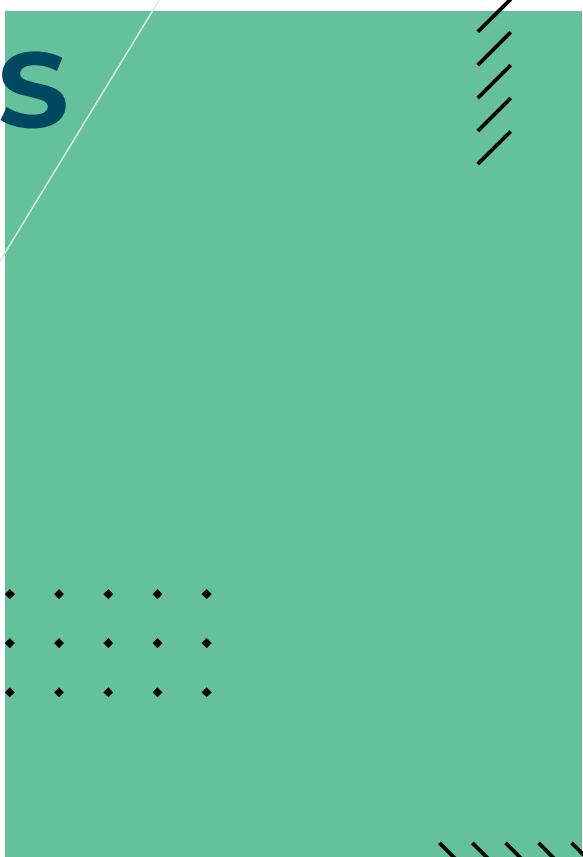


Eurasian Journal of **ECONOMIC & BUSINESS STUDIES**



Eurasian
Journal of
ECONOMIC &
BUSINESS
STUDIES

#3(61)-2021

ISSN Print 1990-5580

ISSN Online 2518-7961

DOI – 10.47703/ejebs.v2i61

#3(61)-2021

Publisher: Kenzhegali Sagadiyev University of

International Business

E-mail: info@ejebs.com

Address: Almaty city, Abay avenue 8a

(corner of Nazarbayev St.)

Phone: +7 (727) 259-80-33

Fax: +7 (727) 259-63-20

The scholarly journal has an international importance and is registered in the ISSN International centre in Paris.

Registration number – ISSN 1990-5580.

Eurasian Journal of Economic and Business Studies (EJEBS) is the periodic scientific journal and designed for Kazakh and foreign scientific community to be familiar with new scientific results, having value in the field of fundamental and applied sciences.

Eurasian Journal of Economic and Business Studies (EJEBS) performs the work based on the applicable legislation in the field of publication and distribution of the periodic editions, UIB Charter, the present Regulation, other local normative acts as well as editorial policy, accepted by the editorial board of the journal.

Eurasian Journal of Economic and Business Studies (EJEBS) is the scientific periodical publication of articles, reviews, references, notifications and reports on scientific measurements, other information, related to development of the science of the relevant field (areas, specialties' group).

The main aim of the journal:

- to promote the development of domestic economic and business sciences, reflect the main trends, directions, and results of scientific research on specialized topics.
- to assist the Kenzhegali Sagadiyev University of International Business to play the role of a leading scientific, research, and consulting center in the field of economic and business sciences in the Republic of Kazakhstan.

The main directions of the EJEBS publications:

- Economics and economic sciences.
- Business and organization.

To identify plagiarism, the Editorial Board uses the licensed anti-plagiarism detection system StrikePlagiarism.com (strikelagiarism.com).

Editor-in-Chief:

Gainiya Tazhina, PhD

*Associate Professor, Kenzhegali Sagadiyev University of International Business
Kazakhstan*

Designer

Azat Absadyk

Editorial Board:**Hossein Olya, PhD**

*Associate Professor, Sheffield University
UK*

Fahriye Altinay, PhD

*Associate Professor, Near East University
Cyprus*

Patrizia Gazzola, PhD

*Assistant Professor, University of Insubria
Italy*

Wang Zhikai, PhD

*Professor, Center for Research of Private Economy
Zhejiang University*

Muhittin Chavusoglu, PhD, CHE

*Assistant Professor, South Florida University
USA*

H.-Christian Brauweiler, PhD

*Professor, Westsächsischen Hochschule Zwickau
Germany*

Gurel Cetin, PhD

*Associate Professor, Istanbul University
Turkey*

Judith Parker, PhD

*Professor, Columbia University
USA*

Ratni Prima Lita, PhD

*SE, MM, Andalas University
Indonesia*

Petr Hajek, PhD

*Professor, Central Bohemia University
Prague, Czech Republic*

Sedigheh Moghawemi, PhD

*Senior Lecturer, University of Malaya
Malaysia*

Maria Elo, PhD

*Associate Professor, University of Southern Denmark
Denmark*

Azer Dilanchiev, PhD

*Affiliated Professor, International Black Sea University
Georgia*

Metin Mercan, PhD

*Professor, International Black Sea University
Georgia*

Virginia E, PhD

*Professor, Schein Int. Association of Applied
Psychology
USA*

Virginia E, PhD

*Professor, Schein Int. Association of Applied
Psychology
USA*

Peeter Müürsepp

*Professor, Tallinn University of Technology
Tallinn, Estonia*

CONTENTS

Leadership Skills Training for Teachers as Leaders: Research Report on the Erasmus+ CBHE Project	
<i>Development of Skills and Teachers Training for Leadership/DeSTT</i>	5
<i>Gainiya Tazhina, Alessandro Figus, Ramón Bouzas-Lorenzo, Diana Spulber</i>	
E-commerce Jump 2020, the Survey of Suppliers and Consumers in Kazakhstan, as well as Ways for Growth Following Worldwide Leaders Examples.	30
<i>Tatyana Soldatenko, Saira Essimzhanova</i>	
Theoretical Exploration of Consumer Behavior	49
<i>Eduard Khegay, Sanzhar Aubakirov</i>	
International Educational Migration: Case of Kazakhstan	62
<i>Kristina Zhalnina</i>	
Digitalization of Business Processes in Kazakhstani Companies	79
<i>Kazybayeva Alua, Pak Ella</i>	

IRSTI 82.17.03; 82.17.29

Leadership Skills Training for Teachers as Leaders: Research Report on the Erasmus+ CBHE Project Development of Skills and Teachers Training for Leadership/DeSTT

Gainiya Tazhina₁, Alessandro Figus₂, Ramón Bouzas-Lorenzo₃, Diana Spulber₄

¹ Kenzhegali Sagadiev University of International Business (UIB), Kazakhstan

² Cassino Southern Lazio University, Italy

³ Universidade de Santiago de Compostela, Spain

⁴ RUDN University, Russian Federation

Abstract

The DeSTT concept of teacher training for leadership examines the importance of non-formal education, i.e., training for teachers. The monitoring study revealed the urgent needs of Kazakhstani teachers in training their leadership skills. The paper analyzes two sets of research questions (each consists of 6 sub-questions), which we defined as follows: 1) What are the challenges of teacher training/upskilling for leadership and their involvement in the local community? This group of questions was studied at the stage of preparing the project proposal. 2) What are the impacts of DeSTT training on teachers' leadership skills and experiences? This group of questions was studied during the 2nd year of the project lifetime. The purpose of this paper is to indicate the findings and implementation of the concept of preparing teachers for leadership from the project proposal launch to the execution of pilot trainings. Research methods employed in the study are interviews of universities specialists and analyzes of the State data/reports for the project proposal. Observations of training participants and post-training interviews were used to study the 2nd group of research questions. The findings of the study confirm the data obtained in both groups of interviews and observations.

Participants were enthusiastic and interested in the pieces of training, aware and confident of the need to continue learning, share experiences, and develop leadership skills achieved in DeSTT training. The reflection on the central terms of leadership and training has proved to be crucial for teachers. Further research is to survey the implications of the DeSTT project for all its consumers. The dissemination and sustainability perspective of the project is to collaborate with the National Center ORLEU for training leadership skills to the instructors from 17 regional branches who, in turn, will train teachers for leadership.

The authors acknowledge the Erasmus Plus CBHE for funding the DeSTT project.

Key terms: leadership, teacher-leader, leadership skills, teacher, training.

Introduction

Launched in 2020, the Erasmus+ CBHE project “Development of Skills and Teachers Training for Leadership/DeSTT” is a joint initiative, developed in the consortium of 11 universities from Italy, Spain, Poland, Kazakhstan, Russia, and Mongolia with shared goals to: transfer knowledge and experiences from EU country to the others; develop programs for professional development of teachers for leadership in integrated formal and informal educational formats; establish Education Centers for Leadership as platforms for the design, development, and promotion of socially significant ideas of the local community, for networking of educators with local community. The countries involved in the DeSTT share the same challenges in training teachers for leadership and might share common solutions. Moreover, the variety of countries becomes an added value in a global system (Project DeSTT, 2020).

The problem of training and professional development of teachers for leadership, extending their capacities and leadership competencies, becomes a relevant issue. It happens due to the growing need for citizen involvement in local democracy, the specifics school teachers' work who play a decisive role in the dissemination of knowledge, and the impact on the population of their urban and rural

communities. Traditionally, teachers have a significant social force in Kazakhstan. They are respected, trusted as people who are responsible not only for the education and development of children but also for the future of their countries (Law of the Republic of Kazakhstan "On the status of a teacher", 2019; Project DeSTT, 2020). Currently, it is not enough for a teacher to demonstrate only deep knowledge in a teaching subject. The most significant task of educational institutions is to educate citizens who are constructively active in transforming their own lives, the lives of others, their local community, and society (Fairman & Mackenzie, 2015). In general, teachers and educators can become the initiators of community development by implementing the idea of socially responsible education (Pevzner, Petrikov, Shirin, 2020). However, there are no educational components in the programs of professional formal/informal training/retraining of teachers toward updating the competencies necessary for effective leadership at the school and community level.

Teachers need a variety of skills, including leadership skills. By mastering and applying leadership skills, teachers will be able to convert schools, professional colleges and universities into civic, cultural and social resource centers. They can create an environment for interaction, promote public participation in the development of society and encourage socially significant activities (Frost, 2012).

The paper based on the Erasmus+ CBHE project Development of Skills and Teachers Training for Leadership/DeSTT № 609905-EPP-1-2019-1-IT-EPPKA2-CBHE-JP.

Literature Review

Currently various models and concepts of teacher leadership are known. The "International Teacher Leadership" model was elaborated in the United Kingdom (HertsCam network) in order to develop and support teacher leadership as an education reform strategy (Frost, 2012). The project was tested in 15 countries and launched in Kazakhstan in 2019. However, there are no scientific publications and results on this project, except rare announcements on the Internet (The program

"Non-positional Teacher Leadership", 2020; Leadership of teachers in Kazakhstan: results of the second year, 2021).

Other models and concepts suggest that teacher leadership is a key component both for the success of schools and for improving the professionalism of teachers, not necessarily the authorities. Teachers should be given the opportunity to leave the isolation of their classrooms to collaborate with others and share best practices in order to develop leadership skills (Cosenza, 2015).

Huang (2016) conducted a study of the leadership development of teachers in Taiwan. This model is considered as a long process from the key leader to the main members, and then to the followers, as a process of assembly from the private leadership resource of teachers to public resources. In other words, for instance, from recognizing the complexity of internal experience and the needs of other teachers to educational creativity and reforms. This model has a conceptually and practically integrated private-state model.

Campbell and co-authors (2018) share the results of the "Teacher Training and Leadership" program in Ontario in 2017-18. The principles of this program are to support authentic, collaborative, integrated learning that benefits the program, participating teachers, students, colleagues, the school and the community. The model also encourages the deprivatization of practice and the exchange of knowledge, as well as it helps to spread innovation and best practices in Ontario and beyond. Graduates of the program become increasingly active in supporting new cohorts of teachers-leaders who apply leadership and receive recognition for their knowledge, skills and practices.

Pevsner and Petryakov (2020) developed the concept of preparing future teachers for leadership at the university, as a theoretical basis for preparing students and undergraduates of pedagogical profiles for leadership. The concept is the basis of the DeSTT project. The authors define the purpose of the concept in revealing the main approaches to leadership in education, to determine the range of competencies, professional and personal qualities that a teacher should have in

order to become a leader in school, in the classroom, in the local and international community, in the real and virtual world.

These goals correspond to the educational standards of the Republic of Kazakhstan, indicated in the OECD Country Review "Education policy outlook: Kazakhstan" (OECD, 2018; UNESCO Education sector ED/PLS/EDP, 2016). The educational process of the Republic of Kazakhstan has a multilateral, multi-vector nature, covering economic, political, social and other spheres. Moreover, it includes the development of the concept of "Leadership in Education" in the program of advanced training of teachers of the Republic of Kazakhstan "Teacher Leadership in the pedagogical community" (Nazarbayev Intellectual Schools, 2016).

In the recent scientific literature, the characteristics of a teacher-leader are indicated (Ziyadin et al., 2018; Kanayeva, 2019; Erkan, 2020; Li et al., 2020). Generally, it is a teacher who is capable of leading a team of students/parents/colleagues, as well as arousing their activity and interest (Nappi, 2014). The teacher-leader is able to impact team interactions by regulating relationships and organizing specific activities in the group and society (Hunzicker, 2017).

Nowadays, a teacher-leader acts as an important strategic resource for the transformation at all levels of society, who can generate and perceive innovations, and is ready to be active and creative (Harris & Jones, 2019). Mostly, the key characteristics of a teacher-leader are similar to the main competencies of a company leader (Poekert, Alexandrou & Shannon, 2016; Ferguson et al., 2021). An additional and important requirement for a teacher-leader is the need to consider the peculiarities of pedagogical and school/student groups (Wilson, 2016).

Within the framework of the Teacher-Leader Concept of the study, it is necessary to present the teacher's competencies for the internal and external leadership implementation (Pevsner, Petryakov, 2020). The group of competencies of internal leadership, classroom and school management includes the ability to analyze, develop their leadership qualities; the ability to diagnose, identify the leadership qualities of students; the ability to develop the leadership qualities of students via self-management in an educational institution through their involvement in

socially significant projects and civic initiatives; the ability and skills of building and managing a team; the ability to act as a mentor for young teachers.

The group of competencies of external leadership in the local, territorial and international community includes the ability to interact with the leaders of local territorial communities and manage public projects that are significant for the territory; the ability to provide methodological support to the local professional community; the ability to provide information and methodological, advisory and organizational support to youth public associations, civil society institutions; the ability to create and develop international professional educational communities; preparedness to interact in international virtual teams, ICT competence, effective distance learning, leadership in the digital world.

These competencies were taken for the monitoring study on teachers' leadership issues in Kazakhstan (Tazhina et al., 2021)

Research Questions and Methods

This section provides an overview of research questions and methods. The DeSTT project's proposal began from the following research questions (RQ) in January 2019.

RQ 1: Training of teachers in Kazakhstan. International and national models of teacher training. The gender and age landscape of teachers in the country.

RQ 2: Challenges in training novice teachers in Kazakhstan. Is the profession of a teacher popular and respected in the country?

RQ 3: Challenges to upgrade the skills and knowledge of teacher workforce. Optional or compulsory professional development of teachers.

RQ 4: Teachers' new competencies that are in greatest demand.

RQ 5: Challenges for organizing schooling in remote rural areas. The teachers' specialized training to work in classrooms with children of different ages and grades.

RQ 6: The teachers' participation in local community life. The teachers' need for additional training to enhance their leadership competences. The reason for passive leadership role of a teacher.

Interviews and analyses of the State data/reports have elevated the arguments for the project's proposal.

Within the DeSTT project, in 2020, we conducted a survey of Kazakhstani school teachers on their understanding, accepting, and promoting values of teachers' school, professional, and societal leadership. According to the monitoring study of the needs and requests of Kazakhstani secondary school teachers and the results obtained, the following topics of non-formal education, i.e. trainings for the development of leadership skills of school teachers are recommended: Emotional intelligence and leadership; Improvement of public speaking skills; Inclusive education of Kazakhstan; Digital tools for effective management in education; My leadership potential; Development of teachers' stress tolerance and prevention of psycho-emotional burnout.

Pilot trainings, One ECTS each, were developed and tested with teachers from University of International Business and Master Degree students of pedagogical majors who work as teachers at secondary schools, gymnasiums and educational centers. Post-training interviews were taken from 25 participants, including 3 men and 22 women, aged 25-50 years, and with 3-20 years of teaching experience at school.

The overarching research questions for that stage of the study were:

1. What are the influences of DeSTT trainings on teachers' leadership skills and experiences?
2. How does the trainings change participants?
3. How to implement these changes so that they become sustainable?
4. What benefits have you found after taking this training?
5. What challenges during the training did you encounter? And how can they be lessened?

6. What is unique about the DeSTT concept for developing teachers' leadership skills?
7. In this research we used observations during training sessions and post-training interviews of participants.

Findings and Discussion

Turning to the background of the DeSTT project, it began from interviews on research questions and analyses of the State data in January 2019 (Indicators of government programs, 2020).

RQ 1: Training of teachers in Kazakhstan. International and national models of teacher training. The gender and age landscape of teachers in the country.

Since The Kazakhstani education system follows the Bologna Convention, then there are three levels in the preparation of teachers with higher education degree: bachelor, master and doctoral. In addition, primary school teachers are trained in a system of secondary vocational education, so-called the colleges. According to the statistics of the Ministry of Education for the 2017-18 academic year, there are 296960 teachers in Kazakhstan in total, including 69059 primary school teachers. A gender imbalance in the profession is very clear, women teachers make up 81.3%. The total number of young teachers with work experience up to 3 years is 12.2%. The annual teacher recruitment rate is 2,6%. The age of teachers is distributed as follows: teachers of up to 25 years are 25464/8,57%; 25-29 years old are 33369/11,2%; 30-34 years old are 44082/14,8%; 35-39 years old are 40036/13,5%; 40-44 years old are 41041/13,8%; 45-49 years old are 39596/13,3%; 50-54 years old are 36565/12,3%; 55-59 years old are 27728/9,34%; over 59 years old are 9079/3,06%, including 11% male и 89% female.

RQ 2: Challenges in training novice teachers in Kazakhstan. Is the profession of a teacher popular and respected in the country?

In recent years, there has been an annual increase in the number of schoolchildren: in 2015, 336,000 children enrolled in the first grades, and in 2017 - 370,000 children. However, the number of students entering pedagogical specialties remains at the same level. If in 2011, 118000 students were studying in pedagogical specialties at

universities in Kazakhstan, in 2016 this number grew only by about 3000 students. To address the shortage of teaching staff, the Ministry of Education is increasing the number of scholarships for teaching majors. The 5,000 scholarships were allocated for pedagogical specialties in 2016, 6385 grants were allocated in 2018. The Ministry's strategic plan for 2017–2021 states that for the last 3 years there has been a tendency to increase teaching staff in secondary education by 10%, which shows a growth in interest for teaching specialties.

Experts also consider it obvious that in Kazakhstan the teaching profession is still not considered prestigious, primarily due to low wages. At the parliamentary session in the Senate, the chairman of the chamber, Kassym-Zhomart Tokayev, said that the low status of the teaching profession remains a limiting factor in the development of school education. "The salary level of educators is kept among the lowest - 66% of the national average."

Formation of a positive image of the teacher is an issue of today in the country. The State Program for the Development of Education of the RK for 2011–2020 has a special section "Teacher Status" for strengthening state support and motivation of teachers (The State Program, 2010). One of steps in this is that the salary of teachers is determined by their qualification category. In the 2017-18 school year, 45782 teachers passed certification, including 6114 teachers who received the highest category, 9558 teachers have got the 1st category, and 11,507 teachers - the 2nd category.

RQ 3: Challenges to upgrade the skills and knowledge of teacher workforce. Optional or compulsory professional development of teachers.

National Center for Retraining in Professional Qualifications "Orleu" and its regional divisions carry out additional and mandatory professional retraining of teachers.

So, one of its divisions, the Republican Institute for Retraining (Almaty city), since 2013, has been implementing the State order for advanced training of teachers and educational managers from all regions of the country. Here, per year retraining involves 810 educators in Almaty and 390 teachers in foreign partner universities, such as Academy of Management and Technology (Düsseldorf, Germany), University of Newcastle (United Kingdom), Norwich Institute for Language Education (United Kingdom), Polytechnic University of Valencia (Spain), Higher Technical Institute of Lisbon (Portugal), University of Tsukuba (Japan).

Statistically, 366574 teachers completed advanced training courses nationwide in 2016.

Retraining programs include certified short courses, leveled and distance courses, various conferences, symposia, training, seminars, master classes. The certificate confirms the appropriate level of the program and is valid for 5 years from the date of issue.

In the light of rapidly evolving technologies and the younger generation Z entering schools, it is obvious, the most effective and innovative systems of teacher development are required. Moreover, these innovative systems can be seen as the motivation of teachers in the Digital Age.

RQ 4: Teachers' new competencies that are in greatest demand.

The Kazakhstani education system is entering multilingualism. Within this framework English is adopted as the “language of successful integration into the global economy”. Therefore, communicative competence in the use of English is a priority. Newly required competencies are as follows: general knowledge of the English; knowledge, and understanding of a subject terminology and academic language; knowledge of integrated teaching methodology on the subject and language.

Social competencies that are most in demand among teachers indicate an ability to build teamwork, to design and implement students' creativity, aiming at achieving a specific learning goal, social responsibility for a younger generation.

RQ 5: Challenges for organizing schooling in remote rural areas. The teachers' specialized training to work in classrooms with children of different ages and grades.

According to research, teachers in rural schools can be divided into three categories (Indicators of government programs, 2020): immigrants from the area (have strong close ties/relatives with the school and the local population); “temporary” people (usually young people who view their place as a forced step in their careers); immigrants from the city (usually coming after the spouses who have changed their place of work).

Thus, the following problems exist: an unwillingness of young teachers to remain in the village (staff turnover); the lack of a mechanism for motivating the attraction

of the best teachers for permanent work in the countryside; a wide range of professional duties; personal and professional isolation.

The 2015 study (OECD/The World Bank, 2015) showed that over the past 15 years, the number of basic small-class schools (SKS) has increased by 2 times in Kazakhstan. Almost every fourth teacher works in the conditions of SKS, that is a comprehensive school with a small number of students, with combined class-kits and with a specific form of organization of studies and a small number of children to complete the class.

The uneven population distribution in the country has led to the regional aspect of this problem: the majority of SKS are located in North Kazakhstan (88.1% of the total number of schools in the region), Akmola (81%), Kostanay (77.5%), Pavlodar (76.5%), West Kazakhstan (72.9%), Aktobe (67.5%), East Kazakhstan (67.9%), Karaganda (58.9%).

The survey suggests that the overwhelming majority of schools have, as a rule, one teacher who teaches math, physics and other natural science disciplines.

Also, it revealed the lack of specialized teaching methods in classes with low occupancy and in mixed-age classes; evaluation of learning outcomes in classes with low occupancy leads to hyper-control, and, as a result, a high level of anxiety of students; limited use of information communication technology in remote schools, as there is no/low access to the Internet; the teacher's unpreparedness to the peculiarities of the educational process in SKS; low level of teachers' motivation, due to the inadequacy of their payment and their social support for teaching at SKS.

Resource centers have shown themselves to be one of the most effective forms of organizing the educational process and ways to ensure access of children from remote rural schools to quality education and modern educational and informational resources. However, the coverage of SKS by resource centers is insufficient (only 10%), resource centers do not support key learning stages, because they cover only 8th and 9th-grade students.

Training and retraining of teachers for small schools should be totally different from the usual training of teachers for rural schools; special video lessons should be developed for different classes in all subjects, and especially for those where there is a shortage of teachers (for example, foreign languages, natural sciences).

RQ 6: The teachers' participation in local community life. The teachers' need for additional training to enhance their leadership competences. The reason for passive leadership role of a teacher.

Teachers take part in their local communities. There are no statistics on this. However, we meet pieces of news in Mass media about teachers who are local or government deputies, initiators of social projects for their communities, etc.

Thus, training to improve teachers' leadership competencies is necessary for these professionals.

In the above-mentioned study, elementary school teachers from rural areas expressed an almost unanimous desire to increase training in the social-psychological and pedagogical disciplines at universities and colleges.

Probably through the disclosure and development of the leadership potential of teachers, their civic engagement will increase, as well as their attitude to their professional and social role in the classroom and society will rise.

Analyses of interviews on research questions and of the State data/reports on Educational policies became the basis of the project for the Kazakh partnership in the consortium. Thus, innovative interdisciplinary modules for Magistracy, 2st cycle of Higher Education have to integrate formal and informal education approaches to training teachers for leadership and promote practice-oriented skills learning. Multidisciplinary curriculum for six courses has been developing since 2020 to meet the national and regional level priorities in the field of education, information and communication technologies, business and administration, social and behavioral sciences.

As it was noted, within the DeSTT project, in 2020, we conducted a survey of school teachers on their values of teachers' school, professional, and societal leadership (Tazhina et al., 2021). Pilot trainings, One ECTS each, were developed and tested. Post-training interviews allowed us to improve the training programs with getting the copyright form the State organization Kazpatent (©19960)

This report is to present findings drawing from research on trainings observations and post-training interviews to examine the development and influence of the

DeSTT. We present post-training interviews of four trainings' participants: Improvement of public speaking skills of teachers for leadership; Digital tools for effective management in the field of education; Strategic interpersonal communication; Development of teachers' stress tolerance and prevention of psycho-emotional burnout. The interviews of the remaining trainings participants will be covered in another publication.

We summarized the answers of the interview participants from various trainings on research issues and presented them in tables 1-6. Each new sentence is an answer of separate interviewees.

Table 1. What are the influences of DeSTT trainings on teachers' leadership skills and experiences?

Name of training	Selective interview answers
Development of teachers' stress tolerance and prevention of psycho-emotional burnout.	I used to understand intuitively that a leader and a teacher-leader should be stress-resistant, in this training I was convinced how important it is to develop self-regulation skills. The training showed how to manage your psych emotional state. I learned what emotional burnout is and how to identify it in myself and others; I liked the exercises on how to overcome stress and recognize the burnout syndrome – these skills are necessary to lead others.
Strategic interpersonal communication and Improvement of public speaking skills of teachers for leadership.	<p>I absolutely agree that public speaking skills are necessary for everyone, and especially for teachers, if the teacher is motivated to be a leader.</p> <p>Role-playing games help to prepare for various situations in real life. The training is well developed, the audience is involved in the process.</p> <p>I learned the algorithm of public speaking from practical exercises. I realized and learned that the ability to analyze and evaluate my speech and my opponent's one is important for a teacher-leader. Overcoming the stress associated with public speaking.</p>

<p>Digital tools for effective management in the field of education.</p>	<p>The main result is that improving digital literacy is a necessary leadership skill of a modern teacher and leader.</p> <p>I will definitely use all the tools in my work, especially in mentoring young teachers. The latest research in the field of digitalization of education was interesting and useful.</p> <p>For a teacher, and especially for a teacher-leader, this training is necessary in interaction with the social environment.</p> <p>I got a lot of interesting sites and learned how to use them. This is a relevant issue in educational services and society.</p>
--	---

As shown in the Table 1, interviewees have acquired positive experiences from the trainings, refreshed their vision on teacher-leader issues, upskilled their stress coping strategies. These phenomena correspond to previous studies (Poekert et al., 2016; Campbell et al., 2018; Ferguson et al, 2021).

Table 2. How does the trainings change participants?

Name of training	Selective interview answers
Development of teachers' stress tolerance and prevention of psycho-emotional burnout.	I'm excited! I learned my level of emotional state. I understood the ways of preventing emotional burnout. Very interesting! I received a lot of informative things, new experience, and knowledge. I learned how to analyze the problem of stress; how to let go the situation and not be offended by people.
Strategic interpersonal communication and Improvement of public speaking skills of teachers for leadership.	We were able to openly express our opinions, share and discuss them. Nothing is impossible, videos and exercises helped to believe in it. I'm going to analyze topics about how to set goals and achieve them, how to avoid failures. I understood how to build communication properly, how to communicate with parents. I took for myself new, useful information, especially exercises - how to make speech more interesting, made a great impression.
Digital tools for effective management in the field of education.	Python is a very convenient program, I learned how to connect several programs at the same time.

	<p>I got acquainted with new platforms and resources for training.</p> <p>The training made a huge contribution to my professional development, increased my computer skills and knowledge in IT tools for creating methodological material.</p> <p>The training inspired us, we immediately trained, registered and visited websites, created tasks and documents. Thanks to this and handouts, our accounts are active and we will be able to use them further.</p>
--	---

Feedback of participants (Table 2) demonstrates encouraging changes they receive from trainings. Learners perceive a huge contribution of the trainings to their professional development, new ways of increasing stress tolerance and preventing emotional burnout. The same ideas and responses are given by researchers in different cultures (Frost, 2012; Wilson, 2016; Salmanova & Yeshil, 2020).

Table 3. How to implement these changes so that they become sustainable?

Name of training	Selective interview answers
Development of teachers' stress tolerance and prevention of psycho-emotional burnout.	<p>Conduct regular trainings for teachers to develop their positive self-perception. I recommend trainings for the teachers' disclosure of the personal potential.</p> <p>The topic is relevant in our time of globalization, digitalization, pandemic – we need similar trainings. I got a solution to my problem, and there are a lot of people like me; I advise my colleagues to conduct retreat trainings in teaching teams.</p> <p>I learned a lot of new things for myself. I think that theory and practice were well and evenly represented, so practical exercises and knowledge of the theory will help my changes become sustainable.</p>
Strategic interpersonal communication and	The insight that I must constantly maintain in myself is that I need to give in, and not compete everywhere and in everything.

Improvement of public speaking skills of teachers for leadership.	<p>I am a psychologist and familiar with the theory and practice of public speaking, but I liked the structure of the training and improved my existing skills.</p> <p>A unique training, you need to attend it from time to time and promote your skills to a higher level.</p>
Digital tools for effective management in the field of education.	<p>If you want to keep up with technology, then you need to promote this training in the schools where we work and in social networks.</p> <p>Now more than ever, we need this</p> <p>ICT skills and the ability to use different educational platforms, so I will recommend your training to teachers, parents, school management.</p> <p>All the information was interesting and useful, I heard for the first time about many sites, I need to share this training in my accounts. And I recommend that the coaches and the project contact the school management and the Department of Education of Almaty.</p> <p>There is a desire to master new sites, I will come again if you organize such a training.</p> <p>I would like to participate in such trainings, I advise you to organize cycles of such trainings.</p>

Trainees state (Table 3) that teachers need systematic such trainings to develop their positive self-perception and uphold their self-esteem. Some of them recommend teachers' trainings to disclosure the personal potential and get a solution to their problem. All these responses are in parallel with precedent studies (Nappi, 2014; Harris & Jones, 2019; Kanayeva, 2019)

Table 4. What benefits have you found after taking this training?

Name of training	Selective interview answers
Development of teachers' stress tolerance and prevention of psycho-emotional burnout.	I understood how to deal with stress. I started using methods of preventing emotional burnout from the first day of the training. I was surprised at how many manifestations of stress exist, and

	realized that I had to master the techniques of self-regulation, relieving tension and fatigue.
Strategic interpersonal communication and Improvement of public speaking skills of teachers for leadership.	I am more confident when speaking; exercises in public speaking helped. The techniques of listening and hearing skills work for me. I personally discovered my favorite behavior in interpersonal communication and conflict situations. I realized that I could overcome my shyness in such trainings, since I enthusiastically participated in the exercises. I am proud that I was able to positively resolve the conflict situation in the role-playing game, all participants were satisfied. I overcame my fears since this was my first Russian-language training.
Digital tools for effective management in the field of education.	I liked the training, especially since I belong to the digital generation. Interesting training and sites. I learned how to make a presentation in PowToon, and use Learnis, Edmodo. I learned about new interactive e-platforms, about creating and processing online tasks, web quests, video lessons.

Participants satisfied (Table 4) with their and others' personal successes, surprised on several stress manifestations. As well many of them recognized helpful techniques for public speaking, listening, typical behaviors in interpersonal communication and conflict cases that proves the studies from these field (Zyiadin et al., 2018; OECD, 2018; Erkan, 2020).

Table 5. What challenges during the training did you encounter? And how can they be lessened?

Name of training	Selective interview answers
Development of teachers' stress tolerance and prevention of psycho-emotional burnout.	Colleagues shared their experience of negative stressful situations at school, with parents, with colleagues - these are familiar situations. To reduce them, teachers themselves must learn to be tolerant and master the techniques of self-regulation, and then teach students, their parents, and the community. I liked the rules of the group

	<p>adopted at the beginning of the training. Perhaps such rules of interaction in a group will help any group to avoid or reduce conflicts and stress.</p> <p>I will use these rules in future classes and parent-teacher meetings.</p>
<p>Strategic interpersonal communication and Improvement of public speaking skills of teachers for leadership.</p>	<p>Fear of the public and strangers disturbed at the beginning of the training, but the principle of "learning through doing", games, exercises, exchange of experience brought a great mood, communication, emancipation, and relief. I can share this experience with others so that teachers become open.</p> <p>Perhaps discussions on the "hot topics" of teachers will help overcome such fears.</p>
<p>Digital tools for effective management in the field of education.</p>	<p>The difficulty was in the duration of the training with a huge amount of material.</p> <p>I recommend devoting each training to 1-2 platforms, especially since Ministry of Education and Science of the Republic of Kazakhstan standards require a certificate for 72 hours of training divide into separate ones</p> <p>There was little time, I advise a more in-depth study of individual applications.</p> <p>It was informative and entertaining, but for the stability of our skills, I recommend offering trainings based on interests, because different participants want to study and use different applications and software programs.</p>

The trainings' participants believe (Table 5) that the sessions were overloaded with materials in comparison with the time allocated for the assimilation of new knowledge. In their viewpoint, the sustainable development of new skills requires deeper learning and hands-on immersion. Especially these comments related to digital technologies in education training. Again, it can be repeated that other researchers note the same findings (Fairman & Mackenzie, 2015; Cosenza, 2015; Harris & Jones, 2019).

Table 6. What is unique about the DeSTT concept for developing teachers' leadership skills?

Name of training	Selective interview answers
Development of teachers' stress tolerance and prevention of psycho-emotional burnout.	What is unique is that the training increases mutual understanding and creates a team of like-minded professionals. When we shared our experience of stressful situations, we understood each other very well, we have similar experience working in schools. The concept of "teacher-leader" became very close at this training. Only we, teachers, developing our leadership skills, will be able to influence students, colleagues, parents, and the community to change and constructively overcome stressful and conflict situations.
Strategic interpersonal communication and Improvement of public speaking skills of teachers for leadership.	<p>For the last year, we have been receiving requests, instructions from the Ministry of Education and Science of the Republic of Kazakhstan on how teachers' leadership is manifested in school. Apparently, this project is timely.</p> <p>The idea of developing teachers' leadership skills is a present era of globalization request and democratization of society, so I believe that society and teachers support the concept of the project. We know from the media and our daily life that many professionals are ready for changes in our own practice and want to contribute and innovate in public life. The concept of teacher leadership is unique in this trend. I think startups, social movements, volunteering, all this is proof that the project is vital, especially for teachers, because this is the professional group that trains, motivates and facilitates the next generations of society to innovate and change.</p> <p>The project is important in the involvement of the teacher and the formation of his worldview as a citizen of society and the entire professional community.</p>
Digital tools for effective management in the field of education.	I consider the trainings to be relevant; many teachers, participants of the trainings shared their impressions and said that they would be happy to attend these trainings again. The trainings allowed us to expand the network, get acquainted with complete strangers.

	<p>Teamwork in the exercises allows you to find reliable members of future projects, including for teacher leadership on a city and national scale.</p> <p>Increases the motivation to be a good modern teacher and grow into a leader teacher. Self-development of teachers for professional growth, as teachers will put into practice the acquired digital and other skills.</p>
--	---

The selected responses in Table 6 show that participants support the DeSTT concept. They are sure the DeSTT concept promotes mutual understanding and creates a team of like-minded people, brings together phenomena of a “teacher” and a “leader”. The trainings' participants admit that over the past year they passed surveys by the Ministry of Education and Science of the Republic of Kazakhstan on how the teachers' leadership is manifested in the country. Also, recent reports and studies indicate that the idea of developing the leadership qualities of teachers is the modern requirements of globalization and democratization of society (Cosenza, 2015; Hunzicker, 2017; Indicators of government programs, 2020; Program “Non-positional Teacher Leadership”, 2020; Tazhina et al, 2021).

The trainings were conducted by experienced trainers-facilitators. After analyzing the results of the interviews, the trainings' programs were improved in the light of the comments and requests of the participants. Participants were encouraged during the trainings, willing to continue learning and share experiences with colleagues, and develop the leadership qualities and skills achieved through participation in the DeSTT trainings. All responses indicate increasing the need for teachers' leadership and improvement of participants' leadership skills.

Conclusions

The paper analyzes two sets of research questions (each consists of 6 sub-questions), which we defined as follows: 1) What are the challenges of teacher training/upskilling for leadership and their involvement in the local community? 2)

What are the impacts of DeSTT training on teachers' leadership skills and experiences?

A limitation of this study is that in-depth interviews of training participants and a larger number of pilot training learners are needed. Subsequent trainings on updated programs will minimize these shortcomings.

Based on the objectives of the project and the results of the study, further research prospects are to survey the project consumers / stakeholders of educational services, namely, parents and families. Also, authors tend to study the learning outcomes of the DeSTT project in the training of Master Degree students.

The prospect of dissemination of knowledge and the sustainability of the project is to cooperate with the National Center for Professional Development ORLEU (National Center ORLEU, 2021) to train their instructors from 17 regional branches, who in turn organize training/retraining according to our programs for school teachers. There is an agreement to conduct online training on the MS Teams platform. It is noted above that the copyrights of the training developers are protected.

Furthermore, we will conduct trainings for project partners, trainers from the North Kazakhstan University. We agreed on this event at the Project's Information Day in May 2021 and it will act as additional indicator of the knowledge dissemination and the sustainability of the project.

Thus, the participants of the trainings become facilitators who gain first-hand experience from local and regional teachers. The knowledge and ideas exchange, changes in policy or "board" practice can be a powerful factor of social and professional changes.

The Education Leadership Center created at the UIB and the project website serve as a bridge and platform for the exchange of opinions and experiences (destt.info; destt.uib.edu.kz). Another perspective for the project sustainability may be the following. The webpage must design and launch reflective journal of learning – log

or blog to monitor teachers' learning/feedback from the DeSTT formal and informal education.

The DeSTT project is very impactful in terms of developing our own leadership skills as well. Following the analysis of the post-training interviews, we conclude from that study: The reflection on the central terms of 'teachers' and 'leadership' have proved to be important. The process of dealing with this significant aspect will be discussed in more detail at the end of the project lifetime.

The research demonstrates the trainings' participants will be more creative in their activities and school teams. They will continue to train themselves, teach others, initiate, innovate, implement and share a wide range of social and digital leadership skills that can contribute to the improvement of professional training practices and the development of civil society. These teachers will achieve tangible results as leaders of their community and the DeSTT project's history and achievements serve as a proof of that.

References

1. Campbell, C., Lieberman, A., Yashkina, A., Alexander, S., & Rodway, J. (2018). Teacher Learning and Leadership Program: Research Report 2017–18. Toronto, Canada: Ontario Teachers' Federation.
2. Cosenza, M. N. (2015). Defining teacher leadership: Affirming the Teacher Leader Model Standards. *Issues in Teacher Education*, 24(2), 79-99.
3. Erkan, K. (2020). Excellent Leadership Theory in Education. *Journal of Educational Leadership and Policy Studies*, 4(1).
4. Fairman, J. C., & Mackenzie, S. V. (2015). How teacher leaders influence others and understand their leadership. *International Journal of Leadership in Education*, 18(1), 61–87. <https://doi.org/10.1080/13603124.2014.904002>
5. Ferguson, D., PristoToni, M., & Furcon, J. (2021). *Best Boss!: The Impact of Extraordinary Leaders*. Business Expert Press.

6. Frost, D. (2012). From professional development to system change: Teacher leadership and innovation. *Professional Development in Education*, 38, 205-227. <https://doi.org/10.1080/19415257.2012.657861>
7. Harris, A., & Jones, M. (2019) Teacher leadership and educational change. *School Leadership & Management*, 39(2), 123-126. <https://doi.org/10.1080/13632434.2019.1574964>
<https://www.soros.kz/ru/leadership-for-teachers-in-kazakhstan/>
8. Huang, T. (2016). Linking the private and public: Teacher leadership and teacher education in the reflexive modernity. *European Journal of Teacher Education*, 39(2), 222-237.
9. Hunzicker, J. (2017). From Teacher to Teacher Leader: A Conceptual Model. *International Journal of Teacher Leadership*, 8(2).
10. Indicators of government programs. State program for the development of education and science of the Republic of Kazakhstan for 2016-2019 (2020). [Pokazateligosudarstvennykhprogramm.
Gosudarstvennayaprogrammarazvitiyaobrazovaniya |
naukiRespublikiKazakhstanana 2016-2019 gody]. Показатели
государственных программ. Государственная программа развития
образования и науки Республики Казахстана на 2016-2019 годы.
Обновлено: 02.09.2021 18:33 https://stat.gov.kz/for_users/indicator
11. Kanayeva, G. (2019). Facilitating teacher leadership in Kazakhstan (Doctoral thesis). <https://doi.org/10.17863/CAM.41620>
12. Kazpatent (©1996o)
13. Law of the Republic of Kazakhstan "On the status of a teacher". (2019). [ZakonRespubliki Kazakhstan «O statusepedagoga»]. No. 293-VI. December 27, 2019. https://online.zakon.kz/Document/?doc_id=35900800
14. Leadership of teachers in Kazakhstan: results of the second year. (2021). [Liderstvo uchiteley Kazakhstana: itogi vtorogo goda]. <https://bilibimdinews.kz/?p=161044>
15. Li, A., Aidossova, Zh., Tazhina, G., & Tatyyeva, Zh. (2021). Emotional Intelligence And Self-Assessment of School Teachers. *European Proceedings of Social and Behavioural Sciences EpSBS* (2021). 114. EdCW 2020, 86-93

(15.07.2021). Edited by: Shirin, A., Zvyaglova, M., Fikhtner, O., Ignateva, E., & Shaydorova N. Published by European Publisher. <https://doi.org/10.15405/epsbs.2021.07.02.11>

16. Nappi, J. S. (2014). The teacher leader: Improving schools by building social capital through shared leadership. *The Delta Kappa Gamma Bulletin*, 80(4), 29-34.
17. National Center for Professional Training ORLEU. <http://orleu-edu.kz/>
18. OECD/The World Bank. (2015). *OECD Reviews of School Resources: Kazakhstan 2015*, OECD Reviews of School Resources, OECD Publishing, Paris. <https://doi.org/10.1787/9789264245891-en>.
19. OECD. (2018). *Education Policy Outlook: Kazakhstan*. <https://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Kazakhstan-2018.pdf>.
20. Pevzner, M., & Petryakov, P. (2020). The concept of preparing future teachers for leadership at the university [Konseptsiyapodgotovkibudushchikhchiteleykliderstvuvuniversitete]. Project. Novgorod State University. Russia.
21. Pevzner, M., Petryakov, P., & Shirin, A. (2021). Training Teachers For Leadership In Education. *European Proceedings of Social and Behavioural Sciences (EpSBS)*. <https://doi.org/10.15405/epsbs.2021.07.02.1>
22. Poekert, P., Alexandrou, A., & Shannon, D. (2016). How teachers become leaders: An internationally validated theoretical model of teacher leadership development. *Research in Post-Compulsory Education*, 21(4), 307-329.
23. Professional development program for teaching staff of the Republic of Kazakhstan "Leadership of the teacher in the teaching community" (2016). [Programmapovysheniayakvalifikatsiipedagogicheskikhkhrabotnikov RK «Liderstvouchitelya v pedagogicheskomsoobshchestve»]. Nazarbayev Intellectual Schools", Astana.<https://cpm.kz/ru/portal/programs/>
24. Program "Non-positional Teacher Leadership". (2020). [Programma "Liderstvo dlya uchiteley Kazakhstana"].
25. Project DeSTT (2020). Development of Skills and Teachers Training for Leadership. № 609905-EPP-1-2019-1-IT-EPPKA2-CBHE-JP. www.destt.info

26. Salmanova, Z., & Yeshil, R. (2020). Research of the reliability and reliability of the scale for self-assessment of pedagogical competence [Issledovaniye dostovernosti i nadezhnosti shkaly po samootsenke pedagogicheskoy kompetentnosti]. Universum: psychology and education: electronic scientific journal, no. 4 (70). <https://7universum.com/ru/psy/archive/item/9225>
27. Tazhina, G., Tatyyeva, Zh., Duisekina, A., & Sainova, K. (2021). Monitoring study of teachers' needs and demands in developing their leadership skills. *The Journal of Psychology & Sociology*. 2021 3(78). pp.13-26.
28. The State Program for the Development of Education of the RK for 2011–2020 (2010). Ministry of Education and Science (MES). Astana.
29. UNESCO Education Sector ED/PLS/EDP. (2016). Leading better learning: school leadership and quality in the education 2030. Regional reviews of policies and practices. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/Abstract-Leadership.pdf>
30. Wilson, A. (2016). From professional practice to practical leader: Teacher leadership in professional learning communities. *International Journal of Teacher Leadership*, № 7(2), pp. 45-62. <http://files.eric.ed.gov/fulltext/EJ1137497.pdf>
31. Ziyadin, S., Shash, N., Kenzhebekova, D., Yessenova, G., & Tlemissov, U. (2018). Data on the role of leadership in developing expertise in teaching in developing country. *Data in Brief*, 18, 1127–1133.

E-commerce Jump 2020, the Survey of Suppliers and Consumers in Kazakhstan, as well as Ways for Growth Following Worldwide Leaders Examples.

Tatyana Soldatenko, Saira Essimzhanova

Kenzhegali Sagadiyev University of International Business, |Kazakhstan

Abstract

The pandemic made significant changes in our lives worldwide, many businesses in different directions and sizes suffered, but e-commerce grows up. E-commerce is the profit recipient in the current Covid19 restriction reality. The present situation with the pandemic forced more and more consumers to buy online; sellers followed them and started selling online. All this stimulated the development of all e-commerce chains, including delivery services, promotion services, and of course, the entire supply chain.

But e-commerce growth is not the same in different countries, and there are some great examples that authors study, analyze, compare with Kazkhstan online trade, and find some recommendations for further sustainable development. Our research covers both sides, Kazakhstani online traders and online consumers.

Existing changes do not stop after the pandemic end customers' habits for purchases already transform, and this transformation will be stable for online trade. Here are some possibilities from leaders which Kazakhstan companies could use in their practice.

Keywords: e-commerce, online trade, channels for e-commerce, online customers, SMM commerce, marketplace

Introduction

At present, about 205 countries are affected by Covid 19; as stated by the World Health Organization (WHO), on July 01, 2021, cases of illness were more than 206 million worldwide.

The pandemic affected and already changed everyone's daily lives of people around the world. The periodic lockdowns and constant restrictions significantly influenced the economy and e-commerce and accelerated online purchases (Nakhate & Jain, 2020). According to innovation diffusion, new products are diffused to the majority through consumers who are "enthusiasts," well known as "early adopters," promote the new products or services to own social circles, and spread through network influence (Rogers, 1983). Diffusion theory settled two consumers group by enthusiasm for novelty and uniqueness: early and late adopters (Howland, 2020). When e-bay in 1998 presents the new way of shopping – online, 46% of early adopters began using e-commerce frequently, while only 8% of late adopters had an experience of web shopping (Howland, 2020). Now, throw one and have of the year of the pandemic we see accelerated of online shopping. Online shopping offers greater flexibility in terms of time, location, and product variety (Rohm & Swaminathan, 2004), but it could be only one opportunity to make purchases event the vital one in lockdown time. The pandemic serves as a trigger that involves the late majority, who were antagonists to online shopping, finally started shopping online (Peres et al, 2010). However, we should pay attention that late adopters are restraining and skeptical in score to new experiences. However, if the "late majority" has likely positive practice by online shopping, as reliable and secure purchasing, they are likely to go shopping online even when the pandemic stops (Kim, 2020)

As a result, in 2020 in considerable growth of e-commerce throughout the world. E-commerce has become one of the beneficiaries of the global pandemic.

But, of course, it was not uniform and equal, the economy of each country has its characteristics, and online trade to each country in the world has a high pace and specificity of development. Therefore, the authors of this paper review the leader's online trade markets, analyze best practice examples from different country markets, recognize some effective methods and channels for e-commerce development in Kazakhstan.

This article is structured as follows: the next section presents the research problem, a literature review, methodology description ahead of conclusions and discussion, and contributions and findings are offered at the end.

Research Problem

Last decade eCommerce is one of the most developing sectors in the economy in the majority of the countries. The authors would like to understand the impact of Covid 19 on e-commerce around the world, compare it with the development of online commerce in Kazakhstan, and find ways to develop it in Kazakhstan. In this review, we will consider an example of the most developed e-commerce market globally, compare it with the top ten countries in terms of e-commerce growth and see Kazakhstan data for the last couple of years of development. Also, the authors examine Kazakh online buyers and factors that help develop this sector and its constraints for understanding the future direction and opportunities of Kazakhstan's online trading.

Literature Review

The most significant e-commerce growth rate at the end of 2020 the year marked our neighbor, the China Republic. At the end of 2020, the volume of online trade in China reached 2.297 trillion US dollars, which amounted to 44.8% of the total retail trade turnover in all of China. The growth from 2019 to 2020 was 10.9%. According to the forecast of the development of the Chinese e-commerce market, a historic event awaits in 2021 - the volume of online trade will surpass the size of

offline business in the total amount of retail sales: the forecast of e-commerce turnover is 2.779 trillion US \$, which will be 52.1% (Emarketer & Cramer-Flood, 2021).

Moreover, 2022 is expected to transition to online 55.6% of total retail sales in the money it will be 3.085 trillion \$ US (Marketingcharts, 2021). It should be noted that this data includes the purchase of products and services, paid for via the Internet, using any device, regardless of the method of payment and packaging; excluding the cost of tourist trips and tickets for concerts, utilities, and other expenses, gambling, these figures also do not include data for Hong Kong (Emarketer & Cramer-Flood, 2021).

Nowadays, China's e-commerce success is unmatched worldwide. South Korea is next in terms of the share of online commerce in total retail sales (Emarketer, Ethan Cramer-Flood, 2021); in 2021, it will account for 28.9% of Internet sales. This indicator will reach only 15.0% in the USA, and the weighted average size among Western European countries will be 12.8%. (Emarketer & Cramer-Flood, 2021). Ten years ago, online commerce in total retail trade in the United States and China was virtually identical at 4.9% and 5.0%, respectively.

The USA expected e-commerce retail sales to reach \$6.5 trillion by 2023 (Jones, 2020), demonstrating immense online trade growth. More detailed information of the top ten countries by E-commerce development is presented in Figure 1.

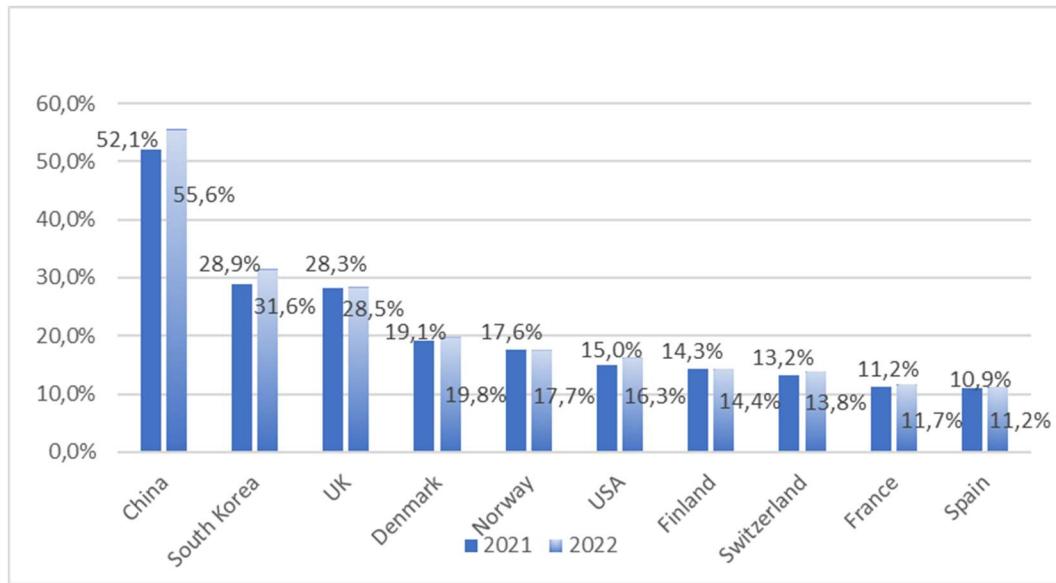


Figure 1. The top ten countries by E-commerce development, 2020

For years, China is the world leader in the sales of e-commerce and e-commerce share in the retail trade. Not so long ago, in 2018, this proportion was just 29.2% (Marketingcharts, 2021), which is close enough to the share of the first e-commerce in South Korea and the UK this year. In the last few years in China, the enthusiasm for e-commerce has accelerated rather than stabilized. The indicated trend appeared even before the pandemic, and the pandemic became its catalyst.

But there is the note that online trade grows more quickly in developed countries, even in developing countries, such as Pakistan. In Pakistan, e-commerce was started in the 2000s and developed very slowly; only 3% of the population was buying online before the pandemic. (Bhatti, 2018). But in the pandemic, e-commerce in Pakistan increased by 10%, and for 15%, the number of internet users increased. (Niazi, 2020). The success of online trade depends on many idiosyncratic factors, possible that no other region will not mimic the transformation of e-commerce in other countries - or at least not to the same degree.

Returning to China's e-commerce as an example of the most extensive development, let's consider what factors have positively impacted the rapid growth of e-commerce in China (Belretail, 2021). The advent of Alibaba, a revolutionary, ubiquitous, and easy-to-use Chinese platform, has provided consumers with

E-commerce jump 2020, the survey of suppliers and consumers in Kazakhstan, as well as ways for growth following worldwide leaders examples.

Tatyana Soldatenko, Saira Essimzhanova

affordable and reliable access to almost anything imaginable and fast delivery of anything. JD.com used Alibaba's successful example to give another clear option for shoppers.

Digital payment systems like Tencent's Alipay and WeChat Pay have far outstripped Western vendors regarding accessibility, ease of use, and the speed they offered online payment options (Klein, 2019).

Almost unlimited offer inexpensive service delivery and provided by the million-strong army of Chinese workers allowed companies Alibaba and JD.com to deliver on the same day to anywhere in the country for a minimal fee. It was the most significant advantage for beginner doubters - buyers.

Mobile Commerce based on smartphones came into existence very early based on China's economic development and the fact that most consumers have not been included in the era of personal computers and joined the Internet age directly through mobile devices.

Relying on early enthusiasm and, of course, due to its vast population - China today is far gone forward in developing e-commerce. Even though the US is still ahead of China on the overall volume of retail sales 5.506 trillion from \$ 5.130 trillion in 2020 (Marketingcharts, 2021), China will overtake the United States with nearly 2 trillion dollars in electronic trading this year.

Analyzing Covid's 2019 impact of eCommerce, we would look at the product line since there is a different influence on various products. During the pandemic in 2020, products with immense demand were toilet paper, disposable gloves, freezer, bidet, kettlebells, bread machine, paint by numbers, puzzle, peloton, coloring book, air purifier, treadmill, stationary bike, yoga mat, refrigerator, an exercise ball and exercise equipment. The products that declined by Coronavirus are luggage and suitcase, briefcase, cameras, men's swimwear, women swimwear, bridle dress, men formal dress, gym bags, rash guards, boys, athletic shoes, toys, lunch boxes, wallets, watches, girl's jackets and coats, boy's top's and caps, and others (Andrienko, 2020).

In the end, we have to identify eCommerce trends that would reshuffle the industry landscape in the coming years: 1. rising consumer expectations, such as Amazon's increasing customer expectations for online stores, special services such as www.semirash.com are registering an increase in requests for two-day shipping, an increase in abandoned carts, and skyrocketing digital marketing spending; 2. competition from Google, while organic and paid search is still one of the most potent traffic catalysts in e-commerce, Amazon, Facebook, Instagram, and Bing are increasingly gaining consumer attention, alternative traffic channels such as Pinterest Snapchat and TikTok are also being added; 3. Diversification: it is more about brand discovery channels than not just about platforms. E-commerce marketers should also point out particular indexes, with local index, image, and YouTube search offering smaller audiences — often at an extra cost-sufficient rate, though Google and Facebook ads still playing a dominant role in brand promotion channels; 4. Existing customer data: With many brands exhausting their net new customer base, targeting existing customers is as crucial as ever. It opens opportunities for customer activation and reactivation approaches and channels; 5. multichannel eCommerce marketing involves a narrow offline-online tie: offline retail sales are still covered over online sales, even though increased digital spends are accepted. Therefore, overpassing the online-to-offline gap is vital for your brand development (Andrienko, 2021)

Research methodology

For this paper's research aim, secondary data were used of two types of research made in Kazakhstan, one is from the side of market players, and the second one is the side of consumers.

To understand the seller's market, we use data provided by the Digital Kazakhstan Association and PWC (PWC, 2021). This study took part various providers of the e-commerce market in Kazakhstan: Mechta.kz, Leroy Merlin Kazakhstan, Kaspi.kz, Kazpost, and many other companies are wishing to maintain confidentiality. The research was carried by in-depth interview and focused on the following three

parameters: retail e-commerce market for 12 months of 2019 and 12 months of 2020, sales volumes and number of transactions, average check, and changes in average check-in retail e-commerce. For this study purpose, we should say that retail e-commerce includes business activities associated only with the online sale of goods by individuals with delivery or pick-up from stores and points of issue in Kazakhstan. The following categories are excluded from the calculations: sale of railway and air tickets, food delivery, ad sites, coupon services, utilities, and other payments, as well as different categories not related to the sale of goods by an individual.

The second one is the consumer survey presented by the Alvin market (Ospanova, 2020), which analyzed the market's consumer side. The study was implemented by the Computer Assisted Telephone Interview (CATI); this method lets cover all Kazakhstan regions in research and different age groups. In the poll collected from 09/29/20 to 10/14/2020, 2169 respondents were from all over Kazakhstan (including rural settlements) aged 15 to 65 took part. The sample was distributed by region, gender, and age proportionally, according to official demographic statistics.

For collecting information about eCommerce and its development worldwide, authors applied to different resources like EBSCOhost, Google Scholars, Marketchar, and online business resources. Additional following scholarly methods were used as analysis, synthesis, and generalization of data to cover the purpose of the exploration.

Findings and discussion

Let's now look at the online commerce market in Kazakhstan. The volume of the e-commerce market in 2020 increased by 82% compared to 2019; this is from 327 billion Tenge to 596 billion Tenge in absolute terms. In addition, the number of transactions (online orders) increased by 20%, and the average check increased by 52% in Tenge (InBusiness, 2020). The market volume of the USA dollar also grew, however less than in Tenge equivalent: by 72%, which may indicate a slight decrease in the Tenge against the dollar (Kapital, 2021). The data is displayed in Figure 2.

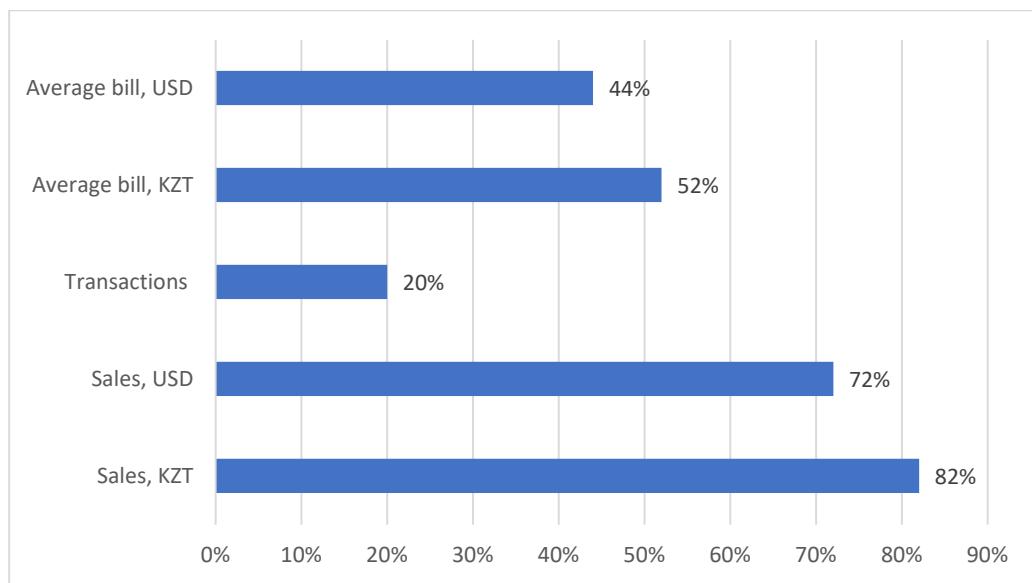


Figure 2. Key indicators of the development of the Kazakhstani e-commerce market, 2020

It should be noted that understanding retail e-commerce includes entrepreneurial activity connected with the online sale of goods to individuals or by self-delivery of the stores and distribution points. Therefore, the calculations do not have the following categories: sale of railway and air tickets, food delivery, ad sites, coupon services, utilities, and other payments, as well as different types not related to the sale of goods to individuals.

Periodic restrictions on purchases in offline stores motivated e-commerce market players to improve their electronic platforms, services, possibilities of payment, and delivery. Which positively affected the increase in consumer confidence and spurred more quickly development e-commerce.

According to the data provided by Kazpost, the number of external parcels through Kazpost for twelve months in 2020 was reduced by 37% (from the outside in Kazakhstan orders) that occurred on a background growth of amounts and domestic premises, where the increase was 22% (orders through Kazakhstan) compared with an identical period of years (PWC, 2021).

The significant drop in the number of incoming postal items in 2020 is associated, of course, with the rise in the cost of cross-border goods. Two factors can dictate the increase in the price of cross-border goods: first, a 2.5-fold decrease in the threshold for duty-free import of goods for personal use from January 1, 2020 (from 500 to 200 euros); in a second, the devaluation of the national currency (PWC, 2021).

At the end of 2020, sales increased by 1.8 times against the background of growing transactions by only 1.2 times (Profit, 2021). Therefore, we can put forward an assumption about the growth of more expensive and significant purchases, for example, electronics and household appliances, or there was an increase in the number of goods in one order, which is confirmed by the rise in the average check of Kazakhstanis in Tenge by 52%.

Now let's look at the side of Kazakhstan consumers of e-commerce. First, the portrait of the buyer can be represented as follows: this is a woman, a city dweller, most likely living in Almaty, under 45 years old, in most cases, with an income above the minimum (Peres et al., 2010).

Second, the decrypted consumer data is as follows: 43% of all online shoppers are men and 57%, respectively, women, 26% are rural residents, and 74% are city dwellers, only 26% of buyers are over 45 years old, in terms of income 78% have an income above the minimum, only 22% of respondents have a minimum personal payment; by occupation, this group includes the unemployed, homemakers or retirees (Ospanova, 2020). Finally, it should be noted that 74% of online sales are in four large cities of Kazakhstan: Almaty, Nur-Sultan, Karaganda, Shymkent, while the lion's share (50%) of online sales is carried out in Almaty (365 Info, 2020).

According to the online shopping repertoire, 57% of shoppers buy only one category of goods, 27% purchase two categories online, and 15% of respondents make purchases in three or more categories. Preferred shopping categories by gender of respondents look very interesting. The number one category for women (33%) is clothing, footwear, and accessories for adults; for men, this category is equivalent to priority (20%) and household appliances and smartphones, tablets, and accessories. But the average bill in the category of clothing, footwear, and

accessories for adults for men (59,000 Tenge) is twice as high as for women (28,000 Tenge). In household appliances, men have the highest average bill (139,000 Tenge), women have the third-largest account (79,000 Tenge). On average, men pay 107,000 Tenge for smartphones, tablets, and accessories, while women pay 87,000 Tenge (Ospanova, 2020).

In the current situation with the pandemic, it is interesting to look at the category of hygiene and cosmetic products, here women's purchases prevail (15%) but lag behind men in terms of the average check: the average bill for women is 16,000 Tenge, and for men 18,000 Tenge, but only 3% of men make purchases in this category. In the medicines and dietary supplements class, women again prevail (7%) with an average check of 20,000 Tenge; men in this category make purchases much less often (3%) but spend 25% more than 25,000 Tenge. Finally, of course, we need to consider ordering ready-made food from cafes and restaurants, where the average check is identical for men and women - 7000 Tenge, but here are men 16% and women 13% make purchases. Interestingly, 23% of respondents ordered this category via Instagram, 20% via Glovo, 12% via Chocofood, 5% Wolt, and 3% via Yandex.Food (Ospanova, 2020). More details on product categories are presented in Table 1.

Table 1. Consumption data by product category by Kazakhstani online buyers, disaggregated by gender.

Product category	Men number, in%	Men average bill, Tenge	Women numbers, in%	Women average bill, Tenge
Clothes, shoes, and accessories for adults	Twenty	58000	33	29000
Appliances	Twenty	139000	Fourteen	79000
Smartphones, tablets, and accessories for them	Twenty	107000	Four	87000
Children's clothing, footwear, and accessories for children	Five	13000	Eighteen	16000

Sanitary and hygienic and cosmetic products	3	18000	Fifteen	16000
Medicines and dietary supplements	3	25000	7	20,000
Ordering ready-made food in cafes and restaurants	sixteen	7000	13	7000
Electronics, TV, audio and photo	eleven	700,000	2	82000
Auto parts and products for photos	fourteen	35000	One	35000

Let's continue to look at the places of purchase of Kazakhstanis and highlight the most frequently used ones in the context of four popular categories in e-commerce. In the category of clothes and shoes with accessories for adults, most often (19%) are bought on Wildberries, 18% of respondents make purchases on AliExpress, 14% make purchases at Kaspi.kz, and 7% through social networks. Most purchases of household appliances (67%) are made in Kaspi.kz. There are two main shopping places for purchases of smartphones, tablets, and accessories Kaspi.kz (55%) and AliExpress (15%). Finally, children's clothes, shoes, and accessories are mainly made on Wildberries (21%), 15% make purchases at Kaspi.kz, 10% on AliExpress, and 7% buy through social media networks (Ospanova, 2020).

What are the reasons for helping to make online purchases from the point of view of Kazakhstani buyers: in the first place is time savings (35%), followed by home delivery (32%), low prices, and the ability to find goods that are not available elsewhere take third place (20% each). Three reasons are the same, and they weigh 14% each in the eyes of Kazakhstanis. These are feedback from other buyers, the 24/7 mode of operation, and the possibility of comparison. The next one is the ability to avoid the hustle and bustle of offline stores and access to detailed information (13% and 11%, respectively) (Ospanova, 2020).

Among the reasons hindering development, first of all, consumers named the lack of opportunity to try on and touch (23%); interestingly, this reason is assessed differently for residents of villages (16%) and cities (32%). The second reason is the possibility of receiving a poor-quality product (16%), a long wait (8%) takes the third place, the case of an error and delivery of another product is holding back 6% of

buyers and the last reason is a fraud (4%). In the end, we single out a group of respondents (11%) who said that they are satisfied with everything and they do not see any negative reasons to shop online (Ospanova, 2020).

From the player's and experts' point of view of this market, it is also necessary to refer to commodity logistics, including regional centers, as the limiting factors (Kapital, 2020). A significant role played by reducing delivery times and the essential and special conditions for storage and transportation of specific categories of goods. There is optimism in these issues, thanks to the entry into the Kazakhstan market of new logistics players who already have experience reducing the delivery time from several days to several hours. Developing secure ways to pay for goods purchased online is a second priority. And the question of the third priority is the maximum possible simplification of the return conditions.

It would be inappropriate for our review not to consider the possible sources of e-commerce growth. It's worth starting with social commerce. This expression not only inspires social media in the United States, but it has also taken its place in China as well. According to e-marketer (Emarketer & Cramer-Flood, 2021) estimates, social commerce in China grew 44.1% last year and will grow another 35.5% this year to reach \$ 363.26 billion. By comparison, a social business in the United States will hit \$ 36.09 billion this year.

Studies by foreign authors emphasize the positive impact of SMM on the development of e-commerce. According to an Indian researcher (Yadav & Rahman, 2018), SMM, from consumers' point of view, includes five dimensions: interactivity, information content, word of mouth, personalization, and relevance. Second, the assumed parameters of e-commerce SMM significantly and positively affect all drivers of customer capital (customer equity factors - CED). Third, the CED of e-commerce increases and positively impacts customer loyalty to e-commerce sites that will be e-commerce (Ou et al., 2017).

You can consider here two examples of the development of online commerce through the SMM WeChat and Pinduoduo. WeChat mini program. As ubiquitous as Tencent's excellent app has been in China for nearly a decade, WeChat's interface

has only recently begun to facilitate e-commerce skillfully. Mini-programs allow all businesses to make better use of the WeChat user base, and as a result, they have become extremely popular with both merchants and consumers. As soon as WeChat introduced the Mini Programs option, a real boom in social commerce began in China. More than \$ 200 billion in purchases were made through these programs last year and are considered social commerce.

Pinduoduo. The group shopping and social media phenomenon grew from 0.5% of China's e-commerce market in 2016 to a projected 13.2% in 2020 (The Alibaba claims by 50.8%, while the JD. Com - to 15.9%). Pinduoduo unblocked China's participation in e-commerce in rural areas is more effective than any other platform - in terms of both purchases and sales - and almost instantly became the fourth largest e-commerce company globally. Pinduoduo's value proposition remains almost unique, even globally. For example, there is no platform for creating massive discounts on wholesale purchases for communities in the US market, and it is unclear whether they will ever be.

Data on Kazakhstan consumers who prefer to make purchases on marketplaces make it possible to single out the three most popular. The Kazakh platform is Kaspi.kz, the Chinese one is AliExpress, and the Russian one is Wildberries.

Kaspi.kz is used by 53% of women, 40% are aged 25-34, and 24% have determined their income from 100 to 150 thousand Tenge per month.

Among Kazakhstan buyers on AliExpress, 59% are men, 19% have high education, and 20% have no permanent income.

At Wildberries, 77% of women shop, 90% urban dwellers, and 15% 45 to 54. Marketplaces are an excellent opportunity to develop online sales for small and medium-sized businesses.

When the target audiences of the marketplaces above coincide with the companies' target audience, it can be an excellent opportunity to develop and increase sales in e-commerce. During a pandemic, e-commerce under new digital technologies will provide opportunities for economic development and job creation.

Contribution of the paper

This paper contributes to the business area through analysis, offering a methodology for developing e-commerce projects and government services to develop Kazakhstan's online commerce in general. In addition, some trends are presented here as directions for development through testing and market adaptation which could be base for developing a strategy for increasing online commerce from all over parts of its: customers side, sellers side, delivery, logistic and online promotion.

From a scientific point of view, this article can be part of a scientific study to build a working system with consumers to increase sales and collect feedback through the SMM.

There is data for further research on this subject on other geographical, international, and local markets and countries for scholar contribution.

Conclusions

Concluding the review, it is necessary to note the sad reason, and, unfortunately, not decreasing so far in importance, the pandemic and the quarantines associated with it, as a continuing incentive to make online purchases in Kazakhstan and other world markets.

In Kazakhstan, the E-commerce industry landscape is developing, involving all parts of the market. We saw that the consumer's side had shown willingness to shop online and even recognized the global trend of shopping development in social media. For consumers existing and develop a sufficiently high level of mobile and Internet payments, where Kaspi is the leader and driver of the development of payment systems, helped Kazakhstan make a significant breakthrough in the development of e-commerce. Kaspi's successful IPO also evidences this on the London Stock Exchange (Quate, 2020). Kaspi development motivated other banks to make changes in this direction, and now we see other examples of mobile payment in Kazakhstan. Here we should say that the Internet coverage of the

E-commerce jump 2020, the survey of suppliers and consumers in Kazakhstan, as well as ways for growth following worldwide leaders examples.

Tatyana Soldatenko, Saira Essimzhanova

population of Kazakhstan is 99% (Ranking, 2021). This is achieved thanks to mobile communication, which has not stable speed but gives access to the Internet in the rural sector. This matter is vital for the evolution of new forms of agricultural guidance in Internet commerce, as we have seen on the Chinese market, which could be an essential part of Kazakhstan's strategy for country agricultural sector transformation. From this point of view, the market places role is underestimated by sellers in Kazakhstan. Here is a possibility for the particular project created for the agricultural sector emphasizing the Kazakh language audience, with is the primary language in the rural regions.

Another significant part of online trade delivery and logistics demonstrate not stable progress with changes in cross-board regulations and, at the same time, the arrival of new players in the delivery market, especially in big cities. All these points are based on accelerating the trade transition from offline to online and mixing these formats. It is also necessary to note another important factor that online tools give today many different possibilities for promotion and selling for all target audience groups. There is still a question about the global economy and how it will behave after the pandemic; there is no unambiguous answer to this question yet. But one thing is clear, it will not remain the same and, most likely, will not repeat the pace of development of the first decade of the twenty-first century, but e-commerce has entered our life forever.

References

1. Nakhate, S.B., & Jain, N. (2020). The Effect of Coronavirus on E-Commerce. *Studies in Indian Place Names*, 40(68), 516-518.
2. Rogers, E.M. (1983). Diffusion of Innovations. London, U.K.:The Free Press.
3. Howland, D. (2020, April 8). The Consumer After COVID-19. *Retail Dive*.
4. Rohm, A.J. & Swaminathan, V. (2004). A Typology of Online Shoppers Based on Shopping Motivations. *Journal of Business Research*, 57(7), 748-757.
5. Peres, R., Muller, E., & Mahajan, V. (2010). Innovation Diffusion and New Product Growth Models: A Critical Review and Research Directions. *International Journal of Research in Marketing*, 27, 91-106.

6. Kim, R.Y. (2020). The Influx of Skeptics: An Investigation of the Diffusion Cycle Effect on Online Review. *Electronic Markets*.
7. Emarketer, & Cramer-Flood, E. (2021). *In global historic first, e-commerce in China will account for more than 50% of retail sales*. Retrieved March 18, 2021 from <https://www.emarketer.com/content/global-historic-first-ecommerce-china-will-account-more-than-50-of-retail-sales>.
8. Jones, K. (2020). COVID-19 The Pandemic Economy: What are Shoppers Buying Online During COVID-19? Retrieved from <https://www.visualcapitalist.com/shopper-buying-online-ecommerce-covid19/>
9. Marketingcharts. (2021). E-Commerce Projected to Account for the Majority of Retail Sales in China This Year. Retrieved March 19, 2021 from <https://www.marketingcharts.com/industries/retail-and-e-commerce-116430>
10. Bhatti, A. (2018). Consumer Purchase Intention Effect on Online Shopping Behavior with the Moderating Role of Attitude. *Internat. J. Academic Management Sci. Res.(IJAMSR)*, 2(7), 44-50.
11. Niazi, M.A., Shahid, A., & Naqvi, H. (2020). The pandemic is e-commerce's time to shine. But will it last? Retrieved from <https://profit.pakistantoday.com.pk/2020/05/04/the-pandemic-is-commerce-time-to-shine-but-will-it-last/>
12. Belretail. (2021). Share of e-commerce in retail sales in China to exceed 50% in 2021. Retrieved February 2, 2021 from <https://belretail.by/news/dolya-e-commerce-v-roznichnyih-prodajah-v-kitae-prevyisit-v-godu>
13. Klein, A. (2019). China's digital payments revolution. Brookings Institution's Economic Studies program.
14. Andrienko, O. (2020). Ecommerce & Consumer Trends During Coronavirus. Retrieved from <https://www.semrush.com/blog/ecommerce-covid-19/>
15. Andrienko, O. (2021). 2021 Growth Channels for Ecommerce Marketing. Retrieved from <https://www.semrush.com/blog/2021-growth-channels-for-ecommerce-marketing/>
16. PWC. (2021). E-commerce analysis 12 months 2020 and 12 months 2021 in Kazakhstan. Retrieved March 3, 2021 from <https://www.pwc.com/gx/en/e-commerce/jump-2020-the-survey-of-suppliers-and-consumers-in-kazakhstan-as-well-as-ways-for-growth-following-worldwide-leaders-examples.html>

[https://www.pwc.kz/ru/publications/e-commerce-analysis/e-commerce-12m2020-12m2019.html.](https://www.pwc.kz/ru/publications/e-commerce-analysis/e-commerce-12m2020-12m2019.html)

17. Ospanova, N. (2020). What is important to know when starting online sales? *Report on Kazakhstan Consulting Week*.

18. InBusiness. (2020). E-commerce in Kazakhstan, which explains the record growth in online sales. Retrieved March 21, 2021 from <https://inbusiness.kz/ru/news/e-commerce-v-kazahstane-chem-obyasnit-rekordnye-tempy-rosta-onlajn-prodazh>.

19. Kapital. (2021). Kazakhstanis spent 596 billion Tenge on online purchases. Retrieved March 8, 2021 from <https://kapital.kz/economic/93884/kazakhstantsy-potratili-na-onlajn-pokupki-596-mIrd-Tenge.html>.

20. Profit. (2021). The e-commerce market in Kazakhstan has exceeded half a trillion Tenge. Retrieved March 12, 2021 from <https://profit.kz/news/61290/Rinok-elektronnoj-kommercii-v-RK-perevalil-za-poltrilliona-Tenge>.

21. 365 Info. (2020). An amount of online purchases decries. Retrieved March 1, 2021 from https://365info.kz/2020/06/kolichestvo-onlajn-pokupok-v-karantin-snizilos-issledovanie?fbclid=IwAR3MhqqfNCZOuCUWcoyxe8DRPOLoUrXB1RTn77z8Y8362g12mh_4PYC1KUU

22. Kapital. (2020). Online quarantine purchases decreased – research. Retrieved March 10, 2021 from https://kapital.kz/economic/84914/kak-vozmozhnost-priobresti-tovar-v-rassrochku-razvivayet-rynek-prodazh.html?fbclid=IwAR1c9dINuVffz_ysieJjhGvd5CRiCok9gCp_9_lYRWmFPOFj_UUM7yNzRg.

23. Yadav, M, & Rahman, Z. (2018). The influence of social media marketing activities on customer loyalty: A study of e-commerce industry. *Benchmarking: An International Journal*.

24. Ou, Y.C., Verhoef, P.C., & Wiesel, T. (2017). The effects of customer equity drivers on loyalty across services industries and firms. *The Journal of the Academy of Marketing Science (JAMS) Sci. 45*, 336–356.

25. Quate. (2020). A successful IPO in London has made businessmen from Kazakhstan billionaires. Retrieved March 25, 2021 from <https://quote.rbc.ru/news/article/5f88586b9a79473c49d5caa7>
26. Ranking. (2021). Accessible Internet: Kazakhstan entered the TOP-10 countries of the world with the cheapest mobile Internet. Retrieved from <http://ranking.kz/ru/a/infopovody/dostupnyj-internet-kazakhstan-voshyol-v-top-10-stran-mira-s-samym-deshyovym-mobilnym-internetom>

Theoretical Exploration of Consumer Behavior

Eduard Khegay, Sanzhar Aubakirov

LTD Innoforce Systems, Kazakhstan

Abstract

This article discusses consumer behavior phenomena, its essence and several models and theories. The purpose of the study is to determine consumer behavior patterns, types, necessity and application. In this article we determined a several definitions of consumer behavior. We also studied different theories and models of consumer behavior. The main research question is the following: What are the phenomena of consumer behavior and what kinds of consumer behavior models exist? All data has been collected from the secondary sources, including websites, books, articles, journals and scientific articles. As a result of this work we determined a several definitions of consumer behavior and compared them between each other. In this work we also described models and theories of consumer behavior, determined by different authors. Current knowledge will be implemented in a future works, devoted to the identification of consumer behavior models in e-commerce. Consumer behavior in e-commerce has a lot of differences, rather than consumer behavior in offline sphere. E-commerce includes a lot of pre-purchase and post-purchase factors. We will try to dive in this in our future works. In the end of this work, we will conclude that consumer behavior analysis can positively effect on company's revenue.

Keywords: consumer behavior, decision making process, consumer buying behavior, models of consumer behavior, theory of consumer behavior.

Introduction

The analysis of consumer behavior is a key factor of success of an e-business. The internet penetration through the life of humanity has made it clear that e-commerce and consumer behavior has evolved. In Kazakhstan, the number of Internet users is 84.2% of the total population of 18 million people: these are residents of all 118 cities and 4,235 settlements that have the opportunity to use 3G / 4G network connections (Pokidayev, 2020). The Quarantine in Kazakhstan has positively influenced on online trading and payment transactions. According to Kazpost data, the e-commerce volume reached 435 billion tenge (US\$1.05 billion), 9.4 percent of total retail, in the first half of 2020 (Yergaliyeva, 2020). Due to the increasing e-commerce volumes it is necessary to analyze consumer behavior patterns of Kazakhstani users. Understanding patterns of consumer behavior for e-business is crucial in terms of sales, revenue and competition. Importance of consumer behavior analysis is undeniable. Obtaining detailed information on consumer behavioral factors can significantly improve service of an organization. Behavioral analysis can also be a key to creation of interesting value propositions for consumers, identification of their needs and increasing business conversions. Kotler and Keller spotlight the significance of understanding consumer behavior and the ways how customers select their goods and services can be critically important for companies as this gives them a competitive advantage over its competitors in a variety range of aspects (Kotler & Keller, 2011). Huseynov & Yildirim have found that understanding the motives and factors of online consumers for online shopping leads to a successful determination and implementation of a marketing strategy on the Internet (Huseynov & Yildirim, 2016). As we can see and analyze there is a huge need to identify consumer's needs on e-market. But before get to study consumer behavior in e-commerce, we need to research from the very beginning. In this article we will study consumer behavior in its nature: definitions,

terms, models and theories. The research question is “What are the phenomena of consumer behavior and what kinds of consumer behavior models exist?”

Literature Review

The literature review of this work contains everything related to the study of consumer behavior. This work focuses on finding relevant book, articles, journals and other materials that have scientific impact on studying consumer behavior. Such materials include everything related to consumer behavior, models of consumer behavior, competitive advantage of analysis of consumer behavior and its essence. Description of researched material will be presented in a section below. Using described material, we will try to understand the main definition of consumer behavior.

Methodology

It is widely recognized that customer centricity is a fundamental source of competitive advantage and improved business performance (Shah et al., 2006). It states that companies should understand their customers. But this requires a deep analysis of all factors that influencing consumers buying behavior and their preferences. Customer-centric companies must focus on customer satisfaction and in order to meet customer needs, must identify the target markets they focus on with all their dynamics and details. Defining the characteristics of the target market is one of the ways to understand consumer's behavior and increase satisfaction level. Consumer buying behavior plays one of main roles in achieving a company's objectives. Commercial success of companies depends upon the relationship between marketing strategies and understanding of consumer buying behavior. Consumer buying behavior and their decisions on purchase indicate how good organization's marketing strategy fits the demand of the market. Thereby, marketing of company begins with the consumer and ends with the consumer.

According to Armstrong, study of customer behavior is based on consumer buying behavior. In this study customer plays three distinct roles: payer, user and buyer (Armstrong, 1991). This research shows that consumer behavior is not an easy thing to deal with. Consumer behavior is hard to predict, even for experts in the field.

According to Blackwell, 'consumer behavior is the actions and decision processes of people who purchase goods and services for personal consumption' (Blackwell et al., 2006). Solomon states that consumer buying behavior is a process of choosing, purchasing, using and disposing of goods and services by the individuals and groups in order to satisfy their needs and wants (Solomon, 1995). Consumer buying behavior described by Stallworth as a set of activities which involves the purchase and use of goods and services which resulted from the customers' emotional and mental needs and behavioral responses (Stallworth, 2008). The definitions which are given above simple in consumer behavior, but actually contains seven key points:

1. Consumer behavior is stimulated: In general, this means that consumer behavior is motivated to achieve a specific purpose. Behavior is a means to achieve the goal (satisfying needed).
2. Consumer behavior encompasses many activities: The basic features from the proposed definitions of consumer behavior focus on activities.
3. Consumer behavior is a process: Topics of selection, purchase, consumption and withdrawal of goods implies processing consumer behavior. Consuming process involves three steps: activities before purchase, purchasing activities and the post purchase activities.
4. Consumer behavior is different in terms of time and complexity: The order of complexity is the "number of activities" and "hard" of a decision. Take time and complexity associated together: it means by fixing the other factors, whatever the decision is more complex, will be spent more time.

5. Consumer behavior includes various roles: In any particular situation, a consumer can play combine these roles. Also, for any specific purchase may be more than one person involved in one or more roles.
6. Consumer behavior is also influenced by external factors: Basically, this concept reflects that consumer behavior has adaptive nature. Consumers are compatible with their surrounding environment and their decisions are largely influenced by external forces. Some of these factors can include culture, social class, family, reference groups, and so on.
7. Different people have different behavior: Obviously, different people regarding different preferences divulge the different consumer behavior and this is due to individual differences and personal preferences or interests. Marketers turn into market segmentation for different people (Hampa, 2007).

Consumer buying behavior researches attempt to reveal the buying decision-making process. It researches consumer characteristics such as behavioral variables and demographics in an attempt to understand people's wants and needs. Thus, such a research allows forecasting concerning not only the subject of purchases but also its motives and purchase frequency (Schiffman & Kanuk, 2012).

The process of decision-making. Before the actual purchase, consumer goes through five stages of decision-making process. Passing these stages, consumer recognizes his or her need, gathers information about solutions, evaluates alternatives and finally makes the purchase decision. After making purchase comes post purchase behavior, where consumer evaluates the satisfaction level received (Kotler & Armstrong, 2009). New customers of the company go through all these stages. However, experienced customers may skip a few stages during a routine purchase. Decision-making process is shown in Figure 1.



Figure 1. A Buyer's decision-making process (Riley, 2012)

Situation in online sphere is a bit different. Nowadays every offline retailer strives to enter the e-commerce market by creating online store with social media or a website. Online store allows businesses reduce expenditure costs and to advertise and sell goods or services over the Internet (Kim et al., 2018). When customers deal with e-commerce it refers to a participation in online transactions (Paylou, 2003). Consumer online buying behavior is a set of steps that a customer goes to buy a good or a service (Anderson & Golden, 1984). Such steps include the following: recognition of a need, selection of ways to solve that need, making decisions on a purchase, gathering information and interpretation, planning and implementation. This process enables organizations to understand how customers make decisions on a purchase and what factors affect the buying decision process.

Consumer behavior model is a formalized description of the relationship between human actions (fact of purchasing a product or services), the motives that determine these actions, as well as properties of the consumer's personality and the state of the external environment in which these actions are performed. A model is simply a mean of describing a concept, its effects and causes (Berkman, 1997).

The first development of consumer behavior models appeared in the 1960 in the works of R. Blackwell, G. Katona, J. Engel, Ph. Kotler (Engel et al., 2007). At the moment there are three main approaches to the formation of consumer behavior models:

1. an economic model, which is based on the assumption that consumers behave rationally in the process of consumer behavior, when making a purchase decision. They are guided by pragmatic considerations in accordance with personal ideas about the maximum usefulness and profitability;
2. the sociologic model is based on the assumption that the main factors determining consumer behavior belong to the area of the external macroenvironment: culture, social classes, reference groups, family, roles, statuses, etc.;

3. the psychological model takes into account the priority influence of the individual's intrapersonal factors on consumer behavior: type personality, self-perception and perception of the external world, life experience, attitudes, beliefs, etc.

It is quite natural that there is no single model of consumer behavior that would allow to consider all components of his or her actions when purchasing any kind of goods or services. That's why it becomes an important task to adapt the existing models of consumer behavior for a specific situation. We will study several models and theories of consumer behavior.

Engel Kollat Blackwell Model. This model refers to 4 stages, that includes decision process stage, information input stage, information processing and variables influencing the decision process (Madhavan & Kaliyaperumal, 2015).

Nicosia Model. This model focus on relationships between the company and its potential customers. It suggests an interactive design where the company tries to influence consumers and vice versa (Nicosia, 1966).

B. Howard – Sheth Model. The earliest and most famous model representing consumer behavior in the market is the Howard-Sheth model. This model attempts to reflect the holistic process of decision-making by the consumers in the market. This model identifies three levels (states) of consumer knowledge that determine consumer decision-making process:

1. a wide field of activity should lead to a solution to the problem when the consumer's knowledge about a given product or brand is very limited or absent; in this situation the consumer does not have separate preferences for the brand of the product, and he is actively looking for information related to alternative brands of products;
2. a limited field of activity associated with solving the problem, when the knowledge of the consumer and his preferences for the brand are partially determined. The consumer cannot fully see the difference between the individual brands, by which preferences are established. The consumer is

looking for more information, which could establish the criteria for making a decision;

3. routine behavior, when the knowledge of the consumer, his preferences of the brand, the choices about products are familiar to him; the consumer is therefore convinced of the purchase of one particular stamps (Howard, 1969).

Stimulus-Response Model of consumer behavior. Buyer's Black Box is a certain choice or purchase response on marketing and other stimuli. For marketers there is a necessity to understand what is hidden beneath Buyers "Black Box" and how stimuli are changed to responses. Black Box Model reveals how stimuli, decision processes, consumer characteristics and consumer responses interact. There are two types of stimuli. First one is called interpersonal stimuli (between people), second one is intrapersonal stimuli (within people). Black Box model refers to black box theory of behaviorism, where the focus is concentrated on the relationship between the stimuli and consumer responses, showed in Table 1.

Table 1. The Black Box model of consumer behavior elaborated on a basis of Meena Madhavan, Dr. K. Chandrasekar (Mdhan & Chandrasekar, 2015).

Environmental factors		Buyer's Black Box		Buyer's Response
Marketing Stimuli	Environmental Stimuli	Buyer Characteristics	Decision Process	
Product	Economic	Attitude	Problem recognition	Product choice
Price	Technology	Motivation	Information	Brand choice
Place	Political	Perception	Search	Dealer choice
Promotion	Demographical	Personality	Alternative evaluation	Time amount
	Natural	Lifestyle	Purchase decision	
	Cultural	Knowledge	Post-purchase evaluation	

In order to understand consumer buying behavior there is a need to focus on the factors that determine the buyer's characteristics in this so called "Black Box" model.

The work of the Hauser and Wernerfelt states that there are two-stage process of consumer choice where a consideration set is first formed from a larger set of alternatives, followed by a purchase / consumption decision in the second stage. In this paper, the key aspects in both stages are the trade-offs a consumer faces with respect to the cost of evaluative search and the expected incremental benefits of including an alternative in the consideration set, and incremental benefits expected at the consumption stage relative to the expected incremental decision costs (Hauser & Wernerfelt, 1990).

Findings and Discussion

This research is theoretical in its nature. It examines the main theories, concepts and phenomena of consumer buying behavior. All the secondary data has been collected from different databases, books, journals and websites. This research answers the following questions: What theories of consumer behavior already exists? What is the essence of consumer behavior and why it is necessary to study? This work would help to formulate future hypotheses, based on the difference between new occurring problems and existing theories and models. According to the several articles that we have studied, we conclude a following table with definition of consumer behavior shown in Table 2.

Table 2. Comparison of consumer behavior definition

Author	Definition
Armstrong J.S., 1991	Study of customer behavior is based on consumer buying behavior. In this study customer plays three distinct roles: payer, user and buyer.
Blackwell R., 2006	Consumer behavior is the actions and decision processes of people who purchase goods and services for personal consumption.

Solomon M., 1995	Consumer buying behavior is a process of choosing, purchasing, using and disposing of goods and services by the individuals and groups in order to satisfy their needs and wants.
Stallworth P., 2008	<p>The definitions which are given above simple in consumer behavior, but actually contains seven key points:</p> <ul style="list-style-type: none"> • Consumer behavior is stimulated • Consumer behavior encompasses many activities • Consumer behavior is a process • Consumer behavior is different in terms of time • Consumer behavior includes various roles • Consumer behavior is also influenced by external factors • Different people have different behavior

Conclusion

This is a review on models, theories concepts related to studying consumer behavior. We understood that consumer behavior relies on a psychological process which include several steps: recognition of a need, finding solutions to solve this need, making purchase decisions, interpreting gathered information, making plans and finally implementing these plans. During the research we have determined a several definitions of consumer behavior. We analyzed decision making process. This work also describes the various consumer behavior models and theories, such as R. Blackwell, G. Katona, J. Engel, Ph. Kotler, Nicosia Model, B. Howard – Sheth Model and Black Box model. For marketers understanding such factors is crucial. Understanding of what is hidden in the deep mind of a consumer when he is selecting a product will help to develop a right marketing strategy that will affect company's revenue. Consumer behavior research is a necessity for a company that want to develop new or existing products, developing communications with customers, distribution strategies and etc. In general, revealing the truth of how your consumer behave will always lead to the increase of revenue and more effective strategy implementations. According to the results of this work, we will try to implement some of the described models in our company called "Innoforce Group"

(Innoforce, n.d.). The main product of the company is Avtobys. Avtobys is e-ticket and fare payment system using a mobile application and transport cards. There are several payment methods in the application, which are in demand and popular among the population of such cities as Atyrau, Aktobe, Semey and Pavlodar (Zhubatkhan et al., 2020). Company receiving a lot of information about consumer actions in a Databases but there is no analysis. In a future works we will work with data from Avtobys. We will also implement theories described in this article, make an analysis and try to answer on the following research question: What economical effect can be achieved using data analysis to identify consumer behavior? In order to answer this research question in our future works we will use Google Analytics instrument.

References

1. Anderson, Jr, W. T., & Golden, L, L., (1984). Lifestyle and psychographics: A critical review and recommendation. *Advances in consumer research*, 11(1), 405-411.
2. Armstrong, J. S. (1991). Prediction of consumer behavior by experts and novices. *Journal of Consumer Research*, 251-256.
3. Berkman, W. H. (1997). Consumer Behavior. U.S.A. NTC Business Books.
4. Blackwell, R., Miniard, P. & Engel, J. (2006). Consumer behavior. Mason: Thompson
5. Engel, D., Blackwell, R., & Miniard, P. (2007). Povedenie potrebitelyey [Consumer behavior]. Saint-Petersburg, Piter Publ.
6. Hampa, S.H. (2007). The effect of valuable variable on willingness to buy responsive environment (test models of consumer behavior), Tehran,iran: Master's thesis, University of Beheshti
7. Hauser, J., & Wernerfelt, B. (1990). An Evaluation Cost Model of Consideration Sets, *Journal of Consumer Research*, 16(4), 393-408.
<https://doi.org/10.1086/209225>
8. Howard, J. A. (1969). The theory of buyer behavior. New York: Wiley.

9. Huseynov, F., & Yildirim, S. Ö. (2016). Internet users' attitudes toward business-to-consumer online shopping: A survey. *Information Development*, 32 (3), 452–465. <https://doi.org/10.1177/026666914554811>
10. Innoforce. (n.d.). Innoforce Group. Retrieved July 31, 2021 from <https://innoforce.kz/>
11. Kim, H., Lee, D., & Ryu, M. H. (2018). An Optimal Strategic Business Model for Small Businesses Using Online Platforms. *Sustainability*, 10(3), 1–11. <https://doi.org/10.3390/su10030579>
12. Kotler, P. & Armstrong, G. (2009). *Principles of Marketing*. Pearson Education. Thirteenth Edition. New Jersey.
13. Kotler, P. & Keller, K. (2011). *Marketing Management*(14th edition), London: Pearson Education.
14. Madhavan, M., & Kaliyaperumal, C. (2015). Consumer Buying Behavior-An Overview of Theory and Models. *St. Theresa Journal of Humanities and Social Sciences*, 1(1), 74-112.
15. Mdhavan, M., & Chandrasekar, K., (2015). Consumer buying behavior-an overview of theory and models
16. Nicosia, F. M. (1966). Consumer decision processes: marketing and advertising implications.
17. Pavlou, P. A. (2003). Consumer acceptance of electronic commerce: integrating trust and risk with the technology acceptance model. *International Journal of Electronic Commerce*, 7(3), 101-34.
18. Pokidayev, D. (2020, April 28). V Kazakhstane poschitali pol'zovatelei interneta. *Kursiv* – *delovye novosti Kazakhstana*. Retrieved from <https://kursiv.kz/news/otraslevye-temy/2020-04/v-kazakhstane-poschitali-polzovateley-interneta>
19. Riley, J. (2012). Buyer behavior - The decision-making process. Retrieved from http://tutor2u.net/business/marketing/buying_decision_process.asp
20. Schiffman, L. G. & Kanuk, L. L. (2012). *Consumer behavior*. New Delhi: Prentice Hall.

21. Shah, D., Rust, R.T., Parasuraman, R., Staelin, R., & Day, G.S. (2006). The Path to Customer Centricity. *Journal of Service Research - J SERV RES.* 9. 113-124. <https://doi.org/10.1177/1094670506294666>.
22. Solomon, M. (1995). *Consumer Behaviour* (3rd edition). New Jersey: Prentice Hall
23. Stallworth, P. (2008) Consumer behaviour and marketing strategic, online, 9.
24. Yergaliyeva, A. (2020, July 28). E-Commerce Volume Expected to Hit Kazakhstan's 2025 Targets. *The Astana Times*. Retrieved from <https://astanatimes.com/2020/07/e-commerce-volume-expected-to-hit-kazakhstan-2025-targets/#%7E:text=According%20to%20Kazpost%2odata%2C%20the,the%20first%20half%20of%202020.&text=In%202019%2C%20Kazakhstan's%20will%20dest%20dream,only%20%245.25%20billion%20by%202025>
25. Zhubatkhan, A., Mussina, A., & Aubakirov, A. (2020). Public transport payment systems: market survey. *Proceedings of International Young Scholars Workshop* 9.

International Educational Migration: Case of Kazakhstan

Kristina Zhalnina

Kenzhegali Sagadyev University of International Business, Kazakhstan

Abstract

This article is devoted to the issue of the current state of international educational migration from Kazakhstan. The article discussed the very essence of migration processes, the problems of this issue, identified the reasons for the increase in the number of those wishing to study abroad, considered the positive and negative consequences of the educational migration of Kazakhstanis, and identified recommendations for stabilizing the issue of youth migration. With the development of society, the trend of getting an education in foreign universities among young people is increasing every day. The multiple growths in the pace of development of educational migration around the world bring the formation of a carefully thought-out migration policy of states and the adaptation of foreign students to new living conditions to the very top of international agendas. In modern realities, the issue of regulating educational migration in the Republic of Kazakhstan is becoming the most acute. Every year more and more young people from Kazakhstan prefer to get an education abroad. For students, there are a lot of advantages to getting education abroad. However, educational migration today has an impact on the state in several areas: the economy of states, foreign and social policy. And this influence is not always positive. The trend of educational migration of Kazakhstanis abroad carries the risks of a brain drain since many young people after completing their studies in foreign institutions are in no hurry to return. With

their foreign diploma, they get a prestigious job and leave Kazakhstan forever. Today Kazakhstan needs effective mechanisms to prevent the outflow of students such as improving the quality of domestic education, facilitating the conditions for obtaining education, increasing the prestige of Kazakhstani universities, etc.

Key words: migration, education, international relations, the youth, globalization, brain drain, foreign universities.

Introduction

Currently, one of the most intensively developing areas in terms of scientific study in the framework of migration research is the phenomenon of educational (or studying) migration. In many countries of the world, education has long been a strategic resource that governments and private businesses use and invest in. Migration and education for many young people are decisions that determine their further life trajectory (Zamotin, 2016).

The process of internationalization in education is controversial. It is based on potentially conflicting processes. On the one hand, countries are involved in the global educational process, on the other hand, they are faced with the problem of emigration of young people to obtain a better and more affordable education offered by other states.

International educational migration is the movement of people between countries to receive education at various levels and for different periods. It includes the movement of schoolchildren, students, graduate students, doctoral students, trainees, professionals who improve their skills in various structures, and organizations. Huge part of the educational migration is the flow of educational migrants who are focused on such educational institutions as schools, colleges, and universities (Youth migration to the West: demographic, social and economic aspects. Course work. Sociology., 2011).

Migration processes in the Republic of Kazakhstan are developing under the influence of various factors: socio-economic, political, ethnic, environmental and

others. Since the first years of independence, the regulation of migration processes has been and still belongs to one of the most important directions of state policy. During this time Kazakhstan has become an active participant in world migration processes (Medikhanova, 2010). Even though Kazakhstan is now getting out of the demographic crisis that began in the late 1990s and lasted until 2008, some demographic indicators are changing for the worse. In 2012, a negative migration balance was recorded, which continued to grow in the following years. The overwhelming majority of those leaving are labor migrants, but there are also intellectual emigrants among them.

Thus, it can be assumed that if appropriate measures are not taken in time, then the negative balance will continue to grow in the future (Sadovskaya, 2016).

The purpose of this research is to identify problems in the field of educational migration from Kazakhstan, as well as to develop recommendations for improving and stabilizing the situation associated with migration processes today.

The following objectives were set: to identify the reasons for the growth of youth migration, to determine the main priority areas of young people, to formulate the problems of this issue and to give recommendations on a possible solution to the problem in the field of migration processes of young Kazakhstani.

Methodology

The methodological basis of this scientific article includes method of studying and analyzing literature, synthesis, and statistical method. These methods were used to study and analyze scientific works, statistical data of international organizations, scientific and news articles based on the results of a survey of applicants and students who study in Kazakhstan, participated in exchange programs, or got an education abroad. A comparative analysis was also used to compare different points of view, the positive and negative aspects of international educational migration in the world and Kazakhstan.

Literature review

Educational migration of young people acts as a separate independent direction of scientific research. This is due to the serious impact of this process on the future fate of young people, the socio-economic situation of the regions and, in general, on the spatial distribution of human capital. There are many works devoted to the study of youth migration, special attention is paid to the question of why young people prefer to receive education abroad, after graduation, whether young specialists return or move abroad.

Educational migration is a multifaceted phenomenon, therefore, the approaches to the study of this type of migration are multifaceted. For example, (Demina, 2018) notes that in the works of Asmolov A.G., Bayram M., Banks J., Bennett M., Soldatova G.U., educational migration is considered through the problems of interethnic interaction and adaptation in a multicultural environment. Ledeneva L. I., Tyuryukanova E. V. and Petrov V. N. mainly analyze the professional migration intentions of students. Most Russian researchers consider two forms of manifestation of educational migrations: "brain drain" from the country and the problems of adaptation of foreign students, the most significant works on this issue are the works of Doctor of Sociological Sciences E.E. Pismennaya (Pismennaya, 2018) and Doctor of Economics S.V. Ryazantsev (Edited by Ryazantsev, 2019).

It is difficult to name outstanding scientists among Kazakhstani authors who study international educational migration and its impact on Kazakhstan. Today there are works of such specialists as: Serikkalieva A. E., Zhumashev D., Sadovskaya E. Yu. and others. The works of the previously listed authors were used in this study. We have works aimed at studying educational migration from Kazakhstan to certain countries that are preferable for Kazakhstani youth, such as Russia, China, and the United States.

In this article the primary sources were analyzed, that is, statistical data on international educational migration from Kazakhstan for the entire period of independence in general terms and for the last 2 years in more detail.

We can see that there are no large-scale works on this topic, they are all fragmentary. Analysis of the current situation and forecasting trends in the field of educational migration is hampered by the insufficient efficiency of modern methods of statistical assessment of migration flows. The problem of lack of reliable information about various categories of the population, caused by the fact that students often do not study for a full academic year, participate in exchange programs, and therefore their number may not be reflected in the statistics of students based on the rules of a particular university of the recipient country.

Findings and discussion

For 30 years of sovereignty, international migration in the Republic of Kazakhstan has gone through a stage of rapid and spontaneous development and in recent years has entered a period of relatively regulated movements. During this period, the directions of migration changed significantly: new types were formed, migration policy, legislation, and management institutions were developed and reformed. Causal relationships in migration are complex and correlate with market and political transformations within the country and inclusion in the regional and global economic systems (Toleuov, 2020).

The largest group leaving Kazakhstan is the youth. In the Concept of State Youth Policy of the Republic of Kazakhstan, the term migration is used once in connection with the indication of the values on which it is planned to base the socialization of young people and their involvement in social and political life. At the same time, several areas are indicated that can have a direct impact on the migration potential of youth: provision of affordable and high-quality education; creating conditions for youth employment; development of a system of affordable housing for young people (About education. Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III.).

The problem of educational migration, namely the annual growth in the number of Kazakhstani applicants and students who go abroad to get an education, is discussed at a high level. The Government of Kazakhstan is seriously concerned

that the outflow of applicants increases every year. So, Government is developing ways to solve this problem, such as improving the quality of education in Kazakh universities, allocating many grants for education, simplifying the procedure for admission to higher education institutions, etc. (Mussina, 2020).

In March 2010, Kazakhstan officially joined the Bologna Declaration and in accordance with the requirements of the Bologna process moved to the three-level model of training: Bachelor - Master - Doctorate (Ph.D.). Kazakhstan as a full member of the European Higher Education Area has begun to actively use the relevant standards and introduce them into the higher education system. Today, Kazakh universities are slowly moving forward in the world rankings of QS World University Rankings, Webometrics, QS University Rankings: ECA. In Kazakhstan, there is free higher education, funded by the republican budget, and paid higher education.

Almost 30% of all students at universities receive education at the expense of a state educational grant. Grants in Kazakhstan are the main part of the financing of universities, thanks to which the state attracts interested students to national universities, controls and regulates the training of specialists. Kazakh universities actively participate in the implementation of joint projects of international organizations UNESCO, UNICEF, DAAD, ERASMUS +, Mevlana, etc., cooperate with foreign universities within the framework of 7743 international agreements with more than 55 countries of the world, implement joint programs for obtaining two diplomas (Ledeneva, 2021).

Despite the efforts of the Government of Kazakhstan and the Ministry of Education and Science to introduce new educational mechanisms and include higher education institutions in the international educational system, the outflow of young people for the purpose of obtaining foreign education not only does not stop - but its intensity increases every year. There are no precise, systematic data on educational migration from Kazakhstan: as a rule, the volume of migration is recorded only for those who study abroad at the expense of the national budget. At the same time, the statistics do not consider those who study abroad at their own

expense or international scholarships (Shchekunkikh, 2021). Statistics on Kazakhstani students studying abroad are presented on the official statistical websites of host countries, such as Russia and China. Also, information regarding the number of students from Kazakhstan is presented on the websites of international organizations.

The dynamics of the migration movement of young people have changed in different directions since 2010. At first, the volume of youth immigration exceeded the volume of emigration, and the migration balance had a positive value. However, since 2014, migration flows began to change direction, and the volume of emigration has already exceeded the volume of immigration of young people, which led to a negative balance. It was first recorded in 2014 and continues to increase nowadays. Young people, as the most mobile group, react to the economic state of the country, and as soon as the economic crisis begins to manifest itself, the intensity of youth emigration immediately increases (Foreign youth migration in Central Asian countries: analysis of risks and minimization of negative effects., 2019).

Schoolchildren, applicants, and students from Kazakhstan are focused on obtaining higher education in Russia, China, USA, European countries and aim to stay there to work after graduation. Young Kazakhstani leave Kazakhstan because they believe that domestic education is inferior in quality and may also be less accessible. For example, in neighboring Russia, the number of budget-funded places is increasing for foreign students, housing and scholarships are provided. In addition, the admission rules have been simplified. Those who leave Kazakhstan are often the most capable and talented, which diminishes the country's potential for long-term economic growth as well as the country's development (Kasumova, 2019).

UNESCO (Global Flow of Tertiary-Level Students, 2021) collects statistics on the volume of international educational migration. If we rely on the latest data from an international organization, almost 84.000 Kazakhstani students are studying abroad. According to UNESCO Institute of Statistics, first 5 destination countries of

Kazakh youth are: Kyrgyzstan, Turkey, United States, Czech Republic, and United Kingdom. This information is presented in Table 1.

Table 1. UIS data on the mobility of students. Kazakhstan

Country of origin (number of students)		Destination country (number of students)		Key Indicators	
Uzbekistan	26,130	Kyrgyzstan	2,479	Students abroad:	
				Total number of mobile students abroad	83,503
India	4,453	Turkey	2,065	(% of total mobile students)	1.5
Turkmenistan	3,294	United States	1,764	Outbound mobility ratio	13.2
Russian Federation	1,487	Czechia	1,677	Gross outbound enrolment ratio	-
Kyrgyzstan	1,161	United Kingdom	1,321	Students hosted:	
China	989	Germany	956	Total number of mobile students hosted	40,742
				(% of total mobile students)	0.7

Mongolia	973	Rep. Korea	681	Inbound mobility rate	3.3
Tajikistan	613	Poland	650		
Afghanistan	415	Malaysia	572		
Turkey	316	Canada	506		

Based on many articles on educational migration from Kazakhstan in the top of the countries most popular among Kazakhstani are Russia and China. So, according to the statistical collection «Export of Russian educational services», in 2018, 59.3 thousand Kazakhstani arrived in Russia to study at universities (Export of Russian educational services: Statistical Collection. Issue 9, 2019). According to the General Consulate of the People's Republic of China, 15 thousand students from the Republic of Kazakhstan studied in China in the same period (Koshanova, 2016).

The total number of Kazakhstani studying outside the country is not recorded. The most popular areas of educational migration are: Russian Federation - 39.6 thousand people; People's Republic of China- 17.6 thousand people; Republic of Korea- 1.6 thousand people; United Kingdom- about 1 thousand people (Foreign youth migration in Central Asian countries: analysis of risks and minimization of negative effects., 2019).

According to the statistical compendium of the Eurasian Economic Commission «Education in Figures» (Eurasian Economic Union statistics. Education in Figures., 2020), in 2019-2020, 69.035 Kazakhstani studied at universities in Russia. Since there are only 605.000 students in domestic universities, it turns out that every 10th

Kazakhstani student study abroad. Within the framework of the EAEU, Kazakhstan occupies a 67% share in the total volume of «exports» of students.

According to the statistical information of the EAEU, we can see the dynamics of the number of students in educational institutions of secondary professional education and higher professional education in Russia who arrived from Kazakhstan in the 2015/16 - 2019/20 academic years. According to the results of the research presented in Table 2, we see that a fairly large number of Kazakhstani students studied in Russia. Even though in the 2019-2020 academic year in Russia there were 3 thousand less students from Kazakhstan than in the 2015-2016 Russia also remains a priority for Kazakhstani youth for getting an education.

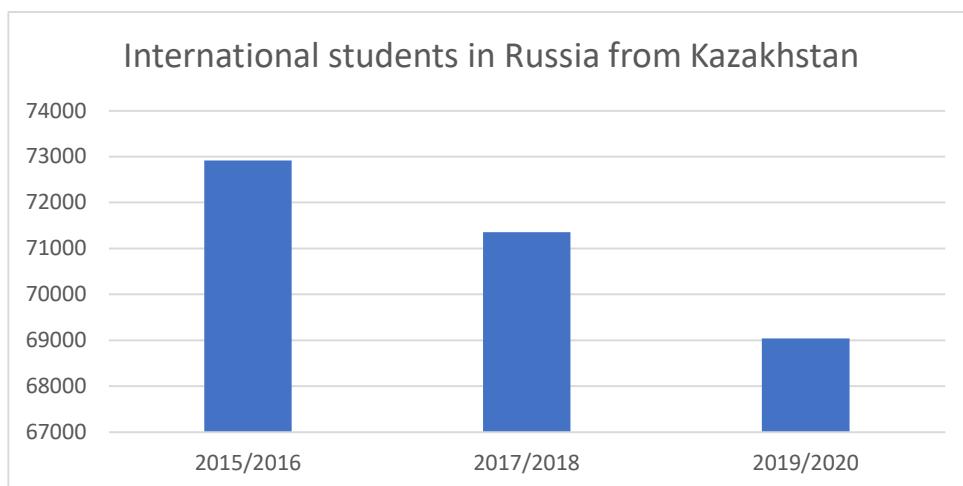


Figure 1. Students from Kazakhstan in Russia in the 2015/16 - 2019/20 academic years

Analysts of the regional office of the International Organization for Migration in Kazakhstan and Central Asia made a calculation. Based on these calculations, analysts made a prediction that the potential of non-return migration of young people who left the countries of the region for work or study can be estimated at

30-35% with a tendency to grow. It means that about 20.000 students from Kazakhstan studying abroad may in the future renounce their citizenship of the Republic of Kazakhstan (Foreign youth migration in Central Asian countries: analysis of risks and minimization of negative effects., 2019).

The youth of Kazakhstan is considering the possibility of obtaining a foreign education to leave the country and not return. Having received education and experience of living in another country, young specialists are again guided by migration for another purpose, for example, with the aim of working or staying permanently (Serikkaliyeva, 2019). Therefore, the issue of Kazakhstani students studying abroad affects the future of the country.

The fundamental factor of the state policy of Kazakhstan in the field of education is determined not so much by the implementation of programs to minimize the departure of young people, but by a well-thought-out migration policy to attract foreign students from Central and Southeast Asia to Kazakhstan. But as we can see, the outflow of students is 2 times higher than the number of students coming to us. The measures taken to date are not enough to stabilize the situation.

Simultaneously with the process of the outflow of Kazakhstani to obtain education outside Kazakhstan, it may happen that the number of people entering Kazakhstani universities will be reduced to 50 thousand people and the republic will have to raise the issue of cardinal reforms in the field of education and employment. Even worse, many Kazakh employers are already refusing to accept employees with higher education who graduated from universities in the republic. And this is a signal about the enormous problems in Kazakhstani higher education (Mamyshev, 2019).

In Kazakhstan, due to the poor-quality material and technical base of Kazakhstani universities, underdeveloped service and infrastructure, gaps in the system of teaching in English, as well as visa restrictions, a situation has developed when outgoing educational mobility exceeds the incoming one. The state policy of Kazakhstan in the field of education is aimed at minimizing risks and threats in the development of social capital. However, the measures by which the Government of Kazakhstan regulates educational migration lose competition to other countries.

These measures are clearly insufficient given the fact that countries aimed at attracting foreign students offer their various educational initiatives and create conditions for retaining foreign graduates in their country.

It is necessary to urgently take measures to stabilize the situation to prevent huge problems due to youth migration. To solve the problem of the outflow of young, talented people from Kazakhstan, it is possible to develop ways of solving the problem based on recommendations. To make education in Kazakhstan attractive for both Kazakhstani and foreign applicants, it is necessary to increase the prestige of domestic universities; improve the content of educational programs in English (EP), they must meet modern needs; exclude cases of corruption in higher education institutions; to direct the acquisition of education for the further use of the acquired knowledge; to draw up special educational programs to attract foreign applicants (Koloskov, 2021), etc.

Contribution of research results

This scientific study analyzes and summarizes the available statistical data on the international educational migration of Kazakhstani youth, scientific articles by various authors studying the issues of educational migration in Kazakhstan and the world. The article contains data on the main characteristics of educational migration: what is meant by this name, what is the situation in Kazakhstan regarding student migration, why Kazakhstani prefer to study at foreign universities and stay abroad, where mainly young people of Kazakhstan study, how to reduce the outflow of young future specialists etc. It was revealed that the Government of Kazakhstan is taking decisive steps to improve the quality of education, looking for new opportunities to attract both Kazakhstani and foreign students to Kazakhstani universities. However, this is still not enough to compete with other countries. It was found that educational migration is increasing and can lead to irreversible negative consequences. Therefore, the article proposes to pay more attention to solving problems specifically in the field of educational

migration, since it is the youth that is the future of the country, and if this future migrates, then there will be no one to develop our state.

Conclusion

Today, the world space is being transformed into a single zone where information, goods and services move freely, where ideas spread freely, and their carriers move freely. Therefore, students, undergraduates, PhD students, and university professors use this opportunity. Education abroad is a global trend. Young people want to study abroad, and for this they have many reasons: to receive a high-quality education; great value of European and American diplomas; the presence of additional career prospects; the ability to study one or more foreign languages; the possibility of intercultural communication; the opportunity to travel and explore the world. This is a great opportunity for young people and one of the main indicators of the level of integration of a country into the global community (Khudaverdyan, 2012). However, there is also a negative side to this trend. Many young professionals stay where they received their education and have no desire to return.

The outflow of young people from the country for education abroad is one of the most acute social problems of Kazakhstan. The question of whether the government of Kazakhstan will be able to stop the emigration of young people is extremely important. The outflow of population from Kazakhstan, which began after 1991, continues to exceed immigration. The issues of the outflow of youth from the republic have already been repeatedly brought up for discussion in parliament, however, now the situation continues to remain uncontrolled. Given the international competition in education and the imperfection of the labor market in the country, it is unlikely that it will be possible to stop the emigration of young people in the near future. Most likely, Kazakhstan, as a developing country, will remain a donor of educational and labor resources in favor of more developed countries.

Graduates of schools and colleges prefer to study abroad, since the instrument for determining the level of a teacher's knowledge there is more loyal and attractive for graduates, the quality of education is better, and there are more advantages. Other

countries offer more attractive ways to get education and further work (Chernikova, 2020).

In the very near future, the issue of the outflow of young people from the Republic of Kazakhstan should be taken very seriously. The results of the study conducted by the author showed that despite the ongoing educational policy and the inclusion of Kazakhstan in international educational systems, the attractiveness of Kazakhstan as a country for study, life and work is ambiguous, especially among youth groups. Objectively, Kazakhstan is currently losing the fight for student resources, while the outflow of human capital from Kazakhstan increases the risks for the Kazakh labor market both in the long and medium term. If we do not take appropriate measures, all this can lead to a sharp deterioration in the demographic situation, economic problems, a shortage of students in Kazakh universities, the complexity of international relations, instability in the country and even problems in the field of national security of the republic. However, the expert community remains confident that with an adequate educational policy in the country, emigration risks can be minimized.

The recommendations for changing the situation are that the regulation of educational migration should be of a systematic nature. First, it is necessary to create a positive image of the country and consolidate this image among young people at the level of socio-psychological attitudes. The state should not regulate the migration of all age groups but concentrate its efforts on the youth segment. To reduce the intensity of youth emigration, the most significant solution to the problem is to increase the competitiveness and quality of Kazakhstan's higher education, which is possible, including through the exchange of theory and practice with competitors. To achieve a high level of internationalization in higher education, it is recommended to expand the range of educational programs in English. It is also advisable to develop the practice of implementing programs for issuing two diplomas, to develop a strategy for the internationalization of higher education in the Republic of Kazakhstan. This strategy will include such key issues as attracting foreign students, ensuring the international reputation of universities,

improving the quality of research and scientific developments, cooperation with foreign scientists, etc.

References

1. About education. Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III. (n.d.). Retrieved from Adilet: https://adilet.zan.kz/rus/docs/Z070000319_
2. Chernikova, A. (2020). Educational migration from the countries of the Eurasian economic union: social threats, prospects, dynamics. Vestnik Nizhegorodskogo universiteta im. N. I. Lobachevskogo. Seriya: Social'nye nauki, pp. 149-157.
3. Demina, A. V. (2018, April 21). Relevance of studying educational migrations. Molodoj uchenyj, pp. 267-268. Retrieved from <https://moluch.ru/archive/202/49544>
4. Edited by Ryazantsev, S. K. (2019). Migration as a resource for socio-economic and demographic development. Moscow: Econ-Inform.
5. Eurasian Economic Union statistics. Education in Figures. (2020, September 15). Retrieved from Eurasian economic commission: http://www.eurasiancommission.org/ru/act/integr_i_makroec/dep_stat/econs tat/Documents/Education%20Yearbook/EducationEAU2020.pdf
6. Export of Russian educational services: Statistical Collection. Issue 9. (2019). Moscow: Ministry of Science and Higher Education of the Russian Federation. Center for Sociological Research.
7. Foreign youth migration in Central Asian countries: analysis of risks and minimization of negative effects. (2019). Retrieved from IOM publications : https://publications.iom.int/system/files/pdf/external_youth_migration_ru.pdf

8. Global Flow of Tertiary-Level Students. (2021). Retrieved from UNESCO Institute of Statistics. : <http://uis.unesco.org/en/uis-student-flow>
9. Globalization of education and ways of entering Kazakhstan into the world educational space. (2013, September 26). Retrieved from Information agency Strategy2050.kz.: <https://strategy2050.kz/ru/news/1564/>
10. Kasumova, V. (2019, June 28). Where do Kazakhstanis go to study. Retrieved from Kursiv: <https://kursiv.kz/news/obrazovanie/2019-06/v-kakie-strany-kazakhstancy-uezzhayut-uchitsya>
11. Khudaverdyan, V. (2012). Youth migration in the modern world: causes and consequences. Znanie. Ponimanie. Umenie, pp. 142-148.
12. Koloskov, F. (2021, January 10). For education from Kazakhstan to Russia. And from Russia to Kazakhstan? Retrieved from Ritmeurasia: <https://www.ritmeurasia.org/news--2021-01-10--za-obrazovaniem-iz-kazahstana-v-rossiju.-a-iz-rossii-v-kazakhstan-52694?print=1>
13. Koshanova, S. R. (2016). On some aspects of educational migration from Kazakhstan to China. Kazakhstan Spectr, pp. 63-82.
14. Ledeneva V. YU., L. O. (2021). EDUCATIONAL POLICY OF KAZAKHSTAN IN THE CONDITIONS OF MIGRATION OF YOUTH. Vysshee obrazovanie v Rossii = Higher Education in Russia, pp. 156-168.
15. Mamyshev, Z. (2019, November 20). Kazakhstanis will more often leave the country to study. Retrieved from Kursiv: <https://kursiv.kz/news/obrazovanie/2019-11/kazakhstancy-stanut-chasche-uezzhat-iz-strany-na-uchebu>
16. Medikhanova, A. (2010). The main trends of migration processes in Kazakhstan at the present stage. Vestnik KazNU, p. 138.
17. Mussina, S. K. (2020, December 30). Migration processes in Kazakhstan: Trends, specifics, factors. Bulletin of the Karaganda University. ECONOMY Series, pp. 53-67.

18. Pismennaya, E. (2018). Sociology of migration and adaptation. Moscow: Financial University, Department of Sociology, History and Philosophy.
19. Sadovskaya, E. Y. (2016). International migration in Kazakhstan during the period of sovereignty. *Kazakhstan Spectr*, pp. 7-42.
20. Serikkaliyeva, A. N. (2019, December 31). Educational Migration from Kazakhstan to China: Reality and Prospects. *Integratsiya obrazovaniya*, pp. 504-517.
21. Shchekunskikh, V. (2021, June 24). For a diploma- abroad: where and why do students leave Kazakhstan to study. *Russia*.
22. Suvorova, V. B. (2019). International educational migration as a "soft power resource" in the era of globalization. *Upravlenie*, 131-139.
23. Taisheva, V. (2020). Value-political contexts of educational migration. Thesis. Moscow: RUDN University.
24. Toleuov, Z. S. (2020, February 27). Youth Migration Control in Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan, and Tajikistan). *Vestnik Kemerovskogo gosudarstvennogo universiteta. Seriya: Politicheskie, sotsiologicheskie i ekonomicheskie nauki.*, pp. 33-43.
25. Youth migration to the West: demographic, social and economic aspects. Course work. Sociology. (2011, February 15). Retrieved from Bibliofond: <https://www.bibliofond.ru/view.aspx?id=476093>
26. Zamotin, M. (2016). Educational migration in migration studies of Russian authors. Discourse, pp. 77-86. Retrieved from Discourse: <https://discourse.etu.ru/assets/files/zamotin-m.p%281%29.pdf>

Digitalization of Business Processes in Kazakhstani Companies

Kazybayeva Alua₁, Pak Ella₂

¹AK Consulting LLP

²UP Consulting LLP

Abstract

This article covers the topic of digitalization of business processes of organizations with a client orientation. During the period of mass digitalization, increasing the flow and volume of information, most companies in different sectors of the economy faced the problem of introducing digital technologies. This was especially acute at the beginning of the pandemic - in March 2020. When companies were forced to transfer their activities online or suspend it. The latter led to the loss of the customer base, to an increase in losses and, as a result, the closure of the organization.

Keywords: Digitalization of business processes, Business Processes, Efficiency, Quality Control, Flowcharts, Automation, Optimization, Management, Business Process Analysis, Information Systems.

Introduction

Digitalization of business processes of companies is one of the most urgent problems in Kazakhstan. As the digital world changes rapidly, the volume of information increases, as well as customer requests and behavior. The time of the pandemic has taught companies not to abandon digital technologies and to respond quickly to market changes in order to preserve their niche. In order to gain competitive advantages, increase efficiency and improve business indicators, most

companies make an immediate decision to automate their business processes in a short time and introduce digital technologies to improve the quality of services or goods provided. The purpose of the study is to identify the dependence of improving business processes with the degree of digitalization of the company, as well as the impact of digitalization on the operational activities of companies. External and internal business processes of enterprises are selected as the main indicators. As a research method for testing the hypotheses put forward, a comparative analysis of data from companies from 20 industries for the period 2018-2020 was used. As a result of the study, it was revealed that the digitalization index has a positive effect on the operational efficiency of companies. The main conclusion is that the greatest effect of digitalization is observed among companies with a client orientation, in which the client acts as an impetus in the automation of business processes. Such companies are usually ready for any market changes and have a high digital maturity, otherwise the lack of digital transformations or their slowdown can move such enterprises far back in the ranking. The assessment of the impact of digitalization on the efficiency of work will allow the management of companies to choose the right strategy in matters of digital transformation, which will ensure the competitiveness of the company, increase its financial efficiency and contribute to its development.

Business Process is a set of consistent actions interrelated with each other that require a clear algorithm of application, so that the resources available to companies can be used quickly, efficiently and effectively to obtain the best possible result for all the processes stakeholders. Since the advent of the business processes concept, the latter has often been studied, analyzed, improved and, of course, optimized. (www.up-pro.ru/encyclopedia/biznes-process).

The research hypothesis is the Business Processes Automation as one of the tools to improve employees' performance and the company operation as a whole. The relevance of the business processes study and their optimization is determined by the fact that any company's operation in the modern realities is transformed very quickly (Henriette et al., 2015). This process is a key business trend today: more and more industries are launching a strategy of actively introducing digital tools (digital

transformations) into their business processes. Digitalization restructures business models, changes the approach to conducting internal and external processes. In addition to new technologies, companies need completely new skills, corporate culture, organizational and operational models. Digitalization has a huge potential in terms of increasing efficiency, speed and quality of work, reducing costs, increasing equipment productivity, the efficiency of raw materials, labor and other aspects of business efficiency.

It is argued that the introduction of new technologies directly affects the productivity of enterprises through qualitative changes in operational processes (Fuentelsaz et al., 2016). Moreover, in developing countries, digitalization is considered the leading driving force of economic growth due to increased capital and labor productivity, lower transaction costs and easier access to world markets (Dahlman et al., 2016). Currently, Kazakhstani enterprises are at an extremely low level of digital development (Galimova, 2019).

Table 1. Internal and external processes. Degree of digitalization

<i>Weak digitalization (external processes)</i>	<i>Weak digitalization (internal processes)</i>
The Customer Journey is often disrupted, which leads to customer frustration, incomplete transactions, and process abandonment.	Processes are considered from an internal point of view, they do not think about customers.
Customer expectations are not met, which can lead to the loss of customers.	Metrics are usually internal dimensions.
Customer interactions are not convenient for customers compared to competitors.	Processes are often inefficient and outdated, which leads to waste, inefficiency, errors and poor quality, which may be obvious to customers.
The information is scattered and difficult to access	Information and documentation are often lost during transmission.
<i>Strong digitalization (external processes)</i>	<i>Strong digitalization (internal processes)</i>

The client is in the center of interaction.	High efficiency and productivity increases profits and reduces costs for customers.
Customers receive support throughout the journey.	Processes start from the client's point of view (based on Lean)
Customers can choose their preferred channels at any time.	Improving quality and reducing the number of defects helps to increase customer satisfaction and reduce costs.
Customers have free access to many types of information.	Greater transparency leads to greater accountability and better service
Customers receive support (call center, support center) or engage in self-service (voice response, virtual assistant, mobile applications)	It is easy to see the status of work in progress, providing a better understanding of customer portraits.
Mobile customers receive the same quality of service as stationary customers.	The content is automated, controlled, easily detected and easily moved across departments, which simplifies customer service.
Source (Shakhmametyeva & Torosyan, 2020)	

However, improving and accelerating business processes and automated systems implementing that will allow a bank to be competitive and meet client satisfaction and market requirements, does not mean reducing staff. Such improvement is aimed at reducing the working hours of employees and increasing their efficiency.

Literary Review

The problem of digitalization began to arise as various information systems appeared that somehow help companies in data processing and the speed of rapid response to market changes. However, this problem became acute during the pandemic - in March 2020. "The unprecedented acceleration of the pace of digitalization of all spheres of the economy and the life of the population is one of the most significant trends of the pandemic. The deep introduction of digital technologies has become one of the main mechanisms for adapting the private

sector to doing business in conditions of social restrictions, increased disruptions in production processes and transport flows. The accelerated implementation of digital solutions by state institutions has become a response to the need to provide public services to the population in conditions of limited physical presence. The ubiquity of remote work and training formats allowed us to stabilize the functions of society and prevent a collapse in the level of income and quality of life of the population. As a result, "we have witnessed an unprecedented growth in the volume of the digital economy", A. Mamin said at the Annual Forum Digital Almaty (Official information resource of the Prime Minister of the Republic of Kazakhstan, 2021).

There is a widespread belief among academics and practitioners that regular actions aimed at optimizing and improving business processes are a major factor in efficiency, economic growth and job creation. Such innovations related to digitalization are often much debated.

In the English Literature, a business process is understood as a set of one or more related operations or procedures that collectively pursue a certain goal of manufacturing or other company activities, usually exercised within a predetermined organizational hierarchy, which reflects a relationship between the stakeholders.

Nowadays, all enterprises, no matter what industry they belong to and what size they are, are actively using business process automation in all operation steps. Each company is interested in enhancing its productivity and reducing labor costs for certain operations, as well as in securing its position in the market. Enhancing such processes is called reengineering. Such a term was first coined by Hammer and Ciampi in *Reengineering the Corporation. A Manifesto for a Revolution in Business* (1997). The authors emphasize Business Process Re-Engineering in every company's life, because there is a need to follow market trends and changes for further prosperity and development.

The authors of "Modeling the Subject Matter Using Enterprise Architect" (2012), suggest reengineering business processes and their optimization by strictly following the sequence of their implementation, as well as by following all the

prescribed steps in the company's developed strategy for implementing such improvements. Moreover, it is noted that the clear compliance with the optimization algorithm and disciplined implementation of each planned step is an opportunity to painlessly and promptly implement new processes (Zolotukhina et al., 2017)

Harrington K.C. Esseling Harm van Nimwegen in a collaboration with Ernst & Young LLP "Optimizing Business Processes", performed many years of research focusing on American and European companies. Relying on the reviewed materials and processes used at that time in the involved companies, the authors disclosed in detail all the process improvement tools, pointed out the bottlenecks that could be encountered in many companies. They also described tools to reduce employees' interference and minimize the bureaucratic factor (Harrington et al., 2002).

The Tutorial "Description and improvement of business processes" by Efimov (2005) addressed the main principles of the process-oriented approach to business process quality management, and described the methodology, classification and documentation of these processes. The author devoted special attention to functional process modeling, as the most promising trend. In this paper, the author has also paid special attention to the improvement and optimization of business processes and he demonstrated options to improve such processes, described the use of updated processes at various stages in various enterprises in detail and displayed the algorithms implementation scheme (Efimov, 2005)

Eliferov & Repin (2011) have jointly raised the topic of developing efficient management tools while business process improvement is of paramount importance among factors and prerequisites that ensure stable economic growth of modern organizations, and is an important objective of scientific research. Setting the existing business processes development process is a constellation of organizational and managerial steps to implement changes within the enterprise: in the nature of production activities, in the organizational structure and other aspects of the organization for the purpose of making it adaptive to the changed operating environment of the enterprise (Eliferov & Repin, 2011). Continuous

improvement of business processes is a basic principle of the process-driven approach to enterprise management.

One of the objectives of the study is to identify whether the degree of digitalization of the company affects the metrics of its effectiveness in comparison with other companies, and if so, how exactly. Digital maturity has become a defining element in corporate competition (Manyika et al., 2015). McAfee and Brynjolfsson argue that competition in industries is becoming more dynamic due to successfully implemented digital systems, while firms that are unable to adapt properly and in a timely manner risk falling behind and becoming uncompetitive (Fitzgerald et al., 2013). Ignoring a new technological innovation in our time can have far-reaching consequences for the future competitive environment of the firm (Manyika et al., 2015). Thus, technologies have changed traditional competition, and the gap between leaders and laggards has increased. Manyika et al. and Yoo state that digitalization opens up new opportunities for companies, increases work efficiency, expands innovative boundaries and allows for better allocation of resources (Fuentelsaz et al., 2016). This is confirmed by Fuentelsaz et al., who believe that the introduction of new technologies directly affects the productivity of the company through changes in the production process it self (Lieberman & Montgomery, 1988). At the same time, already in the 80s, Lieberman and Montgomery clearly stated that technological leadership is one of the main factors providing the advantages of a pioneer, which often lead to an increase in future profitability (Scott et al., 2017). Based on data from SWIFT, a global provider of data security services, reliable evidence has been derived that investments in technology have a positive and significant impact on profitability and productivity in the long term (Eistert et al., 2013) the digital retail giant Amazon uses advanced algorithms that show customers products based on their consumer portraits and adjust prices based on predictive calculations to increase sales and profits. In addition, retail banks use automated digital systems, such as mobile channels and Internet presence, to increase paperless work flows and reduce costs (Eistert et al., 2013). Another example of how digitalization can increase efficiency is the case of the American

automotive corporation Tesla inc.: the company is able to update the software of its electric vehicles without the help of the car owner himself (Kessler, 2015).

The main idea of all studies on the digitalization of business processes is to demonstrate to company managers by real examples what key indicators of the company will be improved after the introduction of information systems and automation of business processes: productivity, revenue, reducing employee time costs, etc. As a result, the study documents a clear and positive impact of digitalization on productivity. Such studies reduce the time for analyzing business processes, which will allow the company to reduce the time for preparatory work and determine a clear algorithm of actions to improve its business processes. It is important to note that the automation of business processes is not directly related to the reduction of manual labor. On the contrary, such improvements lead to an improvement in the skills of the company's employees.

The key idea of all business process studies is to identify a business process or a set of business processes to further decompose them, if necessary. Such actions reduce the time to analyze business processes and their shortening. This will enable the company to determine the importance of a particular operation, thereby reducing the employee's time or automating it. It is important to note that the business process automation is not directly associated with a reduction in manual labor. On the contrary, such improvements lead to an improvement of the company's employees' skills.

Methodology

Today, there are many methods of studying the digitalization of business processes. The theoretical basis of the conducted research was the scientific works of modern authors on the issues of digitalization of the national economy in the conditions of the spread of the Covid-19 virus. In the course of the study, comparative analysis, the method of generalization, the abstract-logical method was used.

Key Findings & Debates

The coming pandemic gave a powerful impetus to digitalization and transformation of the economy. Self-isolation stimulated enterprises to switch to a remote format of work and quickly develop channels and services for building a business online. The current situation in the economy has formed a new experience and increased the penetration of digitalization in the lives of users. There is a rapid growth from the transformation, which can be estimated using the BDI index. (Makarkin, 2020).

The BDI Business Digitalization Index integrates five private indexes (Table 2):

- Channels of the transmission and storage of information – the use of cloud technologies, enterprise email, instant messengers, automation systems, etc.
- Integration of digital technologies – level introduction of the company's technologies such as artificial intelligence, Internet of things, 3D printing, the use of online documents, electronic documents, etc.
- The use of Internet tools for the promotion and development of the company.
- Information security – the introduction of a culture of digital information protection, the use of specialized antivirus programs.
- Human capital – involvement of management in self-development and staff development in the field of digital technologies.

It takes time for the development of digital culture in the business processes of companies, and therefore, despite the growth of the business digitalization index, a value of 50 points indicates that the business is only half ready for the figure. At the same time, only 11% of companies have a high level of digitalization. Among medium-sized businesses, the share reaches 20 %, among sole proprietors-10 %, among micro and small enterprises-12-1 %.

Table 2. Business Digitalization Index (BDI) (according to KazData)

Indicator	2019, %	2020, %
Business Digitalization Index (BDI)	45	50

Private indexes		
Channels for transmitting and storing information	57	59
Integration of digital technologies	27	58
Using Internet tools	52	57
Information security	54	41
Human capital	36	33

In the context of a difficult epidemiological situation and the transition of many companies to remote work, the level of digitalization of enterprises is particularly relevant. There is an understanding among entrepreneurs that digital technologies today are the key to the viability and success of a business. However, not all business representatives were able to quickly rebuild their business processes to a remote format of work: those who did not have time to do this, today suffer losses.

According to a study by the IDF Eurasia group, which was attended by 12 thousand respondents across Kazakhstan, at the beginning of the pandemic, 50% of the surveyed entrepreneurs began to conduct business on the Internet. Another 45% had implemented an online service by May last year.

Even after the quarantine restrictions were relaxed and the entrepreneurs returned to their normal working hours, they continued to develop alternative sales channels. Delivery, the ability to order goods and services directly on the site, chatbots for communicating with customers have been added to advertising in search engines. In general, the work of the business has become more automated. In addition, there was some transformation of the advertising market. Due to the high cost of the usual advertising formats and their low efficiency, many companies are increasingly choosing digital or advertising on the Internet, 100% of respondents said (Yes, 2010).

Currently, the number of companies using digital data transmission channels has increased, such as corporate mail (from 48 % to 56 %), cloud solutions (from 46 % to 52 %) and customer automation systems (from 23% to 33 %). Companies in large

cities of Kazakhstan are more actively using these channels than businesses in the regions (Table 3).

Table 3. Channels for promoting channels and services on the Internet (according to KazData)

Indicator	2019, %	2020, %
Contextual advertising	44	65
Advertising in social networks. networks	34	58
Banner advertising	32	41
Paid advertising on social networks	20	36
Advertising video on the Internet (YouTube, COM)	11	18
Lead Generation (CPA networks) Special	4	11
projects with bloggers	5	10

The Internet coverage of companies for doing business reached 94 % (in 2019 – 92 %). The transition of companies to electronic document management continues: 81 % of companies have abandoned paper document management partially or completely. New platforms for the exchange of documents began to appear, both between companies and with government agencies. All information services have switched to an online format, and public services are reaching a new level.

Many companies are willing to switch to online communication with customers and partners. The share of managers who believe that it is only necessary to communicate with clients or partners in person has decreased (from 38 % to 30 %). Social networks and messengers are actively used to interact with customers.

Companies most often use such special promotion tools as contextual advertising (65 %) and advertising in social networks (58%). In 2020, they began to choose these tools more often (in 2019, 44% and 34% of SME representatives used them, respectively). Facebook Instagram and Facebook are most often used by

entrepreneurs in Moscow to promote their business, and VK.com it remains for regional organizations (Table 4).

Table 4. Social networks used by entrepreneurs for promotion (according to KazData)

Indicator	On average in Kazakhstan (in %)
VK.com	73
Instagram	71
Facebook	50
Classmates	31
Twitter	15
YouTube	14

Confidence in banks as providers of training in the field of digital tools is growing: the share of those representatives of SMEs who believe that the bank cannot conduct such training has decreased (from 35 % to 27 %). 2020 was the year of mass digitalization of the banking industry. Banks that managed to build their own digital platforms by the beginning of the epidemic were instantly among the leaders. After them, customers also rushed to digital, and now digital, rather than "traditional" services, have become the norm. Relationships with banks now do not imply a visit to the office. To use financial services, it is enough to pick up a smartphone. And now the banks that have bet on digitalization are reaping the fruits of their foresight, planning to close some offices for 2021. Such financial organizations have an extensive base of customers who use their services remotely.

In Kazakhstan, those banks whose services were adapted to the figure and were already provided online were also on top. Moreover, some of them have gone beyond the usual and integrated their products into public services (Musrepova, 2021)

The Bank guarantees the issue of correct identification of the person. The security issue in the STB is higher than the average on the market. Today, the population speaks positively about the opportunity to receive services in an online format. Citizens of Kazakhstan living outside the country will now be able to conclude or terminate a marriage, register the birth of a child, change their name, surname, patronymic and get a death certificate using eGov. The finished document is issued at the embassy or consulate of Kazakhstan, abroad. We have brought the most popular services among our fellow citizens living abroad to the online format. Now Kazakhstans will be able to issue the necessary documents through eGov and receive them without leaving their country of residence. The services were implemented with the involvement of embassies and consulates of Kazakhstan in almost 20 major countries of the world. The Internet saved the world during the pandemic. The population felt this for themselves, like no one else (Official information resource of the Prime Minister of the Republic of Kazakhstan, 2021).

The communications industry showed an increase of 8.6% by the end of the year (880 billion tenge). 5214 villages are provided with mobile Internet, but in 1200 villages there are still questions about the speed of the Internet.

In 2021, work on improving the quality will continue. To do this, 286 villages of Kazakhstan will switch to 3G/4G, 80 villages will switch from satellite transmission to ground infrastructure and the quality of mobile broadband will improve in 255 villages (Official information resource of the Prime Minister of the Republic of Kazakhstan, 2021).

Conclusion

In conclusion, this article summarizes the following important points in the digitalization of business processes of companies in different industry affiliations.

1. Kazakhstani companies have begun to use digital technologies and automated information systems more often to optimize business processes, in order to improve their main economic and operational indicators;

2. The share of entrepreneurs who have started their own websites for the convenience of doing business and improving customer service has increased (from 33 % to 53 %);
3. There is a growing interest in various cloud solutions for storing, sending, analyzing and optimizing company data. The introduction or application of such information systems contributes to the speed of primary data processing, automation of some internal and external communications of the company, which subsequently leads to an increase in the efficiency of each division of the company and its competitiveness in the market. At the same time, such tools are not expensive, but on the contrary, they encourage entrepreneurs to use them.

To further increase the growth of digitalization of business and the economy of Kazakhstan, as well as to implement the state program "Digital Kazakhstan", it is necessary:

1. To increase the level of knowledge and skills in the digital environment of personnel and managers of organizations;
2. Strengthen state support in the form of budget allocation for the digitalization of business;
3. To increase the level of information security at enterprises of various sizes and forms of ownership.

References

1. About the Digital Kazakhstan program. Retrieved from Digital Kazakhstan: <https://digitalkz.kz/o-programme/>
2. Dalman, S., Miles, S., & Vermelinger, M. (2016). Using the digital economy for developing countries. Working paper of the OECD Development Center.
3. Efimov, V.V. (2005). Description and improvement of business processes: a textbook. UISTU.

4. Eliferov, V.G., & Repin, V.V. (2011). Business processes: regulation and management. INFRA-M.
5. Eystert, T., Dayton, J., Marku, S., Gordon, F., & Ulrich, M. (2013). Banking in the digital world: information from leading retail banks around the world about the state of affairs and expected problems on the way of digital banking. Chicago, IL: A. T. Kearney, Inc.
6. Fitzgerald, M., Krushwitz, N., Bonnet, D., & Welch, M. (2013). Introduction of digital technologies: a new strategic imperative. MIT Sloan Management Review research Report. Cambridge, MA: Massachusetts Institute of Technology.
7. Fuentelsaz, L., Gomez, J., & Palomas, S. (2016). The impact of new technologies on productivity: an assessment based on intra-company diffusion.
8. Galimova, M.P. (2019). Readiness of Russian enterprises for digital transformation: organizational drivers and barriers. *USNTU Bulletin. Science, education, economics. Series: Economics*.
9. Henrietta, E., Feki, M., & Bugzala, I. (2015). The form of digital transformation: a systematic review of the literature. Q: 9th Mediterranean Conference. about Information Systems.
10. How digitalization is developing in Kazakhstan. (2021). Retrieved from Profit: <https://profit.kz/news/61453/Kak-razvivaetsya-cifrovizaciya-v-Kazahstane/>
11. Harrington, J.H., Esseling, K.S., & Nimwegen, H.W. (2002). Optimization Of Business Processes. The ABC.
12. Kessler, A.M. (2015, October 15). Tesla adds high-speed autonomous driving to its set of tricks. *The New York Times*.
13. Lieberman, M.B., & Montgomery, D.B. (1988). The advantages of a pioneer. *Journal of Strategic Management*.
14. Hammer, M., & Ciampi, J. (1997). Reengineering of the corporation. Manifesto of the revolution in business. *St. Petersburg University Press*.

15. Makarkin, N.P., Gorina, A.P., Alferina, O. N., & Korneeva, N. V. (2020). *Bulletin of the Altai Academy of Economics and Law*, 11 (1).
16. Manyika, J., Chui, M., Bisson, P., Wetzel, J., Dobbs, R., Bugin, J., & Aaron D. (2015). The Internet of Things: Displaying value beyond the hype. Washington, DC: *McKinsey Global Institute*.
17. Musrepova, Zh. (2021). How banks will develop in 2021. Retrieved from Kapital KZ: <https://kapital.kz/finance/93409/kak-budut-razvivat-sya-banki-v-2021-godu.html>
18. McAfee, A., & Brynjolfsson, E. (2008). Investing in IT that creates competitive advantages. *Harvard Business Review*.
19. Scott, S.V., Rynen, J., & Zahariadis, M. (2017). The long-term impact of digital innovations on the activities of banks: an empirical study of the implementation of SWIFT in the financial services sector. *Research policy*.
20. Shakhmametyeva, A.R., & Torosyan, E.K. (2020). *Colloquium-journal*, 15 (67). *TECHNICAL SCIENCES*.
21. The official information resource of the Prime Minister of the Republic of Kazakhstan. Retrieved from <https://primeminister.kz/ru/news/reviews/ezhegodnyy-forum-digital-almaty-kak-proshlo-obsuzhdenie-voprosov-cifrovoy-transformacii-naurovne-glav-pravitelstv-51725>
22. Yes Y. (2010). Computing in everyday life: A call for research in the field of empirical computing. *Wrong Quarterly*.
23. Zolotukhina, E. B., Alfimov, R. V., & Krasnikova, S. A. (2017). Modeling of the subject area using the Enterprise Architect. INFRA-M.

Information about the authors

1. Gainiya Tazhina PhD

(Corresponding author)

Academic Coordinator for the Erasmus+ CBHE Project, Development of Skills and Teachers Training for Leadership/DeSTT, Kenzhegali Sagadiyev University of International Business, Almaty, Kazakhstan.

tazhina.g@uib.kz

2. Alessandro Figus PhD in Political Science

Professor, Adviser to the Rector of Cassino Southern Lazio University, Cassino, Italy

alessandro.figus@unicas.it

3. Ramón Bouzas-Lorenzo

*Professor, Universidade de Santiago de Compostela, Fac. Ciencias Políticas e Sociais
Avda. España – Spain*

ramon.bouzas@usc.es

4. Diana Spulber

Professor, RUDN University, Russian Federation

diana.spulber@sicurezzaelberita.it

5. Eduard Khegay

(Corresponding author)

MSc, LTD Innoforce Systems, Almaty, Kazakhstan

ekhegay@innoforce.kz

6. Sanzhar Aubakirov, Ph.D.

LTD Innoforce Systems, Almaty, Kazakhstan

saubakirov@innoforce.kz

7. Kristina Zhalnina,

Master's degree student

Kenzhegali Sagadiyev University of International Business, Kazakhstan, Almaty

zhalninachristina@gmail.com

8. Soldatenko Tatyana,

(Corresponding author)

*Doctoral student Ph.D., Kenzhegali Sagadiyev University of International Business,
Almaty, Kazakhstan*

soldatenko.t@uib.kz

9. Saira Essimzhanova, Doctor of Economics

*Professor, Kenzhegali Sagadiyev University of International Business,
Almaty, Kazakhstan*

10. Alua Kazybayeva,

MBA, AK Consulting LLP, Almaty, Kazakhstan

alua.kazybayeva@gmail.com

11. Ella Pak, Doctor of Economics

(Corresponding author)

MSc, UP Consulting LLP, Almaty, Kazakhstan

pak@analytic.kz

Author Guidelines

- All papers are assumed to be original and not under consideration with any other publication.
- Manuscripts should be submitted in English through the Manuscript Submission system of the Journal.
- All manuscripts must be free of grammatical and/or punctuation errors.
- Manuscript files should be provided in Microsoft Word format.
- Articles should be between 3000 and 5000 words in length including the text, tables, figures and references.
- All papers must contain the following sections:
 - Abstract (not descriptive, it should be detailed and structured as it is required by the guidelines) - Maximum 250 words including maximum 6 keywords
 - Introduction
 - Literature Review
 - Methodology
 - Analysis/Findings/Results
 - Discussions
 - Conclusions
 - Implications
 - Limitations/Further Research
 - References
- Only detailed abstracts are accepted. The abstract of a paper must be structured and should contain the following sections:
 - Goals and objectives of the research
 - Methodology
 - Results/Findings
 - Novelty/Originality/Value
 - Theoretical or Practical Implications
 - Key words
- All references cited in the article **must be listed in the reference section**.
- **APA (7thedition) style should be used** for in-text citations, tables (if any), figures (if any), and reference list.
- **Do NOT include the AUTHOR(s)' NAME(s), AFFILIATION and ACKNOWLEDGEMENTS in the file name.**
- **Do NOT include the AUTHOR(s)' NAME(s), AFFILIATION in a submitted Manuscript.**
- **the AUTHOR(s)' NAME(s), AFFILIATION must be written in a separate Cover Page for the purpose of a blind review process.**

