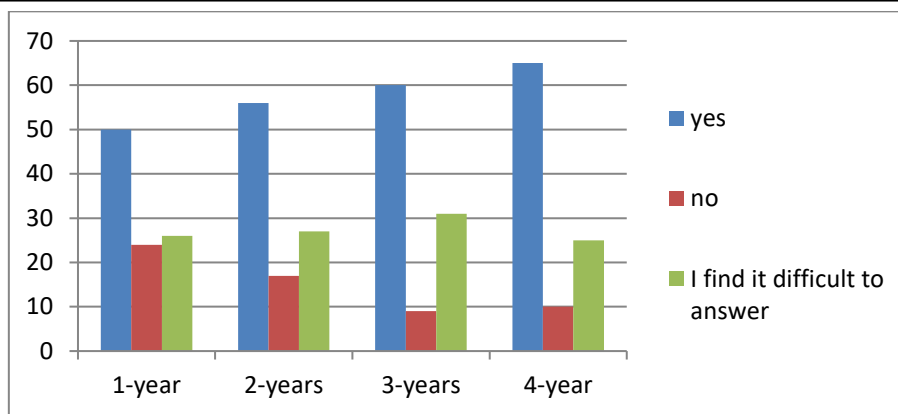


Figure 1. Question from 1st-4th year students Can you independently set the goal for your learning activities? the result of the survey

Do you consistently achieve the goals of your learning activities? According to the survey, 11% to 20% of students reported that they always achieve their learning goals. Meanwhile, 77% to 87% indicated that they only occasionally succeed in reaching their goals, and 2% to 9% admitted that they never achieve their learning goals and do not focus on them. (Figure 2).

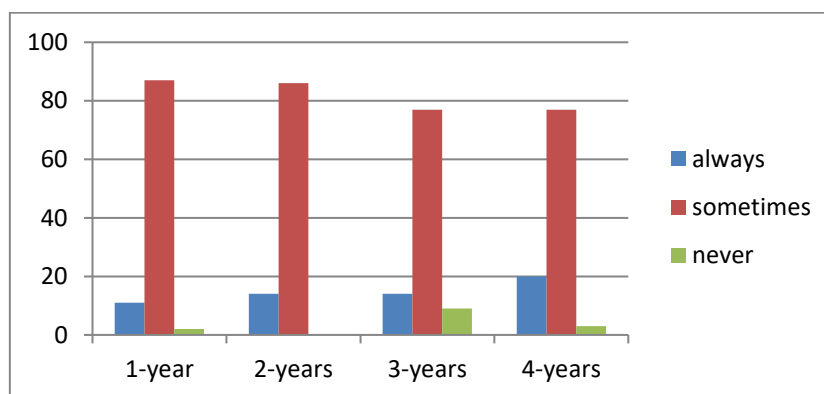


Figure 2. Question from 1st-4th year students "Do you always achieve your goal in your studies?" survey results

About 65% of students expressed the need for the help of a mentor, coach to achieve the educational goal (Figure 3).

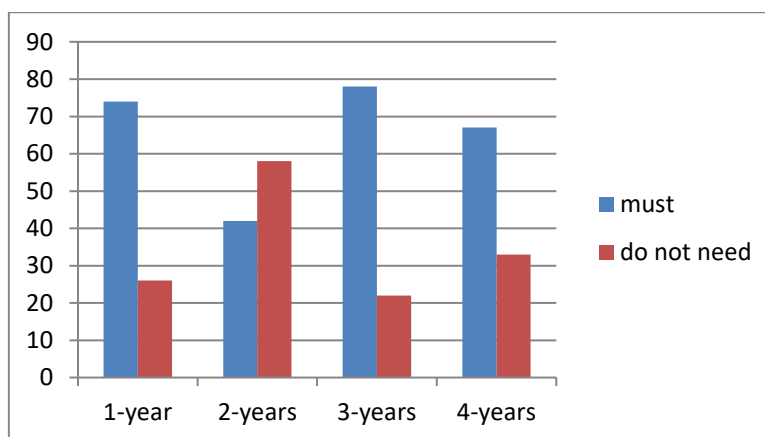


Figure 3. 1st-4th year students "Do you need a mentor to achieve your goal?" survey results

The preliminary survey results indicate that while most students are capable of setting goals and developing plans to achieve them, they are frequently dissatisfied with the outcomes, highlighting the need for guidance and support from a mentor or coach. For this reason, in the training of highly qualified teachers of Kazakhstan, who have developed professional competencies, coaching can become an innovative tool allowing them to solve the current problem to increase motivation for educational activity today. The research conducted in the part of the study revealed that coaching could be used in the training of future teachers, in learning, performance improvement, development of goal-setting and planning skills, and independence, responsibility and initiative.

The key distinction between coaching and traditional counseling lies in the focus of their goals. Coaching primarily aims to unlock an individual's potential and facilitate the achievement of their goals, rather than identifying their problems. Unlike conventional training, coaching does not offer pre-made solutions. Instead, the coach guides the dialogue in a way that enables the individual to independently recognize how they can achieve their objectives and take action on their own.

To align with this approach, we developed a coaching concept as part of a system for fostering professional skills in future teachers, tailored to the context of modern Kazakhstan. The purpose of coaching is to bring about positive changes in a student's self-concept, enhancing both their personal and professional growth. To implement this, we created coaching simulators, which are detailed in the following table. (Table 3).

Table 3 - training simulators based on coaching

№	Name of training simulators	Summary content
1	Concurrent Group Coaching Session (Johari Window and Zoom Technology).	Creating a collaborative portrait titled <i>I Am a Successful Teacher</i> with students.
2	One-day individual coaching session (analysis of the results of the exercise Johari glass).	During group coaching, the student refines the created portrait, adds personal significance to it, assesses their own resources in relation to the portrait, identifies key motivational factors, and fosters motivation for engaging in pedagogical activities.
3	Goal setting (Well-formulated result technology)	As part of the training, the primary objectives of the planned activities are defined and established.
4	Checking the current situation ("Grow", Wald Disney's creative strategy)	At this stage, challenges hindering activity development are identified, along with any emerging issues. Resources required for successful outcomes are determined, a list of potential opportunities is created, and standards are established to define the desired results.
5	Reflection (ABC technique, scaling technology)	To determine the actions that facilitated or impeded success, a collaborative analysis is conducted by comparing outcomes with the previously established standards. Based on this analysis, subsequent actions are planned accordingly.

In group coaching sessions, participants create a "portrait" of what it means to be a successful teacher, and then identify the steps needed to align themselves with this ideal. This process incorporates the "Johari Window" concept introduced by J. Loft and G. Ingram, adapted into an exercise format. A unique aspect of our approach is that students themselves compile the list of descriptors for the successful teacher and then select the most relevant characteristics from this list.

Personality-focused coaching is conducted one or two times in individual sessions, based on the student's preferences. Each coaching session is carefully planned in advance. The coaching approach incorporates methodologies such as J. Whitmore's framework and the "GROW" model developed by E. Parslow [12].

This approach consists of a series of tasks designed to identify the issue at hand, define its ultimate goal, assess the current situation, select the most suitable solution, create an action plan, and solidify strategies to overcome potential obstacles.

To set achievable outcomes, the "Well-Formulated Results (Win)" technique is employed. This method uses a system of targeted questions to define specific, attainable goals. With the Win technique, it is not always necessary to follow all nine steps; in some cases, focusing on two or three challenging steps and addressing them thoroughly is sufficient.

In role-playing exercises simulating the role of a successful teacher—such as in seminar tasks on methodological disciplines – Walt Disney's creative strategy, adapted by R. Dils, is utilized. This strategy centers on analyzing and evaluating a situation from three perspectives: one's own viewpoint, another participant's perspective, and the perspective of an impartial observer.

Joint analysis and planning of subsequent activities are structured using the ABC technique developed by M. Labling and R. Pryor. This process identifies actions that either facilitated or hindered success.

Additionally, the scaling technique created by M. Atkinson is employed to measure the extent to which goals have been achieved.

Another coaching session began with the psychological preparation of students for the session. For this purpose, they were offered to choose images depicting people of different nationalities in national costumes and tell about the unique qualities and traditions of these people, and express their wishes on their behalf. The students were then invited to think and discuss on what they know and how they understand the "intercultural communication skills" concept. The work started with individual student activities, then they worked in pairs and groups. Each group representative spoke to the others and generally gave their final thoughts. Then the teacher warned against repeating ideas.

The theoretical material was provided as a presentation.

During group work, students independently studied and analyzed information from handouts related to the concepts of "Man of Culture", "Multicultural Environment", "Multicultural Education", "Multicultural Education", "Tolerance".

During the group work they studied situational tasks on cards, analyzed the advantages and disadvantages of their characters' actions like multiculturalism, tolerance, multilingualism, ignorance of native language, and organized a small exchange of opinions. The students revealed the essence of the concept of "intercultural communication" and suggested solving some problematic issues.

In final discussion participants answered the stickers: "What have I learned?", "Moments that caused me difficulties", "My suggestion".

The coaching helped students to realize the importance and role of intercultural communication skills in the conditions of modern Kazakhstan and to use them in their future pedagogical activity. Such qualities as collaboration, mutual respect for colleagues, accepting different points of view and working with information were developed by this process.

However, due to the limited volume of our first article, we limited ourselves only to the results of the determining experiment and the content of the forming experiment. We will soon introduce you to the results of the observational experiment of our research.

**Conclusion.** One of the indicators of success of coaching exercises is the constant desire of participants to try out the received tool outside the simulation practice.

Therefore, coaching contributes to the formation of psychological attitudes governing the professional activity of a person: goal-setting ("what I do"), operational ("how I do it") and semantic ("why I do it").

All of the above facilitates the intentional development of specific elements of professional competence in future teachers within the context of Kazakhstan. These elements include motivation for continuous professional growth, accountability for selecting pathways to achieve goals, and the ability to accurately evaluate both internal and external resources required to reach those goals, among other competencies. Creating a new society is a complex and multifaceted process. The gradual formation of universal humanitarian, cultural, world outlook and moral and ethical

foundations is one of the most important aspects of this process. Under the conditions of Kazakhstan, particularly, to build its humanitarian foundations, it is necessary to take into account the cultural heritage of all civilizational movements of mankind [13].

In the context of modern Kazakhstan, the professional competence of future teachers, being representatives of their own culture and possessing polylingualism, shaped on the basis of cross-cultural communication skills, will facilitate their successful co-existence with others. The young people, used to analyze global information, will be better able to understand the world around them, draw inferences and develop the ability for local and global responsibility. This promotes the right choice of coping strategies. We can say that all these are realized in the process of educating future teachers, where global materials, advanced pedagogical methods and technologies are used.

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## ЭФФЕКТИВНОСТЬ КОУЧИНГ ТЕХНОЛОГИИ В ПРОЕКТНОМ ОБУЧЕНИИ СТУДЕНТОВ С ОВЗ

### Аннотация

Проектный метод обучения - это педагогический и образовательный процесс интерактивного взаимодействия обучающихся с ОВЗ, направленный на решение определенной задачи. В статье рассматривается эффективность применения проектного метода обучения студентов с ОВЗ с интеграцией технологии коучинга. В исследовании применены методы Т.И.Ильиной, методика Т.Элерса и опросник С.Уиддета и С.Холлифорда. В эмпирическом исследовании участвовали 24 студента 1-4 курсов педагогических и технических специальностей Южно-Казахстанского университета им. М.Ауэзова, имеющие различные степени инвалидности. С целью развития мотивации к обучению, получения знаний и овладения профессией был проведен метод тренинга, где обучающиеся с ОВЗ выполняли коучинговые упражнения. Результаты исследования показали, что применение технологии коучинга в проектном обучении имеет значительное значение в развитии важнейших навыков повышения внутренней мотивации, развитии коммуникативных и социальных навыков обучающихся с ОВЗ. В результате использования коучинг-технологии 50% (n-12) респондентов возросло стремление к приобретению знаний, у них появилась любознательность к получению качественных знаний, 37,5% (n-9) студентов также стремятся овладеть профессиональными знаниями, сформировать свои профессионально важные качества. Количество респондентов, которые хотели бы получить только диплом снизилось до 12,5% (n-3).

**Ключевые слова:** коучинг технология, проектное обучение, обучающиеся с ОВЗ, мотивация, получение знаний, овладение профессией.