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Effect Of Emotional Focus On Students Behavior Self-Control Who Are Prone To Addictions

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Abstract
Modern Russian youth, including students has the problem of propensity to addictive behavior which is no less acute. The prevalence of propensity to alcohol, drugs, Internet addiction and other forms of addictive behavior does not show a significant tendency to decline. The formation of skills of behavior self-regulation, which is determined including the emotional orientation of the person, to be one of the important factors defining the level of susceptibility to addictive behavior, which makes the study of these phenomena relevant one. The purpose of the research is to study the features of self-regulation and the impact on them of the emotional orientation of the University students’ individual who are prone to addictive behavior. The article presents the results of an empirical study on the features of behavior self-regulation and the impact on it of the emotional orientation of the University students’ individual who are prone to addictive behavior in the educational environment. It is found that students with a high tendency to addictions have poorly formed aspects of behavior self-regulation, such as planning, programming, flexibility, evaluation of results and self-motivation. They have less pronounced communicative, Gloria, Gnostic and Acquisition emotional orientation of the person.

Keywords: self-regulation of behavior, emotional orientation, propensity to addictive behavior, University students, educational environment.

Introduction
The relevance of this study is due to the high prevalence of addictive behavior among young people in general and among such part of it as students, in particular. The number of types of addictions dangerous for the individual and society is also increasing. If until recently as the main negative types of addictive behavior were considered alcohol and drug addiction, now more and more attention is drawn to Internet addiction, gadget addiction, dependence on social networks, adrenaline and other forms of addiction, the most common among young people and students (Kvon et al., 2018). The need to develop effective programs to prevent them and reduce the risk of their negative impact on the individual becomes the cause of various scientific theoretical and empirical studies on this topic.
The main reason for addictive behavior is the dissonance between the previously formed worldview of a person and new activities in which he has to be included due to changes in values, norms and rules of behavior in modern society, the need for adaptation and socialization in the new rapidly changing conditions (Rostovtseva & Mashanov, 2012; Kubiatko, Usak & Masalimova, 2016; Davoudi et al., 2018; Fartash et al., 2018). As a result, there is a spiritual and emotional crisis, internal security disappears, there is a sense of uncertainty in the future and the lack of clear prospects in the future, the processes of self-regulation of behavior and activity are disrupted, the emotional orientation of the individual changes. A person begins to feel his/her loneliness in society, increasing the tendency of individualization, selfishness and hedonism as a way of existence, which, without finding its satisfaction, lead to a personal crisis. In such circumstances, a person begins to look for protection from the surrounding reality, ways to change it, and more specifically, the ways of substitution of the reality by illusory world to satisfy him/her. And it is a favorable ground for the spread of various forms of addictive behavior as a way of escape from reality, getting pleasure, shifting the emphasis from the real, useful to society and human activities to specific activities related to addiction.

In addictive behavior, violations in the self-regulation of behavior and human activity, as well as negative emotional orientation can simultaneously act as its cause and as its consequence. Features of behavior self-regulation and emotional orientation of the individual in addictive behavior and propensity to it, especially in student age, insufficiently are studied in modern domestic psychological science, which also actualizes the problem of our study.

The problem of human behavior regulation is studied by many researchers who develop different approaches to this topic. Aristotle wrote about the ability of man to regulate mental processes and States in his works (Aristotle, 2016). The scientific study of self-regulation as a certain process in living systems arose in the early twentieth century. In the 20s, L.S. Vygotsky (2018) began to study the regulation of human actions and mental processes. He noted that the developed forms of self-regulation are characterized by artificial symbolic meanings and are carried out through the integration of various mental functions into an integral functional system that regulates the activity or any mental process.

In the 80 years of the twentieth century, O.A. Konopkin (2008) expressed the idea of the need to create a new area of psychological knowledge – the psychology of self-regulation of subject activity and behavior. According to his definition, mental self-regulation is one of the highest levels of regulation of living systems’ activity, reflecting the qualitative specifics of the mental means of reflection and construction of reality, which include the subject’s reflection on himself/herself, his/her activity, activity, behavior.

K.A. Abulkhanova-Slavskaya (1991), considering the self-regulation of human activity, writes that self-regulation is a mechanism that provides a centralizing, directing and activating position of the subject. With the help of self-regulation, mental possibilities, compensation of shortcomings, regulation of individual States in accordance with the tasks and events of activity are optimized. It also ensures the correspondence of the goals and meanings of the subject’s actions to these events, timeliness, proportionality of actions, etc.

In modern research under mental self-regulation is understood conscious human impact on all mental phenomena that are inherent to him/her (processes, States, properties), the activities carried out by him/her, on his/her behavior to preserve or change the characteristics of their course. The mental processes of self-regulation are clearly conscious (but not in all phases are conscious) and targeted and proactive by nature (Nikiforov & Shingaev, 2014; Cherdymova et al., 2017; Masalimova, Usak & Shaidullina, 2016; Tastan et al., 2018).

The concept of emotional orientation of the person was proposed by B.I. Dodonov (1978). He defined the emotional orientation as the need of the individual in specific experiences and as associated with it the desire for circumstances (conditions, situations) that cause them. The emotional sphere of personality, its
features is largely determined by the leading type of emotional orientation. In turn, the emotional sphere affects the choice of a person's sphere of activity, circle of communication, goals in life and ways to achieve them, the perception of reality. All orientations of the personality (moral, value, worldview, etc.), although they exist independently of each other, are United by the leading type of emotional orientation, which is associated with the functioning of emotion as a value and gives the whole human life a certain emotional color.

The emotional orientation of a person can be considered as the orientation of feelings and experiences of a person, as the emotional and evaluative activity of a person. Types of emotional orientation of the person determine the basic functions of emotions, and thus are the determinants of management and regulation of human behavior in certain situations. So they can be seen as specific elements that determine the success of adaptation to social conditions (Pozhitkina, Papushina & Petrova, 2012).

Thus, insufficient study of the characteristics of the styles of behavior self-regulation and emotional orientation of the individual and their relationship with students with low and high levels of addiction determined the main direction of our study.

Materials and Methods
We conducted an empirical study aimed at studying the severity of the individual’s emotional orientation and the styles of students’ behavior self-regulation with low and high levels of addiction, using a set of focused on their study of valid and proven techniques:

1. The technique "Determination of the General emotional orientation of the person", developed by B.I. Dodonov (1978). According to this technique, it is possible to measure the emotional orientation of the individual, to know the nature of attitudes and in what areas of activity the individual can be charged with positive emotions. Needs of the person are closely connected with emotions. Positive emotions arise when satisfying the needs, as well as when possible to meet them. If the desired need is not satisfied or cannot be satisfied, then a person has negative emotions. In a normal state, people prefer positive emotions, and, of course, strive to meet their needs. The desire of the individual to certain types of experiences, to meet the desired needs of B.I. Dodonov outlined by the General emotional orientation. Using this technique the following components of emotional orientation of the personality are examined: Altruistic, communicative, Gloria, Praxic, Pugna, Romantic, Gnostic, Aesthetic, Hedonistic, Acquisition (Dermanova, 2002).

2. The multi-scale survey technique "Style of behavior self-regulation ", proposed by V.I. Morosanova (2001), which diagnoses the degree of conscious self-regulation formation and its characteristic profiles, the components of which include private regulatory processes. This technique can be used both in scientific research and in the practical diagnosis of various aspects of individual self-regulation of personality. According to many years of scientific and practical research, the degree of development of individual self-regulation is a significant factor in the productivity of various activities’ implementation. The technique is characterized by the following scales: Planning, Modeling, Programming, and Evaluation of results, Flexibility, Independence and the General level of self-regulation.

3. To determine the level of tendency to the addictive behavior the questionnaire "Propensity to addictions" was used, developed by A.N. Gryaznov and E.A. Cheverikina (2016), which allows determining the level of addiction to alcoholism and drug addiction and dependent behavior in General.
Results and Discussions
3.1. Features of the Emotional Orientation of Students’ Personality with High and Low Level of Addiction

The authors of the article have studied the features of the emotional orientation of students’ personality with high and low levels of propensity to dependence (Table 1).

<table>
<thead>
<tr>
<th>Emotion orientation</th>
<th>Average value</th>
<th>Student’s t-test</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of addiction</td>
<td>Low level of addiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altruistic</td>
<td>4.27</td>
<td>5.85</td>
<td>-2.005</td>
</tr>
<tr>
<td>Communicative</td>
<td>4.38</td>
<td>5.82</td>
<td>-1.488</td>
</tr>
<tr>
<td>Gloria</td>
<td>2.96</td>
<td>5.15</td>
<td>-2.485</td>
</tr>
<tr>
<td>Praxic</td>
<td>6.54</td>
<td>8.06</td>
<td>-1.871</td>
</tr>
<tr>
<td>Pugna</td>
<td>2.38</td>
<td>3.65</td>
<td>-1.272</td>
</tr>
<tr>
<td>Romantic</td>
<td>3.69</td>
<td>5.53</td>
<td>-2.157</td>
</tr>
<tr>
<td>Gnostic</td>
<td>4.19</td>
<td>5.76</td>
<td>-1.784</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>3.81</td>
<td>5.38</td>
<td>-1.571</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>3.46</td>
<td>3.18</td>
<td>0.249</td>
</tr>
<tr>
<td>Acquisition</td>
<td>1.19</td>
<td>3.09</td>
<td>-1.768</td>
</tr>
</tbody>
</table>

Notes: * - differences of averages are significant at the level of significance $p \leq 0.05$, ** - differences of averages are significant at the level of significance $p \leq 0.01$.

It is established that students with a low level of propensity to dependencies have more pronounced elements of emotional orientation, as altruistic, Gloria and romantic emotions. Therefore, students with a low addiction tendency, unlike students with a high addiction, get more positive emotions from situations in which they can realize their need to give, contribute, and share and help. They have a stronger need for fame, glory, to experience success in front of public, which also brings them positive emotions. They also have a more pronounced desire for something unusual, mysterious, to what students with a high tendency to addictions pay less attention.

To study the features of emotional orientation system of students’ personality with high and low addiction, the authors conducted a correlation analysis of the results using the Pearson correlation coefficient. Its results are shown in figure 1.
High propensity to addictions

Low propensity to addictions

**Figure 1.** Correlation of system elements of the drug addicted personalities’ General emotional orientation before and after tertiary socialization

Notes: a) Emotional focus: 1 – altruistic, 2 – communicative, 3 – glory, 4 – praksical, 5 – punic, 6 – romantic, 7 – Gnostic, 8 – aesthetic, 9 – hedonistic, 10 – achitzitive; b) the bold lines correspond to the correlation coefficients, statistically significant at p≤0.01, thin – at the level of p≤0.05; a) solid line – direct relationship, dashed line – feedback.

As the figure shows, students with high level of propensity to addictions have almost all of the elements of common emotional orientation system of the individual which are interrelated, only Pugna orientation associated with the need to overcome difficulties, to take risks, has relationships with only two emotional directions – the romantic and the Gnostic determining the need for new knowledge and charm, which, most likely, and is satisfied through addictive behavior and the risks associated with it. And Acquisition orientation has a relationship only with Gloria orientation, that is, the presence of a large number of almost useless things for such students is one of the things that satisfy the need for fame and success among other people.

Students with a low level of propensity to addictions possess emotions which are associated with the accumulation, collecting almost useless things (Acquisition focus) and the need for physical and emotional comfort, pleasure (hedonic orientation) and they are excluded from the overall emotional orientation. The number of connections between the other elements of the system is smaller, the Central core is altruistic, communicative, praxic, romantic, Gnostic and aesthetic emotional orientation. As a result, for this group of students the basis of emotional orientation system of the individual are emotions that are associated with the satisfaction of the need to promote, give, help, share, communication needs, needs for active actions, in achieving the goal, in achieving the desired results, the need to obtain new knowledge, and in enjoying the perception of beauty.
3.2. Features of Students’ Behavior Self-Regulation with High and Low Level of Addiction

To study the features of behavior self-regulation, we studied the styles of self-regulation among the students with high and low levels of addiction. The results of the average indicators’ comparison on the method "Style of behavior self-regulation" are presented in Table 2.

**Table 2.** The reliability of differences in the average indicators on the questionnaire “Students’ style of behavior self-regulation” with high and low levels of addiction

<table>
<thead>
<tr>
<th>Scales</th>
<th>Average value</th>
<th>student’s t-test</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High propensity to addictions</td>
<td>Low propensity to addictions</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>5,42</td>
<td>5,91</td>
<td>-1,103</td>
</tr>
<tr>
<td>Programming</td>
<td>5,38</td>
<td>6,48</td>
<td>-2,486</td>
</tr>
<tr>
<td>Flexibility</td>
<td>5,27</td>
<td>6,58</td>
<td>-2,826</td>
</tr>
<tr>
<td>Modeling</td>
<td>4,38</td>
<td>6,15</td>
<td>-3,09</td>
</tr>
<tr>
<td>Evaluation of results</td>
<td>4,54</td>
<td>5,85</td>
<td>-2,975</td>
</tr>
<tr>
<td>Independence</td>
<td>6,23</td>
<td>5,45</td>
<td>1,400</td>
</tr>
<tr>
<td>General level of self-regulation</td>
<td>5,34</td>
<td>5,91</td>
<td>-1,648</td>
</tr>
</tbody>
</table>

Notes: * - differences of averages are significant at the level of significance p≤0.05, ** - differences of averages are significant at the level of significance p≤0.01.

The results of the study show that students with a low level of addiction have significantly better formed styles of self-regulation, such as programming, flexibility, modeling and evaluation of results. That is, students with a low level of addiction in the field of behavior self-regulation have the following abilities which are more developed:

- to think over ways of one’s own actions and behavior for the promotion of the planned goals, to create independently the detailed and developed programs, tactfully and flexibly to change them in unusual circumstances and to keep their stability in a situation of hindrances. If the results do not meet the objectives, they are able to adjust the program of actions and behavior to the desired result (programming style).
- They demonstrate greater plasticity of all regulatory processes. If unforeseen circumstances arise, they can more easily vary the plans and programs of their own actions and behavior; if there is a mismatch of the results with the goal – to assess the fact of mismatch in time and be able to make the appropriate correction; while adequately respond to the rapid variation of events and successfully resolve tasks in a risk situation (style of flexibility).
- They have more developed ideas about the external and internal significant conditions; there is a degree of awareness, adequacy and detail. The ability to identify significant conditions in achieving the goals, both in the current situation and in the future, is more pronounced, which is manifested in accordance with the action programs and action plans, also in accordance with the results obtained according to the accepted goals (scale of modeling).
- They demonstrate a stronger development and adequacy of self-assessment, maturity and durability of subjective criteria for assessing results (style of evaluation of results).

It can be said that students with a low tendency to addictions have General level of self-regulation which is higher than for students with high level, which suggests that they are more independent, more flexible and adequately respond to changing conditions, aware of the processes of promotion and achievement of...
the goal. Due to the high motivation of achievement, they are more capable of forming such a style of self-regulation, which allows them to compensate for the influence of personal, characteristic features that complicate the achievement of the goal. It is easier for them to learn new activities; they feel more confident in unfamiliar situations, which make their progress in ordinary activities more stable. The correlation analysis of the data obtained by this method is shown in figure 2.

High propensity to addictions

Low propensity to addictions

Figure 2. The results of correlation analysis of data on the technique "Style of behavior self-regulation" among the students with high and low levels of addiction

Notes: a) self-regulation styles: 1 – planning, 2 – programming, 3 – flexibility, 4 – modeling, 5 – evaluation of results, 6 – independence, 7 – General level of self-regulation; b) bold lines correspond to the correlation coefficients, statistically significant at the level of p≤0.01, thin – at the level of p≤0.05; c) solid line-direct connection, dashed line-feedback.

As can be seen from the results of correlation analysis, students with a high level of addiction have planning and independence which are not integrated into the system of behavior self-regulation. Students with low level of propensity to addictions have a planning style which is integrated into the system and directly linked to the overall level of self-regulation.

3.3. Interrelation of the Personality’s Emotional Orientation and Students’ Styles of Self-Regulation with High and Low Tendency to Addictions

To identify the relationship of emotional orientation of the individual and styles of self-regulation among the students with high and low tendency to addictions, the authors of the article conducted a correlation analysis obtained in the study by methods of studying the General emotional orientation of the individual and styles of behavior self-regulation.

The results of correlation analysis in a group of students with a high level of addiction are presented in table 3.
Table 3. Established relationships between types of emotional orientation of the individual and styles of students’ self-regulation with a high tendency to addictions (Pearson correlation coefficient)

<table>
<thead>
<tr>
<th>Emotional orientation</th>
<th>Styles of behavior self-regulation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Flexibility</td>
<td>Modeling</td>
</tr>
<tr>
<td>Gloria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pugna</td>
<td></td>
<td>0,423*</td>
</tr>
<tr>
<td>Hedonistic</td>
<td>-0,481*</td>
<td>-0,427*</td>
</tr>
<tr>
<td>Acquisition</td>
<td>-0,365*</td>
<td></td>
</tr>
</tbody>
</table>

* The correlation is significant at the level of 0.05 (two-way).

As the table shows, students with a high propensity for addictions have direct connections of Gloria emotional orientation with autonomy as a style of self-regulation and Pugna with modeling. The feedback is established between hedonic emotional orientation and flexibility, modeling and evaluation of the results as styles of behavior self-regulation, Acquisition – with flexibility.

Consequently, students with a high level of propensity to addictive behavior have a strong expression of emotions associated with satisfying the need for fame and popularity among other people, which enhances the regulatory autonomy in the organization of their activities, independent choice of behavior and ways to achieve the goal. Emotions associated with the need to take risks, overcome dangers enhance the ability to correlate assessments of internally significant conditions and external circumstances, the results achieved and the goals adopted. Meeting the need for collecting things that have no practical value reduces the ability to rebuild, adjust the system of self-regulation when changing external and internal conditions. And strong emotions associated with the satisfaction of bodily needs, receiving momentary pleasure reduce the ability to self-regulation in changing conditions, and to assess the ratio of internal and external conditions in a given situation, and to adequately assess themselves and the results of their activities and behavior.

The results of correlation analysis in the group of students with low addiction level are presented in table 4.

Table 4. Established relationships between types of emotional orientation of personality and styles of students’ self-regulation with low addiction (Pearson correlation coefficient)

<table>
<thead>
<tr>
<th>Emotional orientation</th>
<th>Styles of behavior self-regulation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planning</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Altruistic</td>
<td>0,378*</td>
<td></td>
</tr>
<tr>
<td>Praxic</td>
<td></td>
<td>0,477**</td>
</tr>
<tr>
<td>Pugna</td>
<td></td>
<td>0,447*</td>
</tr>
<tr>
<td>Gnostic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aesthetic</td>
<td></td>
<td>0,444*</td>
</tr>
<tr>
<td>Hedonistic</td>
<td></td>
<td>-0,561**</td>
</tr>
</tbody>
</table>

* The correlation is significant at the level of 0.05 (two-side).

** Correlation is significant at the level of 0.01 (two-side).
Students with a low propensity for addictions have a direct connection of the altruistic emotional direction with planning as a style of behavior self-regulation, Praxic – with the flexibility and self-regulation, Pugna and aesthetic with the flexibility and Gnostic with independence. Feedbacks are established between hedonistic emotional orientation and such styles of self-regulation as modeling, evaluation of results and self-regulation.

Thus, students with a low level of propensity to addictions have positive emotions associated with the need to give, share, promote, help other people, with the need for active actions, achieving the goal, obtaining the desired results, with the need to effectively overcome difficult situations, with obtaining new knowledge and perception of the beautiful increase their regulatory functions, the adequacy of situations’ assessment, planning goals and actions, as well as their changes, provided the change of internal and external conditions. And hedonistic emotions associated with the satisfaction of the need for physical and mental comfort, on the contrary, have a negative impact on self-regulation of behavior.

Conclusion
One of the most important problems that need to be solved in the modern world is the problem of psychological dependence, addictive behavior. The paradox of human life today is that the formed consumer society requires the emergence, development and distribution of different types of dependencies, as they are the basis of consumer society – commodity production and trade. Addictive behavior is becoming the most common type of deviant behavior in modern reality. Addiction becomes an insurmountable obstacle in the way of man to the desired self-realization, the causes of psychological and physical problems, deformities and diseases. This is especially dangerous for young people and students, as it is during this period that abilities and skills of successful socialization and personal development, internal semantic content of these processes and the external social environment in which they occur are formed.

It is found that students with a high tendency to addictions have poorly formed aspects of behavior self-regulation, such as planning, programming, flexibility, evaluation of results and self-motivation. They have less pronounced communicative, Gloria, Gnostic and Acquisition emotional orientation of the person.

In this regard, it can be concluded that students with a high level of propensity to addictive behavior have the desire to obtain positive emotions from the possession of the object of addiction (alcohol, drugs, the ability to play computer or gambling, communicate in social networks, etc.) which prevents them to adequately respond to changes in the environment, external and internal conditions of their activities. They are ready to use psychoactive substances or perform other acts of addictive behavior for the sake of achieving not only their own pleasure, but also for the sake of fame and popularity in their social microenvironment. Hedonism, indulging one's weaknesses and striving to get pleasure from satisfying addictive desires greatly reduces the ability to self-regulation both at the stage of making those decisions and at the stages of their implementation, and at the moment assessing the results of one's activities to achieve them.

Therefore, in the prevention of addictive behavior and reducing the level of susceptibility to addictive behavior among the students it is necessary to take into account the peculiarities of their emotional orientation and self-regulation styles for their normalization and harmonization, which will reduce the level of addiction.

The materials of the article are of practical value for psychologists and teachers who develop and implement psychological and pedagogical programs aimed at preventing the tendency to addictive behavior among University students, to develop skills of self-regulation of behavior.
References


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Corporate Governance Practice Development In Russian State-Owned Companies

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Abstract
To date, certain progress has been achieved in development of corporate management in Russian companies with state ownership, namely public ones. The basis for this progress has been provided by both regulatory fixation of best standards of corporate governance and requirements on information disclosure regarding their compliance. Implementation of best practices by state companies is supported with demands of the main shareholder - the state, in particular, by road maps on introduction of corporate governance code requirements. Information on realization of the governance code requirements is regularly published both in annual reports and on websites of companies (primarily public ones). Thus, by this moment, sufficient data regarding standing of corporate governance in public companies with state participation is available in open access. Also presence of wide range of tools for implemented processes quality assessment is worth noting. However, only few of them allow to conduct quantitative assessment of the effect of best corporate governance practices application. Implementation of the national corporate governance index will make it possible to solve this problem.

Keywords: corporate governance, State-owned companies, with state participation, Corporate governance evaluation, Corporate governance index, The board of directors, transparency.

Introduction
In 2015 MICEX Stock Exchange launched the calculation of the State Companies Index – composite index based on prices of deals with securities of state companies (Joint-Stock Companies in relation to which the right to determine the position of the shareholder – the Russian Federation, belongs to the Government of the Russian Federation, the Chairman or with his order the Deputy of the Chairman of the Government of the Russian Federation) accepted to trading on the Stock or other securities recommended by the Ministry of Economic Development or Federal Agency For State Property Management (FASPM). The Index is considered to be the benchmarking figure for the efficiency of the managers of state companies (The methodology of calculating index shares for the companies with state participation and companies with regulated activities, 2015).

According to the Index calculation methodology, it includes not only the information about deals made during the Stock trading, but also the amount of the paid dividends. This economic figure is used by the Ministry of Economic Development and FASPM to determine the efficiency of the management of state companies in terms of their capitalization change. Also, it is crucial for state public companies and the Government as their owner to understand the efficiency of corporate governance instruments, especially the one expressed in value terms, taking into account the significant amount of costs spent on companies` functionality (Methodological guidelines, 2013).
According to the 2015 Gazprom PJSC annual report (Gazprom Annual Report, 2015), remuneration of corporate governance authorities was 3500 million rubles (among these 352 million rubles was paid to the Board of Directors, 2703 – to the Management Board, 13 – to the Audit Committee). Taking into account significant amount of those payments, the main owner – Government or shareholders can raise questions for the relevance of such expenses and for determining not only the way of controlling the efficiency of corporate governance authorities, but also its influence on the KPIs. Moreover, the lack of appropriate corporate governance is considered as additional significant risk by analysts and rating agencies connected with the complexity of shareholders control over the management.

In the global practice there are many instruments used for corporate governance evaluation (Kvon et al., 2018; Davoudi et al., 2018; Fartash et al., 2018; Tastan & Davoudi, 2015). They can differ for various types of companies in accordance with their size, shareholders’ quantity, status and main purposes of corporate governance evaluation.

For non-public companies with 100% ownership of a single shareholder there are more relevant evaluation objects, such as the quality of shareholders’ control and the efficiency of decision-making systems, which can be analyzed in the process of self-evaluation. Non-public companies with significant amount of shareholders are interested in trustworthy balanced corporate governance systems. For such companies, in addition to self-evaluation, other measures become important: attraction of external independent experts and benchmarking, peer comparison. As for the public companies, which need ensuring trust not only among shareholders, but also among external investors there are special requirements to provide reports on compliance with the national corporate governance standards (as a rule, required by stocks or authorities) and numerous quality instruments implemented by investors: matrices, rankings, ratings, corporate governance indices.

However, none of above mentioned methods have the ability to provide “digital” measurement figure of corporate governance in a company including public state-owned companies.

Materials and Method
During the research, the following methods were used: theoretical (analysis, synthesis, concretization, generalization, method of analogies, modeling); empirical (studying the experience of foreign stock exchanges, rating agencies, companies with state participation); methods of the theory and practice of corporate governance; methods for calculating the index of corporate governance, methods of tabular representation and graphical visualization of results.

International standards of corporate governance in companies with state participation are defined in OECD Principles of Corporate Governance in State Companies. In these principles, there are guidelines regarding ensuring of efficient regulatory and legal frameworks for state companies; position of government as active owner; equal treatment of shareholders and ensuring equal access to necessary information for all shareholders; responsibilities of state companies to report on engagement with stakeholders; high level of transparency and disclosure of information; responsibility and integrity of state companies’ Boards.

In Russian Corporate Governance Code (Bank of Russia, 2014), those principles are developed and extended despite the fact that they cover not only state, but all companies. Moreover, for main regulators and state authorities on the Russian market this information about compliance with the Code recommendations has become the main benchmarking for evaluation of the quality of corporate governance and its efficiency in companies with state participation.

I. The Russian Government Instructions:
Following the meeting with members of the Government Expert Council Dmitry Medvedev gave instructions (resolution of 28th May 2014 DM-P36-46) about improvement of corporate governance in companies with state participation and property.
Specifically, the following:
- form the list of stock companies, in which the share of government is over 50% and implementation of the Code of corporate governance is primary;
- for those entities plans or “road maps” shall be prepared with accent on such points as appointment and termination of the sole executive body by the Board of Directors, as well as the Board control over significant deals and corporate actions of affiliates;
- develop structure of an annual report about corporate governance for above mentioned entities, including achievement of KPIs and implementation of long-term development programs.

II. FASPM
For the purposes of implementation of the above-mentioned instructions by the Government, among many other methodological documents FASPM developed the “Methodology of Corporate Governance quality self-evaluation in companies with state participation” (The Order of FASPM 36, 2014). In this document, approaches to complex Corporate Governance quality self-evaluation are introduced. Among others, those approaches take into account the compliance with the principles and recommendations of the national Code of Corporate Governance.

Results
There are following necessary requirements in terms of corporate governance set by MICEX for 1st and 2nd level issuers:
- Requirements for Issuer’s corporate governance compliance to which is the necessary condition for inclusion of shares in the first and second level (point 2.18-2.19 Appendix 2 to Listing Rules by MICEX)
- Requirements for an Issuer’s corporate governance compliance to which is the necessary condition for inclusion of Bonds in the first level (point 2.20 Appendix 2 to Listing Rules by MICEX)
- Criteria for determining the independence of the members of the Board of Directors (Supervisory Board) (Appendix 4 to Listing Rules by MICEX)

Requirements for the composition and functions of the Board of Directors, the organization and functioning of its committees, the role and functions of the Corporate Secretary etc. contained in these documents, in general, fully correlate with the principles and recommendations of the Corporate Governance Code.
I. The Bank of Russia
With the Letter of 17.02.2016 IN-06-52/8 “On the disclosure in an annual report of a public joint-stock company statement about compliance with corporate governance principles and recommendations of the Corporate Governance Code” the Bank of Russia recommends a number of measures aimed at “qualitative disclosure in key areas of corporate governance (such as the Board of Directors (supervisory board), the organization of the decision-making process and the effectiveness of its work, the role of large shareholders, transactions in which there is interest (related party transactions), adopted in an entity remuneration system, risk management and internal control, etc.)”. Also, this recommendation letter has reference to the other binding document – the Bank of Russia Regulation of 12.30.2014 454-P “On information disclosure by issuers of securities” (Regulation on Disclosure of Information), Chapter 70 of which sets out the requirements for reporting on compliance with the principles and recommendations of the Corporate Governance Code in an annual report. To date, the majority of public companies, including
the state ones, follow the Bank of Russia requirements, disclosing the information according to the format of the annual reports. Thus, there is clearly defined and documented Government’s and regulatory authorities’ position regarding the implementation of the best standards of corporate governance and disclosure of these processes. This, in turn, creates a complete regulatory framework for determining the criteria for the effectiveness of implementation of efficient corporate governance in public companies, including state ones.

According to the "Report on the management of federally owned shares of open joint-stock companies and the use of special rights of the Russian Federation to participate in the public companies’ management ("golden share") on the basis of 2014 results", prepared by the FASPM in 2015, "the latest developments in the field of application of rules and principles of corporate governance in Russian state and private companies highlight the qualitative improvement of their level of development: there is a significant extension of the planning horizon, a clear definition of objectives, conducting deliberate strategic policy, the strengthening of internal control by the owners ".

Also, progress in implementing the recommendations of the Corporate Governance Code for companies with state participation is noted by Russian independent experts. For example, an article published on the website "The Country and the World" on June 2, 2016 (http://inklgd.com/strana-i-mir/25066) with reference to the Expert Council under the Government of the Russian Federation states that there has been a significant improvement of Russian companies with state participation in the implementation of the priority recommendations of the Corporate Governance Code.

First of all, the article mentions 13 most significant and largest companies: “Rostelecom”, “Rosneft”, “Transneft”, “Alrosa”, “RusHydro”, “Aeroflot”, “Rossetti”, VTB, FGC, “Russian Railways”, “Sovcomflot”, “Gazprom” and “Sberbank” (the latter interacts on the implementation of the Code with the Bank of Russia, the implementation of the Code there has not been analyzed by experts), as well as the company “Bashneft”, which has started to implement the recommendations of the Code on its own initiative.

Analysis of information on compliance with the Corporate Governance Code in the annual reports of other public companies, including the state ones, confirms the fact that despite the difficulties with introduction of corporate governance standards, overall, current level of corporate governance is already sufficiently high. Open access to information that allows to conduct analysis and measurement of the quality of corporate management of Russian state companies with the tools used in international and Russian practice, both private and public companies.

3.1. Current Tools of Corporate Governance Quality Evaluation

As mentioned above, for public companies in the international practice exists mandatory reporting on compliance with national standards for corporate governance (usually at the request of regulators and stock exchanges) and various tools of quality assessment used by investors: the matrix, rankings, ratings, corporate governance codes (see. Figure 2). Ratings’ users are consumers, investors, and competing public companies. Indices are more limited tool designed for use by the investment community interested in assessing the potential risks to invest.

Methodology for evaluation of the corporate governance of the International Finance Corporation (IFC) is one of the most popular tools for evaluating the quality of corporate governance. The main evaluation criteria relate to the following issues:

- Management’s commitment to corporate governance principles,
- Practice of the Board of Directors,
- Disclosure and transparency,
- Protection of shareholders’ rights.
Currently, the methodology applied in "The conceptual basis for the development of corporate governance" - the document of 2011, used by more than 30 international development institutions. The methodology allows to evaluate the investment community’s expectations, including funds and portfolio investors, for specific entity. The main instruments are the focus group assessment and the detailed study of a particular situation. The evaluation results of the IFC methodology simplify the process of formation of the "road map" for further development of corporate governance in the company, as it is based on international principles of corporate governance. However, it is necessary to note that the use of this tool is quite time-consuming evaluation of a broad investment group, and, as a rule, evaluation results are not publicly disclosed or partially disclosed.

A broader base for comparison is provided by another tool - the international "scoring" of the quality of corporate governance. This tool is offered, for example, by the company ISS. The system of corporate governance risks monitoring "Quick Score" is based on the analysis of companies reporting in English and the data base includes 4000 companies worldwide. This evaluation system is designed for market analysts and portfolio managers. The evaluation criteria include parameters such as the structure of the Board of Directors, compensation and remuneration, shareholder rights, supervision in the field of audit and risk management. The purpose of evaluation in accordance with this methodology is to help investors in an integrated assessment of the corporate governance risks. In accordance with the methodology, tools, offered by the ISS, are based on publicly disclosed information, covering large public companies. However, the main emphasis in the analysis is on the risks of corporate governance, and the evaluation results are not available to all market participants.

Corporate Governance Ratings are assigned by analogy with credit ratings. The procedure for assigning a rating is carried out at the request of the company for a fee. Rating assignment, as a rule, is based not only on an analysis of publicly available information, but also internal, private data, as well as interviews with management, the findings of rating agency analysts in relation to corporate governance. Typically, the ratings only cover some of the largest companies, and not all companies disclose the results of the evaluation.

In the Russian practice among those forms of self-evaluation of compliance with the national Code recommended by the Bank of Russia, the Moscow Stock Exchange and FASPM there are other applied ratings: the Russian Institute of Directors Management (RIM) corporate ratings, the National Rating Agency (NRA). Therefore, in Russia there are forms for corporate governance evaluation similar to those used in the international practice and, moreover, are tailored to the best ones.

However, at a closer look at the Russian corporate governance measurement tools, we can see that this range lacks another tool - the Corporate Governance Index, actively used in a number of countries, such as Brazil, Italy, South Africa, South Korea, China, Mexico. The relevance of its use on the financial market is explained by the importance of understanding the effective yield in relation to the results of asset management by professional managers, in other words, the quality of management.

On the basis of the information disclosed, as well as ratings and efficiency of corporate governance scoring in public joint stock companies, the global index providers and stock exchanges establish and maintain appropriate calculation of stock indices, which are based on an assessment of the effectiveness of corporate governance.

Often corporate governance index criteria originate in national standards and legislation. For the purpose of the index database formation, all public companies that disclose sufficient information or have ratings or scorings recognized on the market are analyzed. Securities of leaders (usually from 10 to 30 companies) define the calculation basis for corporate governance index.

Brazil
In December 2000, Brazilian stock exchange BOVESPA launched a new segment for the Novo Mercado issuers (translated from the Portuguese "New Market") to form the new requirements to issuers and their corporate policy in relation to minority shareholders, obliging issuers to work with minority groups on the same basis as with majority shareholders.

China
In 2007, the China Securities Regulatory Commission has initiated work aimed at promoting corporate governance among the companies that have passed the listing procedure. To support this initiative in the end of 2007 Shanghai Stock Exchange launched a market segment called Corporate Governance Board, which securities automatically fell into the Corporate Responsibility Index of the Shanghai Stock Exchange. The key idea of the changes is to improve the transparency of issuers in terms of equity, conflict of interests, affiliates, and the most significant problem of Chinese companies – influence of majority shareholders on the distribution of dividends and the choice of the members of the Board of Directors.

Europe
If on emerging markets like Brazil and China the issue of minority rights was solved by these actions, in the more developed economies corporate responsibility issue was observed from a different angle. For example, Italy, in 2001, formed a new listing segment for small and medium-sized companies under the name STAR. Basic requirements for listing included the opportunity to assess the quality of corporate governance of the applicant and the appropriate level of transparency of activities. As a result of 10 years of STAR, the following positive effect on issuers of this segment has been recorded: a constant flow of higher liquidity compared to small and medium-sized companies.

Examples of corporate governance indices: Brazil, Novo Mercado BM&FBovespa -Corporate Governance Index includes securities of a special segment Novo Mercado, which allows users to highlight companies on the market with high level of corporate governance.

Italy, Borsa Italiana Corporate Governance Index allows users to determine the leaders in the field of corporate governance on the basis of self-evaluation with external confirmation, China, SSE Shanghai Stock Exchange, Corporate Governance Index is based on companies’ self-evaluation and analysis of additional public information, Grupo BMV, Mexico The weight of corporate governance criteria in the national index of sustainable development is 34%. South Africa, The Index is based on more than 90 indicators, including corporate governance (based on the recommendations of the National Code), environment and social responsibility.

In the formation of the index the inherent regional characteristics must be taken into account. The majority of corporate governance indices suggest two types of criteria: the quality of corporate governance evaluation and market characteristics (the acceptable level of free-float and liquidity). The relatively wide range of corporate governance indices, successfully used by other countries, raises questions about the feasibility of such tool in our country. In addition, there are arguments to support the implementation of corporate governance index in Russia.

**Discussion**
Russian Corporate Governance Code is considered to be the most objective foundation for identifying national leaders in the field of corporate governance from the viewpoint of compliance with its recommendations.

Accordingly, the index in Russia is an indicator of corporate governance development in Russian companies, which determines the degree of their compliance with the principles determined by the national Code.
Taken into account the other countries’ experience of applying the codes, the national index of corporate governance may contribute to the generalization of country’s best practices, improvement of the existing legislation and corporate governance standards.

In addition, the existing corporate governance indexes provide the usage of not only qualitative (analysis of the company’s internal control structure; evaluation of external factors’ impact on the macroeconomic level, the usage of subjective expert methods), but also the quantitative performance indicators that demonstrate the company’s effectiveness both in the context of the whole country and individual industries, economic clusters, regions.

Thus, the Russian index should be calculated according to a complex transparent quantitative and qualitative corporate governance valuation procedure. This technique has to be based on objective indicators of the company's management effectiveness, available for evaluation through open sources of information.

Index is the unified indicator that links the level of the company’s corporate governance with the stock market's mechanisms. As investors understand these mechanisms, the calculated index helps to measure the additional companies’ created value through corporate governance. This information gives investors the opportunity to evaluate potential investment target.

In turn, availability of corporate governance quality indicator for investors should stimulate companies to optimize the control systems and to improve information disclosure. At the same time, participation in the index allows companies to confirm their compliance objectively with the applicable principles and best practices of corporate governance, which, in turn, gives a positive effect on image.

At the same time, the company’s increased attention to the quality of corporate governance enhances services demand in this sector and, in general, has a positive impact on the corporate governance institute development.

To sum up, the following goals can be achieved through the introduction of Russian corporate governance index:

1. Identify national leaders in the field of corporate governance.
2. Implement an open and transparent procedure that provides the ability to analyze corporate governance across sectors, regions, profitability, capital requirements, nature of property.
3. Identify legislation development and standards of the best corporate governance practices.
4. Form a universal instrument that allows investors to evaluate the impact of corporate governance on firm value.
5. Stimulate the development and optimization of corporate governance.

As already mentioned, the Index methodology establishes the public Russian companies compliance degree of the principles defined by the Corporate Governance Code. In addition to the principles and recommendations of the Code, the technique takes into account national and international OECD listing rules of corporate governance.

Open information sources have to be used while forming the index (annual and quarterly reports, the company’s website, and specialized mass media).

In order to be included into the index, the company has to get into 1, 2 or 3 level List of securities admitted to trading on the Moscow Stock Exchange, as well as to get into the top 20 companies with the highest level of corporate governance on the index criteria.

Evaluation criteria of potential index participants included in the questionnaire is to be annually review, desirably not only with the participation of regulators, but also with the involvement of the Moscow Exchange issuers Committee and leading corporate governance experts. Composition criteria listed in Table 1.
Table 1. Criteria for assessing the index of corporate governance

<table>
<thead>
<tr>
<th>EVALUATION COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE BOARD OF DIRECTORS, RENUMIRATION, THE CORPORATE SECRETARY</td>
</tr>
<tr>
<td>The Board of Director’s composition, structure, functions and procedures</td>
</tr>
<tr>
<td>The Board of Director’s Committee</td>
</tr>
<tr>
<td>Remunerations</td>
</tr>
<tr>
<td>The Corporate Secretary</td>
</tr>
<tr>
<td>RISK MANAGEMENT AND INTERNAL CONTROL</td>
</tr>
<tr>
<td>The Internal Audit’s structure and functions</td>
</tr>
<tr>
<td>Risk management and internal control system</td>
</tr>
<tr>
<td>SHAREHOLDERS’ RIGHTS, ESSENTIAL CORPORATE ACTIONS</td>
</tr>
<tr>
<td>Dividend policy</td>
</tr>
<tr>
<td>Preparation, convocation and conduction of the annual general meeting</td>
</tr>
<tr>
<td>Essential corporate actions</td>
</tr>
<tr>
<td>INFORMATION DISCLOSURE</td>
</tr>
<tr>
<td>Annual report</td>
</tr>
<tr>
<td>Internal documents</td>
</tr>
<tr>
<td>Information policy</td>
</tr>
</tbody>
</table>

The elimination from the index will be the company’s delisting or the number of significant discounting factors (corporate conflicts, fraud, bankruptcy, sudden change of members of the Board and Director and General Manage, etc.).

Index calculation will be conducted on the annual basis and include the following steps listed in Table 2.

Table 2. Procedure of the index of corporate governance

<table>
<thead>
<tr>
<th>Step</th>
<th>Executor</th>
<th>Content</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Corporate Governance Index Analysts</td>
<td>Data insertion based on the analysis of companies’ public information. Informing companies for inclusion in the database</td>
<td>Automated profile, based on the recommendations of the Code</td>
</tr>
<tr>
<td>2.</td>
<td>The company is a candidate for index inclusion</td>
<td>Information addition and verification</td>
<td>Updated and corrected profile</td>
</tr>
<tr>
<td>3.</td>
<td>Corporate Governance Index Analysts</td>
<td>The analysis of the company’s provided information and calculations of the possible discounting factors are to be used during the determination process of the best companies to include to the index</td>
<td>Expert opinion on Top 10, Top 20, Benchmarking, Analysis Report</td>
</tr>
</tbody>
</table>
Public results of the evaluation will be regularly updated list of companies included in the index, with reference to the section of the Company’s website "for shareholders and investors" and an annual corporate governance national report about corporate governance development in Russian companies based on Corporate Governance Index, in accordance with the index methodology. Taking into account the issue of annual reports, the Index value may be calculated in August of the year following the reporting one.

It is reasonable to introduce a quarterly monitoring and updating companies’ data included in the index, and, in this context, the quarterly adjustment index feasibility is one of the issues for further discussion.

The annual survey, conducted in the process of the Corporate Governance Index content and structure renewal involves the study and synthesis of national best practice, develops recommendations for improving the corporate governance regulatory frameworks and standard norms.

Available information, summarized in the results of the index calculation, can have a positive impact on the improvement of corporate governance practices and disclosure, as well as confirm the companies' leadership included in the index calculations while implementing the best corporate governance standards.

Conclusions

General conclusions are represented below:

- The average implementation level of key Code recommendations for the studied companies amounted 62%.
- A number of interesting correlations were tracked in the level of compliance with the Code recommendations, depending on the amount of capitalization, the level of the company’s listing, its industry and the state's equity share.
- The most responsible companies are with the highest capitalization relating to the first listing level on the exchange, working in the construction, banking and financial sector.
- The median is occupied by companies with capitalization levels of 30 to 200 billion rubles, included in the second level quotation list and working in a wide range of sectors (trade, FMCG, telecommunications, transportation, metallurgy, electric power, chemicals and petrochemicals, oil and gas production and oil refining, mechanical engineering).
- According to the study, companies with a market capitalization of less than 30 billion rubles occupy the lower part of the sample. These companies belong to the third listing level and operate in the pharmaceutical, coal industry or mining.
Figure 1. The level of compliance with the key recommendations of the Corporate Governance Code, depending on the level of listing, %

<table>
<thead>
<tr>
<th>Level of Listing</th>
<th>Compliance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 level</td>
<td>69</td>
</tr>
<tr>
<td>2 level</td>
<td>54</td>
</tr>
<tr>
<td>3 level</td>
<td>46</td>
</tr>
</tbody>
</table>

Figure 2. The level of compliance with the Code principles, depending on the industry

According to the study conducted in 2015 10 best companies’ corporate management peculiarities are the following:

- A higher level of disclosure compared with other companies,
- The majority of companies are presented in the first level listing,
- Half of the top companies are state-owned.
- The average level of companies’ capitalization amounts 489 billion;
- Banking sector represents only the largest banks with state participation

At the end of 2015 10 securities index lost 8% of MICEX. Increased volatility on the Russian stock market influenced on 10 securities index. Due to the low diversification, the index slumped down at 15% of its
initial value. This is the dramatic decline in comparison with MICEX index (12%) and 19 securities index of the most efficient companies.

According to the results 2016, the total compliance with corporate governance principles accounts to 67.38% (taking into account the full and partial compliance with the Code recommendations).

Figure 3. The dynamics of the compliance with the key principles of corporate governance

The majority of the evaluated companies (85%) publish a compliance report with the principles and recommendations of the Corporate Governance Code (Letter from the Bank of Russia dated 17.02.2016). The degree of compliance with the principles of corporate governance depends on the capitalization and level of companies' listing.

In comparison with the results of the previous year, a formal increase in presence of independent directors on the boards of directors (35% compared to 25% in 2015), slightly increased average number of members of the Board of Directors (10.4 people) should be marked as key changes. The presence of women in the Board of Directors has not changed (8%). The positive trend was the increase in attendance of members of the Board of Directors meetings (from 93% to 95% in 2016).

At the same time, the average remuneration of board members significantly increased and became almost twofold.
Figure 4. Corporate Governance Index based on the companies with the highest level of compliance with the recommendations of the National Code

Top-10 companies with the best corporate governance practices (in alphabetical order):
- Sistema
- Bashneft
- Cherkizovo Group
- Magnitogorsk Iron & Steel Works
- MegaFon
- MTS
- Rosneft Oil
- Sberbank of Russia
- Severstal
- TMK

Top-20 companies with the best corporate governance practices:
- ALROSA
- Sistema
- Aeroflot
- Bashneft
- Cherkizovo Group
- DIXY Group
5.1. The Possibility of Using the Index for Public Companies with State Participation and Prospects of Further Index Development

It is important to note that it is possible to form a corporate governance index not only for state-owned companies (as with the companies with state participation index while calculating their capitalization), but also for all public companies listed on the Moscow Stock Exchange. It can be done by calculating the individual index values for selected subgroups of listed companies - separately for state, separately for private, in the context of industry, etc.

In the first approach, the index will play a limited role related to the support of the composite state-owned companies’ index. In our opinion, the second, a comprehensive approach, which involves the index calculation for all public companies, is more optimal as it expands the area of corporate governance possible analysis in different sectors in Russia.

Index development prospects as a valuable analytical instrument are linked with the assumption that there are both direct and inverse causal relationship between the quality of corporate governance and effective corporate activity.

Index calculation involves the use of the stock market mechanism as an effective instrument of corporate governance quality assessment within the company. At the same time the index will allow to use a single, unified assessment of corporate governance in the interest of potential and existing investors within the companies.

Groups of strategic investors indirectly take into account the company’s management and corporate strategy while making investment decisions. In addition, the strategic investor, assessing the level of corporate governance, pays attention not to the number of implemented standards, but on the effectiveness of the current corporate control system, that reduces the risk of losing money.

Accordingly, the usage of the index will enable investors to determine the relationship between the capital invested in the company and the capital enhanced by the company through the development of Corporate Governance Institute.

In turn, there are a number of benefits that can be divided into "internal" and "external" for the companies that participate in the index:

- Internal: obtain analytics and benchmarking in different sections (branch, regional, peer-group), decrease of their own expenses on external corporate governance analysis; encourage disclosure and optimization of corporate governance; confirm work units effectiveness, develop corporate governance;
- External: further implementation of legal requirements, recommendations of the Code, the Listing Rules and other applicable rules; a positive image effect; increase the shareholders and investors, other stakeholders and the state’s confidence.

References
Features Of Pedagogical Management In The Information Society Conditions

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Abstract

The relevance of the topic is determined by the socio-cultural trend of transition to the information society, when the philosophical foundations of human activity and production have been changed significantly. The purpose of the article is to determine the features of pedagogical management in the conditions of information transformations that significantly changed the content and culture of education management. The authors identify the main characteristics of pedagogical management in the information society: cognitive nature, reflexivity, flexibility, risk analysis, self-management. The methodology of pedagogical management in the information society (information-cognitive approach and principles: stakeholder, uniqueness, periphery, subject-semantic orientation), which sets its coordinates in the educational process is determined. The cycle of pedagogical management in the information society based on the knowledge paradigm is revealed and the directions of structural changes in the educational process for the implementation of pedagogical management in the modern information society are developed.

Keywords: education, information society, pedagogical management, management cycle, management functions, organizational structure.

Introduction

The emerging information society is characterized by changes in all spheres of public life, based on the methods of obtaining and processing information. Automation of these processes, the use of information and telecommunication technologies by almost all layers of the active population has changed the essential structure of many phenomena, processes, relationships in all spheres of life and production, as well as the Outlook of people (Adizes, 2011; Agazzi, 2012; Orlov, 2012). Positioning information as the most important strategic resource in the economy, education and culture, has determined the need to
develop new mechanisms for obtaining knowledge from large information flows, taking into account the high mobility of all subjects and equal access to information.

Education as a sphere of activity has now moved from a stable position of functioning to a dynamic position of development in all directions, which leads to the transition to a new content and a new culture of management, based on the mobility of forms and methods of training. In order to be relevant to the nature of the information socio-cultural reality in General and to the development of education as a separate sphere, its management requires its own transformations and new opportunities built on dynamic multiple transformations (Bashmakova, 2007; Ignatyeva, 2006; Ivanova & Osmolovskaya, 2011; Levina, 2016; Nikolaeva & Shchelkunov, 2009; Tastan & Davoudi, 2015; Fartash et al., 2018; Davoudi at al., 2018).

The objects of this world are considered as open non-equilibrium systems that are in constant interchange with the environment and have the property of self-organization and self-development. The development of information and communication technologies contributed to the growth of information, the formation of a single information space, the change in the processes of knowledge dissemination – phenomena that led to the recognition by the world community of human potential as the main socio-economic resource.

The change in the importance of knowledge actualized such requirements to a specialist as professional and personal competence, innovative culture, and the ability to self-management by personal knowledge. Pedagogical management, in the context of modern socio-cultural reality, as the process of transfer of pedagogical situation, processes from one state to another, corresponding to the goal, cannot stay away from these changes. In General, management is based on a logical system of actions aimed at an organized object. Management is single-line, arises from the center, is based on the relationship of "domination-subordination", being a single-purpose, it does not allow changes in the target settings from the beginning to the final result. Based on administration and centering, any type of management in a particular organization functionally provides a rational organization of work, optimization of work operations, conflict resolution (Shamova, 2001; Novikov, 2009; Radayev, 2010; Snezhitsky, Kurbat & Gushchina, 2012; Tastan et al., 2018).

In the conditions of mobility and instability of the educational system, high activity of management objects, and continuous variation of States manageable "object" and "subject" pedagogical management takes the character of "management by organized sets" with high decentralization. The "data-information-knowledge" chain of pedagogical management practically "destroys" classical hierarchy and vertical of management, generating a new type of management and requires definition of its principles and mechanisms.

**Research Methodology**

New formation for the information society is being implemented through the established structures - educational organizations, however, it is carried out through intensively formed and ever-changing connections. This involves the rejection of a rigid goal and determines the possibility of adjusting management concepts and objectives, acquires flexibility and situational nature. If earlier education management was carried out to support and reproduce the existing stable conditions of society, today it is directed to the reproduction of the development process. It acquires the character of managing the development of education through the design of its possible changes, alternatives, options and probabilities of future States. It is directed to the changes that occur in the subjects of education and the surrounding society.

Accordingly, the control theory in these conditions should not have ready control schemes, but variable algorithms.
Methodological bases of pedagogical management in the information society are determined by the implementation of information-cognitive approach as a method of knowledge extraction from the information flows of the system. The essence of the approach is to reduce the entropy of the system through the implementation of continuous monitoring of students’ development and analysis of the causes that have led to development opportunities or risks in the course of educational activities. The key concepts of information and cognitive approach to pedagogical management are: information about the state of the higher education system, grouped into directed information flows; knowledge about the functionality and laws of the higher education system (communication, relations, and directions of action) and communications (methods of interaction between the subjects of the educational system management). The functions of the information approach from the technological level of its cognitive representation come to the philosophical level, functioning for in advance conditioned information uncertainty, with the aim of reduction and formalization, providing efficient handling and optimization (improving the quality) of educational processes. Continuous cyclic nature of information transformation into knowledge, with which one can "get" new information, allows not only to structure the flow of pedagogical information, but also to carry out their interpretation, obtaining new knowledge to manage the development of the educational system in a highly dynamic environment. The formation of a new system of knowledge about the specifics of educational activities within the selected educational organization will determine the boundaries of the process variability, the quality indicators’ defining, will identify the advantages and disadvantages in the implementation of pedagogical management in each individual case under the analysis.

This approach in pedagogical management is implemented through a set of the following principles:

1) **Stakeholder principle** as a way to resolve potential contradictions within the educational system. The basis of this system are the teachers, students, educational organization, educational environment, setting the system of pedagogical, psychological and social practices, as well as a set of built-in learning and management mechanisms. The established basic conditions of educational activity determine the nature of the relationship within and between the selected agents of education, forced to interact in a certain format. Many relationships arise in many ways determine the effectiveness and quality of learning, despite sometimes the mutually exclusive nature of stakeholders’ goals and determine the complexity of the development of universal management, focused on maximizing the welfare of all its participants.

2) **The principle of uniqueness** is to understand the abilities, goals and motives of each student as unique, not universal. In this regard, the idea of cooperation in the framework of educational activities is implemented – the need of pedagogical diagnosis, the desire to understand and accept the interests, beliefs and representations of the student as a reality that does not require evaluation. In this case, the goal to train each student who is ready simultaneously to take risks regarding his/her ideas about him/herself; about his/her professional future will be realized. The balance to compliance with the boundaries of the educational process and the requirements for its effectiveness, fixed in educational standards is important here for the teacher.

3) **The principle of periphery**, excluding the centralization of pedagogical management. The periphery here is understood as the involvement of all students as agents of education to participate in the pedagogical management (complicity), as pedagogical communication is extremely important in educational activities, so it is the students’ personal manifestations become the basis for the quality of education. At the same time, an important factor is the responsibility for effectiveness, which is shared by all participants of the educational process. The horizontal hierarchy determines equality in rights, duties, responsibility for its effectiveness. It has the advantage that is the possibility of flexible and fast response to any changes in the terms of its activities implementation.
4) **subject-semantic orientation** of the educational process formed on the basis of a two-level construction of the discipline’s content - the invariant part, which is designed by the teacher (basic) and variable (eclectic variable), which is designed by students with the involvement of the materials of a single information space (in accordance with their interests, needs, motivation, personal experience). Here students’ need to learn through immersion, freedom of choice and responsibility for the decision appears; skills of self-knowledge are activated; the range and intensity of interactions within the field of knowledge is expanded; mobility in the selection and change of didactic systems is provided, and the environment itself is developed by enriching its knowledge by the subjects of the educational process.

The main characteristics of pedagogical management’s new theory in the information society are:

- **Cognition** as a system of knowledge formalization aimed at increasing the share of formalized knowledge and the preservation of knowledge volume inseparable from the separate of the learning process. This involves a concentration of efforts to attract knowledge about the structure of pedagogical activity, psychological and pedagogical laws of learning from external and internal sources, the organization of formal knowledge exchange, the formation of intellectual capital associated not only with the subject knowledge of the subjects taught. Activity in the field of formation and use of intellectual capital today is Central in the competitiveness chain of the educational organization;

- **Reflexivity**, as a property of combining of knowledge processes with the control and management of intellectual processes of the entire education system. It is based on the consistent use of reflexive mechanisms of thinking in all elements and structures of the educational process, configured to transform a variety of situations, up to the change of target attitudes;

- **Flexibility** as an opportunity to make effective decisions related to the development of students or the educational environment, in terms of changes in external and internal factors that determine this development. It manifests itself in the expansion of the intended maneuvering’s boundaries (resources, technologies, etc.); the introduction of new teaching methods or technologies (within the boundaries of the pedagogical process); acceleration of pedagogical influences; improving the quality of results with fixed control effects;

- **the analysis of risks** of pedagogical management is connected first of all by violation of educational process and its deviation from the goals necessary for achievement of educational results, here the probability of occurrence the risks of the trained, risks of the teacher, risks of their interactions within the educational subject is possible. It becomes important to diagnose psychological opportunities, personal social experience, and level of knowledge and breadth of interests of students in the subject area, possession of their own psychological reactions, preliminary scenario modeling of classes for predicting the situation of risk.

- **Self-government** as the implementation of professional and personal needs of the teacher and its development, corresponding to the internal goals of self-development of the education system and its previous States. The basis of self-development is the motivation and needs of the teacher, the presence of professional activity principles, according to which a certain set of possible options is implemented while maintaining the basic structure of educational activities.

Thus, pedagogical management in the information society cannot pedagogical instructions by nature, it is directed to the innovative movements generated in the educational process and implemented by its efforts of all its participants. Innovation, changing the tradition as a mechanism for the development of education eliminated the hard logic, the static of its condition as an integrated system, has created the need to abandon this style of management, which required the administration and the directives, the algorithms in achieving the goal, not changing from the beginning of its formulation to implementation. Management of a new, managerial type is an open system of actions involving the direction of modern management culture and aimed at the reproduction of development as an object. This system of actions...
allows for the possibility of different options and alternatives in decision-making, coordination of goals, risks in their implementation.

Results
The activity, which daily is carried out by teacher is administrative by nature. Considering the educational process as a system, one can say that its efficiency, development trajectory, resource consumption depend on the correctness of the management decisions that it makes. For the teacher, management is a systematic, predictable and technologically secured process of influence on the controlled system in order to maximize its effective functioning by creating conditions for the transition to a qualitatively new state, contributing to the achievement of goals.

Considering the research on pedagogical management (M.A. Moiseev, M.M. Potashnik, etc.), the authors of the article highlight the following features of pedagogical management:

1) pedagogical management is the activity of the subjects providing implementation of educational activity within the educational organization, the purpose of this activity is formation of competences’ system (professional, General professional and General cultural) students implying their education, education (as formation of culture) and development;
2) pedagogical management is a multi-factor formation aimed at: self-government, management of students’ state, management of the educational process’s organization, management of educational resources’ use, management of coordination of training’s content;
3) Educational management must have the properties of predictability, regularity and cyclical nature of action, diagnostic nature of goals and factors for implementation;
4) Pedagogical management should be person-centered and be subject-entity, based on the state, abilities, needs of the student in compliance with the standards of training, fixed in the standards;
5) Pedagogical management should correspond to the complexity of management’s object (educational activities), have organized feedback, have availability of possible scenarios’ variety for its development and management decisions.
6) Pedagogical management should be implemented through management functions, organizational structure and organizational mechanism.

Functions are a separate part of management, a product of division and specialization in management: the function of analytical monitoring, defined by the authors as the source and destination (0-point) of pedagogical management’s cycle determines the status of the student (its approximation/ deviation with respect to the set learning goals), phenomena (occurring problematic situations), or process, highlighting problems encountered and deviations from the accepted norms. Regarding the results, depending on the object of pedagogical monitoring there are: situational, problem-based, causal and effect analysis of States, cognitive analysis of emerging or projected problem pedagogical situations, the selection of the most likely alternatives based on the construction of information models of processes or phenomena. The informational paradigm gives rise to rapidly changing conditions and determines the need for prompt and adequate reaction of management to changes based on knowledge, laws and relations of educational reality;
- the planning function of educational activities, which provides for the development of a training plan within each management cycle, is based on the requirements of the educational standard, approved curricula and work programs of disciplines, pedagogical laws of educational activities;
- prediction function determines the effective set of the educational activities’ characteristics taking into account the quality management indicators of specific educational organizations and received ones in the course of the monitoring assessments (level of competence) of students;
- the function of designing educational activities - of its forms, content, technologies, based on the mobilization of all resources in order to achieve the goals within the variability of processes;
- the function of the organization assumes as a set of actions to prepare for the implementation of the approved project of educational activities within a specific discipline, the solution of organizational and technological issues of pedagogical interactions aimed at achieving the goal-the effectiveness of education;
- The coordination function involves ensuring the coherence of actions (interactions) of the teacher, students and the educational environment, is implemented through management decisions and implementation;
- the function of positioning is caused by changes in the state of students relative to the initial state, is determined by the development of competencies and changes with each advance in the framework of educational activities;
- the control function involves the analysis and evaluation (self-assessment) of educational activities’ necessary performance, its resources and interactions of all participants, based on the results of the current and final control of students’ achievements, analysis of educational resources’ state, characteristics of the educational organization’s teaching staff.
- The correction function involves the precise definition of the planned changes to bring the current state of educational activities to the planned ones and the possibility of achieving the goals.

As it is known, the control process takes place in time and consists of certain segments, so to describe the control model it is necessary to allocate an appropriate time period, i.e. the control cycle. The control cycle is a structural unit of the control process, which has all its quality characteristics (figure 1). The cycle of pedagogical management is initiated depending on the time or factor type of management. As a "time" can be selected - the period of one lesson, the period from one control point to another, the period of development of one topic of the discipline, the period of development of the discipline, the period of training (semester); as a "factor" can act as the effectiveness of the process - the level of competence of students, and any of the factors of development of the student, affecting the effectiveness of educational activities, such as creativity, self-government, the formation of certain characteristics of
future professional activities and so on.

Figure 1. Cycle of pedagogical management in the information society (General cycle of management).
In addition, the organization of educational process management involves the development of all types of interaction between the student and the teacher. The focus on cognition as the formation of a system of knowledge from large information arrays based on the need and for the implementation of professional tasks determines the structural type of interaction between the teacher, the student and the educational environment. Preferred one is the matrix-collegial organization of the process, when the communication mechanism is a voluntary motivated coordination of learning paths, which provides a flow of informal information and allows one to make appropriate decisions, it is focused on the development of self-learning and stakeholder approach, implying a reasonable responsibility of each participant of educational activities for its implementation. Clear differentiation of teaching, management and support of educational activities is a distinctive feature of the matrix organization, causing adaptive management in the context of organizational changes.

Discussion and Conclusion
Improvement of the educational process as an open self-organizing system is an adequate response to the challenges of the modern information society (globalization, Informatization, intellectualization, uncertainty and dynamism) and changes in the processes of acquisition and transfer of knowledge (Ignatyeva, 2012; Ilyinsky, 2013; Kravets, 2011; Robert, 2010; Yakovleva & Yakovleva, 2011).
The effectiveness of educational activities from the standpoint of pedagogical management is provided: 1) the organization of consistent interaction of students (groups of students), the teacher, the educational environment; 2) the active state, pedagogical and scientific consistency of the educational environment; 3) the motivation and stimulation of educational activities of students, the level of their responsibility for the effectiveness of training (Kamneva, 2010; Nesterova, 2014; Shtanko, 2011).

In modern conditions, educational activity is iterative in nature, when: 1) the value of all subsequent changes depends on the magnitude of the changes in the previous stages; 2) the movement to the changes is carried out in stages, with an increment of the main characteristics within the cycles; 3) the control of the state of all characteristics is carried out at each completed stage and its frequency is determined in the design of organizational aspects of educational activities; 4) based on the results of monitoring the state of educational activities, a management decision is made on all components that determine the preservation of the development path within the next cycle, or, if necessary, a decision on its adjustment.

Thus, pedagogical management as a complex and multifaceted pedagogical phenomenon has a direct impact on the educational process, its organization, deployment, result. The complex system of pedagogical management, based on information and cognitive approach, provides non-linear organization of educational activities, increasing the freedom and responsibility of the student as an agent of educational activities, contributes to the achievement of both personal and pedagogical goals of professional and personal development and self-development of students in the information society. The prospect of further work is related to the concretization of the combination of pedagogical management’s components; clarification of the nature, forms, methods of management.

References


The Phenomenon Of A Game And Its Psychological And Pedagogical Resources

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Abstract
The importance of the article is determined by the fact that under contemporary social and cultural conditions of bringing up the younger generation of Russia the problem of activating and organizing school students' game activity has assumed a special theoretical significance and practical importance. This is connected with the changes in society and the aggravation of the younger generation's problems the solution to which becomes more successful if there is developed and diverse game activity of school students that is a sphere of a person's socialization which is guided pedagogically, a means of developing and bringing up school students. The concept of “game” as a social and cultural phenomenon has been reviewed in the article and as a pedagogical category and a type of developing activity. Psychological and pedagogical possibilities of a game have been revealed and its principal resources including adaptation resources that help freshmen to adapt themselves quickly and efficiently to academic life and extracurricular activities at a university. It has been proved that the pedagogical essence of school students' game is revealed in educational and developing functions intrinsic to it: social and cultural, communicative, diagnostic, correctional, entertaining. The materials of the article can be useful in practical work of teachers of educational institutions as well as in work of psychologists-practitioners.

Keywords: game, phenomenon of a game, game activity, psychological and pedagogical possibilities of a game, game resources, adaptation resources.

Introduction
The study and interpretation of the phenomenon of a game have been addressed by the representatives of various schools of thought and areas of research beginning with ancient philosophers. Each of them saw in it something that reflected his own view on the world and its phenomena. The opinion was formed in science that “game” is not merely an ordinary definition but a scientific concept that has universal characteristics intrinsic to this social and cultural phenomenon only. It should be pointed out that this definition and its interpretation by contemporary sciences are so contradictory that until today philosophers, sociologists, culturologists and psychologists treat the phenomenon of a game from their...
own points of view which like a game itself are characterized by discrepancies (Belinskaya & Pronina, 2017; Gnedova et al., 2015; Kalinina, 2017; Lipatova et al., 2015; Masalimova, Usak & Shaidullina, 2016; Mitin, 2014; Kubiatko, Usak & Masalimova, 2016; Salakhova & Oschepkov, 2017; Kvon et al., 2018; Vasyakin et al., 2015; Davoudi et al., 2018; Fartash et al., 2018; Tastan et al., 2018).

The modern “Newest philosophical dictionary” (Gritsanov, 1998) treats game as a sort of physical and intellectual activity deprived of direct practical expediency and providing an individual a possibility of self-realization that goes beyond his factual social roles. The entry that covers essential possibilities of a game points out that the value of the game does not consist in its result but in the game process itself. In any sort of the game there are two primordia in a different proportion. One of them is connected with sharp emotional sufferings of players and spectators, the other – is rational in its nature, the rules of the game are distinctly determined in its framework, their observance is strictly required. The rules of the game create specific game space which models the reality that supplements or opposes it. The “encyclopedic dictionary” gives the most general definition of the game: “A game is a type of non-productive activity the motive of which does not consist in its results but in the process itself”.

In the “Psychological dictionary” under the editorship of A.V. Petrovsky and M.G. Yaroshevsky (1999) “game” is defined as a form of activity under conditional situations directed towards the recreation and assimilation of social experience.

In social psychology and psychoanalysis, the problems of the game were addressed by E. Berne (1999), an American psychotherapist who made a significant contribution to the development of practical ludology. He treated the game as communication at the individual level that represents a sequence of transactions (moves) connected with the individual planning of time structuring according to unformulated rules in conformity with the laws of its own.

Methodological Framework

The game is a type of developing activity, a form of assimilating social experience, it is one of the most complex capabilities of a person. The game is very serious activity which allows a person to assert himself and realize his potential. This is the activity where the participants try their hand in various social roles. Consequently, the game is a social factor of developing an individual’s personality, it opens broad opportunities for building up an attitude to activity and people who participate in it.

The four principal features are peculiar to the majority of games (according to Shmakov & Bezborodova, 1993):

1. free developing activity undertaken only if someone wishes for the sake of getting pleasure from the process of activity itself, but not only from the result (procedural pleasure);
2. a creative, to a great extent, improvised, active character of this activity (“the field of creativity”);
3. emotional elation of activity, rivalry, an adversary nature, competition, attraction, and so on. (the sensual nature of the game, “emotional tension”)
4. The availability of direct and indirect rules reflecting the content of the game, the logic and temporary sequence of its development.

At present the game has gained a prominent place and rather a high status in training and retraining the adult population, in solving problems in the life of society.

The game as a social and cultural phenomenon can be characterized as a sphere of the personality’s self-realization; as a part of pedagogical activity, as the reality of the educational and upbringing process and the object of pedagogical influence.

The game as a pedagogical category occupies a great place in pedagogical science and it is viewed as a means to study and form the personality (Zhukovsky, 1963; Konnikova, 2005; Mendzheritskaya, 1972), as well as an effective means of diagnostics and evaluation of the personality and a group.
M.R. Bityanova (2000) identifies the following psychological and pedagogical possibilities of the game:

- a person feels quite natural in a game, accordingly to his human nature because the natural state of a person is a state of a doer, the initiator of his own development;
- the game provides the broadest opportunities for development and self-development because the person is in the condition of “maximal readiness” for this;
- the game provides significant opportunities for the formation of self-regulation, planning skills, self-control and self-evaluation;
- the game allows one to comprehend and understand one’s own self, to see (to feel) the prospects of changes, to construct new models of behavior, to learn to have another attitude to the world and one’s own self;
- the game develops the most important social skills and abilities, the capacity for empathy, cooperation, conflict resolution through cooperation, teaches a person to see the situation through the eyes of another person.

We believe that the game is the most effective means of solving educational objectives in an institution of higher education. The study of the theory of the game in general and pedagogical game activity in particular allows us to put forward the hypothesis of possibility to use the resources of game activity as a means of fast and effective adaptation of freshmen to academic life at a university, as well as the means of building a close-knit student body.

Resource – (from French resource – a supplementary means):
1) conditions that allow one to attain a desired result with the help of certain transformations;
2) a potential of somebody or something.

A resource is a constituent that helps to go from the current condition (that we have, but we want to change) to the desired condition (the one that we want to achieve). Resources are all that can help to attain the goal set, i.e. to achieve the desired result.

Resources of the game are truly tremendous. Apart from the developing and educational functions the game also possesses a diagnostic, correctional and therapeutic potential.

Relying on the studies conducted by S.A. Shmakov & N.Ya Bezborodova (1993), E.A. Reprintseva (2003) and others one can distinguish the following resources of the game:
1. socializing resources of the game – they allow a person to recognize himself as a part of a great social body (society), to learn the norms and traditions of ethnocultural existence, incorporate social and cultural experience of the preceding generations and master the ways of handing them down to descendants;
2. developing resources of the game – they activate and update the natural rudiments and abilities of the person giving an impulse to improving his intellect, will power, emotional sphere;
3. didactic resources of the game – they facilitate the entry into the world of knowledge, the understanding of the fundamentals of sciences, the introduction to social and cultural legacy;
4. psychotherapeutic resources of the game – they assist in overcoming psychological and social difficulties that impede the personal and emotional development.
5. diagnostic resources of the game – they make it possible to trace the dynamic pattern of the intellectual, motor and practical and emotional growth of the person;
6. the resources of the game in providing conditions to manifest spontaneity of the person, his originality, individuality and uniqueness.

Results and Discussion
In our research we also distinguish adaptation resources of the game which a special emphasis is placed on.
By an adaptation resource in our research one should understand that volume of reserve capabilities of
the game which can be realized under conditions of counteracting unfavorable factors of the
environment. These resources increase the level of adaptive abilities and capabilities of students who are
in a state of disadaptation.

It is known that the process of applying to an institution of higher education in a considerable part of
freshmen is accompanied by disadaptation which is caused by the novelty of the status of being a
student, the absence of a reference group, heightened requirements from the faculty, intensity and strict
mode of learning, an increase in the amount of self-study workload.

We consider that adaptation resources of the game help students to adapt themselves to academic life
and strict requirements of a university faster and easier, to each other in a student group, to
extracurricular group activity. They also give possibility to optimize the process of building a group,
contribute to the establishment of the relations of cooperation, friendship and mutual creativity among
teachers and students, create a favorable psychological climate and help to knit together a student body.

Besides, adaptation resources of the game help freshmen to master a new social role of a student and also
to solve personal and psychological problems that prevent one from being adapted to student life and
course requirements (Salakhova et al., 2017a; Mitin, 2015; Tastan & Davoudi, 2015; Masalimova &
Shaidullina, 2017; Kalinina et al., 2016; Efimova et al., 2015).

In the course of the game all the participants are involved in the game process, they actively work on the
resolution problem and conflict situations.

The game constructed in the required way, helps to correct behavioral disorders, to manage conflicts, to
overcome difficulties of communication as well as helps to cope with emotional experiences, anxiety, fear,
lack of self-confidence, shyness in socializing, inability to control one’s feelings and deeds that prevent
somebody from feeling comfortable and communicating with peers.

The game gives everyone a possibility to show oneself to get the best results in every aspect. The game
corrects suppressed negative emotions, fears, lack of self-confidence, it enhances the abilities for
communication thus helping to adapt oneself to new, unfamiliar conditions.

In a specially arranged game students gain skills of behavior and experience which are required outside
the game.

The game is quite similar to the model of the real world. This is the model which allows one to try out
ways of behavior in modeled situations many times. In case of failure the game can be repeated several
times (the thing which is impossible in real life).

Thanks to the game new behavioral skills are reinforced, the ways of optimal interaction with other
people are acquired that earlier seemed to be inaccessible, verbal and non-verbal communicative skills
are trained and reinforced.

The use of game methods, according to other researchers’ opinion, is useful as a way of overcoming
inhibitedness and tension by participants, as a condition of the painless removal of “psychological
defense”.

As an example we can consider the application of a role game for adapting freshmen to one another and
to one’s student group.

A role-playing game is a psychotherapeutic method of play therapy as the strongest form of influence on
the personality development. It comprises special exercises that are done by the group and which
presuppose verbal and non-verbal types of communication, acting out various situations due to which
personal relations between the participants of the group are formed. This can ease the tension and fear of
other people and raise one’s self-esteem.

A person’s socialization largely goes through the development of various roles that can reflect his social
position, be a way of expressing the group’s norms and social requirements, be determined by the
functions of a person in society, etc. When people take on a certain role, they start to behave in accordance with its requirements.

The essence of a role-playing game lies in the fact that a person temporarily “assumes” a certain social role and demonstrates behavioral models, which, as he believes, correspond to it. It is not reduced to acting out the acts of the character described literally, as in the stage play. Only the social role is set, the participants determine themselves the concrete actions implied by it. In our case, with the help of a role-playing game, first-year students learn how to correctly play their new social role - the role of a university student.

The role-playing game prepares for the upcoming difficult situations, gives a possibility to test alternative actions and choose the best options, and then apply these behavior models in real situations (Mitin et al., 2017).

In most cases, several people participate in the game simultaneously, each of them plays his own role. As a rule, participants are asked to “take on a role that is not characteristic of the performer, or characteristic of him, but in an entirely different situation” which allows him to obtain a new experience of behavior. The situation is created in such a way as to optimize the opportunities for learning new behavioral models.

Besides, the role game forms the capacity in participants to play the role of another person to see yourself from the position of a partner in communication. It guides students to plan their own speech behavior and behavior of the interlocutor, develops the ability to control their own actions, to give an objective assessment of other people’s actions, thereby optimizing the process of establishing interpersonal relations in the student group. In a role-playing game, the scenes close to real life are played which are discussed by the participants in conclusion, i.e. there is a self-analysis of one's own activity. At this stage, we discuss in detail and analyze what happened in the game and draw conclusions (Salakhova et al., 2017b; Mitin, 2016; Masalimova et al., 2014; Kalinina et al., 2017).

Conclusion
Thus, the use of the role game allows one to solve the following objectives:

- to form new models of behavior in participants in situations of intrapersonal interaction.
- to expand the flexibility of behavior owing to the opportunity to take on the roles of different participants of communication.
- to teach the models of effective behavior in specific situations of communication (acquaintance, conflict, etc.).
- to demonstrate the conditional character of behavioral models prescribed by the roles, their dependence on the context of communication.
- to provide conditions for recognizing and correcting one’s own inadequate behavioral models.
- to reduce the severity of problem experiences related to the situations being played (the effect of catharsis).

References


Russian Thought: Reality Or Fiction

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Abstract
By means of the hermeneutic method of "recognizing interpretation", the article reconstructs the theoretical and methodological idea of the Slavophils, according to which the specificity of Western European and Russian thought is determined respectively by the Western and Eastern versions of Christianity. The article provides the answers to the following questions: why Catholicism and Protestantism contributed to the absolutization of the logical mind in Western European thought; what are the consequences of this absolutization for the spiritual integrity of man; what is the specificity of Russian thought, formed under the influence of Orthodoxy, and why the revival of the structure of thought of the Holy Fathers became the main task of the Slavophiles in their solution of the problem of the specifics of Russian thought; what is the internal structure of Russian thought, and why it is not reduced only to intellectual logical exercises; how the features of religious Christian philosophy are connected with the specifics of Russian thought; what is the historical fate of the ideas about the existence of Russian thought.

Keywords: Russian thought, patristic thought, spiritual reason, chastity of spirit, believing thinking, higher and lower levels of reason, criteria of maturity of thought.

Introduction
Until the middle of the nineteenth century, Russian intellectuals, especially Westerners, shared the belief that there were no differences in the basic characteristics of the Russian and Western ways of thinking because of their belonging to one Christian culture. It was not customary to talk about the division of the Churches into Western and Eastern, and in Russia the word "Byzantinism" was considered to be "almost abusive" even in times of Slavophiles. F. Tyutchev was known to prove the government in his memorandum that "we are the Eastern Empire" (Fedorova, 1990), and that Byzantine succession, i.e., Orthodoxy, specified all of our culture, from politics to the way of thinking. Moreover, this meant that Russian thought is different from Western one, the specificity of which Western European philosophers and thinkers saw in absolutisation of the rational-logical.

Research Methodology
The hermeneutic method of "recognizing interpretation" aimed at revealing the main meaning of texts allowed the authors of the article to understand that the main idea of the Slavophile doctrine about the specifics of the European and Russian types of thinking is to study their conditionality by religion. To realize their intent, the Slavophiles used a substantive monistic approach in its gnoseological dimension, in which religion as the substantive basis of thought is considered in its spiritual and moral content. The Slavophils based their ideas on theoretical and methodological approach, according to which one can
understand the specifics of Western and Russian thought only after considering the specificity of the Western and Eastern types of Christianity. G.V. Florovsky (1998), P.H. Florensky (1990), A.F. Losev (1993) and other Russian philosophers believed that the methodology of the Slavophiles does not narrow the framework of the civilizational approach, since the basis of any civilization is the corresponding religion. The dialectical principle of concreteness allowed the authors of the article to state that the idea of "believing thinking" developed by the Slavophiles helped to recreate, preserve and consolidate the Orthodox worldview in opposition to the growing expansion of rational and absolutization of logical knowledge in Russia (Ju et al., 2017; Vodenko et al., 2018; Prokofieva et al., 2018).

Western European philosophers recognized the fact that Western European thought absolutized the logical thought, but in contrast to them, the Slavophiles not only stated this feature of Western thought but also substantiated the absolutization of the logical influence of Catholicism and Protestantism, and also showed that this absolutization destroys spiritual integrity of man. P.H. Florensky (1990) associated absolutization of the logical thinking, leading to the destruction of the integrity of the spirit and integrity of man with the problem of sin. "Sin is the moment of discord and disintegration of spiritual life. The soul loses its substantial unity, ... it is lost in the chaotic vortex of its own states ... I is choking in "the stream of mental passions" (Florensky, 1990). The responsibility for the fact that a person was formed, choking in the "stream of mental passions", lies, as the Slavophils showed, on the Reform which, following the Roman Church, "liberated the mind", freed it from faith, and, consequently, from morality. This "liberation" exacerbated the problem of sin, the problem of spiritual discord, the essence of which is to divide thought and will, thought and desires, the lack of unity in the affairs of the mind and flesh, the self-will of the flesh. The request for the restoration of the spiritual integrity of man exists, as the Slavophiles believed, only in Orthodox culture, since only an Orthodox man has not yet lost his natural spiritual balance, which assumes the subordination of the individual abilities of the mind to a certain common "spiritual tuning fork" (Khomyakov, 1994).

Results
The general methodological standpoint of the Slavophiles, according to which the specificity of Russian thought is conditioned by Orthodoxy, required the concretization, that is, the finding in the very Orthodoxy the source from which Russian thought drew the opportunity to be a thought tuned to the "spiritual tuning fork". Such a source they saw in patristic thought, which, after the triumph of the Enlightenment, was consigned to oblivion not only in the West, but also in supporting it Russia. This oblivion turned into the willfulness of human thought, since nothing hindered the assertion of "human understanding, prided with its logical abilities" (Florovsky, 1998). Reanimating the structure of thought of the holy fathers became the main task of the Slavophiles in their solution of the problem of the specifics of Russian thought.

The patristic thought, according to the testimony of the Slavophils, is not speculative-theological, and the fathers of the Church were not scholastic theologians. As St. Theophanes the Recluse taught, "Apostles, when planting Christianity on earth, did not teach theory but began life", life, of course, spiritual. Patristic thought is aimed at creating a "theology of deeds": the deeds of God, aimed at saving man, and the deeds of a man yearning for his salvation (Feofan the Recluse, 2003). Even the dogmatic work of St. John of Damascus "The Key of knowledge" possesses, as S.S. Averintsev (2004) believed, not a Western but Byzantine type of theological reflection, in which "the key was the word "acricia", that is, literally, "accuracy", "diligence" in deeds; "Good faith"; "Spiritual conscientiousness," combined with the recognition of the invariability of dogma and the internal rule of faith (Averintsev, 2004). Therefore, as P.H. Florensky argued, "for anyone who wants to understand Orthodoxy, there is only one way - a direct experience of Orthodoxy." "One can become a Catholic or a Protestant through books, without real life
contacts - in his office. But in order to become Orthodox, one must plunge into the very elements of Orthodoxy at once, to live according to the rules of Orthodoxy, and there is no other way "(Florensky, 1990).

The way of thinking, which lies at the base of "theology deeds", was called by the holy fathers "spiritual intelligence". It is noteworthy that Clement Zedergolm, a Protestant who later converted to Orthodoxy and became a priest of the Optina Pustyn monastery and a spiritual instructor of K.N. Leontiev (1991), fully understood the essence of this reason. In a letter to his father - a Protestant pastor, he described the "spiritual intelligence" as "the mind of the spiritual man, illuminated by faith, through the commandments of Christ, and through the special grace and revelation of the Lord". Such a mind, he wrote, "understands and embraces many things, which not only the carnal, but also the spiritual person cannot understand and embrace ..." (Leontiev, 1991). The holy fathers testified that the "spiritual mind" formed in the Orthodox religious-spiritual experience is consecrated by grace for the reason that Orthodoxy is predominantly mystic Christianity. The Western theologians also spoke about the mystical nature of Orthodoxy. Thus, Pope Innocent III agreed that "the Eastern Church represents the purely spiritual side of Christianity, there is the Church by the predominance of the Holy Spirit" (Archimandrite, 1996), and therefore the Orthodox spiritual life is characterized by feelings of secrecy, fear of God. In such feelings, as S.S. Averintsev (2001) wrote, the Christian West urgently needs today to preserve the "ontological distance between the Creator and the creature", needs "Orthodox help against the erosion of a sense of sin".

In spiritual religious experience, according to the testimony of the holy fathers, there is deifying (illumination by the grace of the Holy Spirit) of not only the mind, but all other abilities of man as a complex psychophysical being. Faith, as St Theophan the Recluse taught, "is not the work of one thought and mind, but embraces the whole being of man" (Theophanes the Recluse, 2003). The wholeness of life is formed on the path of "inner sobriety", and the holy fathers, following this path, transformed not only their minds, making them believers, but also all their other spiritual abilities. Comprehending the experience of the holy fathers, the Slavophiles realized that faith forms the "permanent, definite" order of their soul, without which there is no "integrity, or chastity of spirit" (Florovsky 1998). In the spiritual experience of the holy fathers and their thinking, the body, mind, will, and feeling, contribute to each other. The Slavophils considered "chastity of spirit" as the essence of Russian thought, and this, as Archpriest G.V. Florovsky believed, was their feat. Slavophiles dared to say something that was contrary to the attitudes of Western European rationalism: purely logical thinking is unable to understand either the specificity of the "chastity of spirit" or "believing thinking" or the content of the expressed truths (Kireevsky, 2002). On the contrary, Russian thought, formed and educated under the leadership of the Orthodox Church and monasteries, was easily aware of the "arrogant rationality of the Romans" and perceived it "as a moral" blindness". Anxious restlessness of the personal spirit was alien to Russian self-consciousness of the mind flouncing about between the claims of reason and moral values. It possessed a deep calm conviction in the necessity of moral perfection (Kireevsky, 2002). These features of the Russian mind were manifested, for example, in the field of law, where, unlike Western European jurisprudence, a tendency was formed not to external, but to internal justice (Florovsky, 1998).

The formation of the "wholeness of the spirit" as a special state of thought cannot occur in the quietness of the cabinet, because "believing thinking" stems from the pure wholeness of life, and not from intellectual pursuits "(Kireevsky, 2002). Realizing this circumstance, I.V. Kireevsky practiced for several years, as far as it was in his power, in the prayer experience, perceiving the "instructions" of the holy fathers (Optina elders, Isaac the Syrian, Maxim the Confessor, Gregory Palamas and other fathers of the Church) "for the first data for own understanding". As a result, he testified that the Orthodox faith gives "a special colour,
a special order for all other thoughts and concepts", defines "the actions of man as much by its direct power as by its influence on extraneous thoughts, concepts, desires and feelings, often without visible contact. Later, A.F. Losev (1991) wrote that the Slavophiles deliberately took "into service the mystical knowledge of the Orthodox Church" for their philosophizing. This allowed them to determine the essence of Russian thought.

The Slavophils not only substantiated that Russian thought stems from the pure integrity of life and is not reduced to intellectual logical exercises, but also revealed the content of its "quiddity". It should be noted, that I.V. Kireevsky (2002), who initiated reflections on the specifics of Russian thought, for a number of reasons used the concept "believing thinking" instead of the concept "Russian thought". The essence of this thinking, as he believed, is "to seek ... that inner center of existence, where the mind, and the will, and the feeling, and the conscience, and the beautiful, and the true, and the amazing, and the desired, and the just and the merciful , and the whole volume of mind merges into one living unity and thus the essential personality of a person is restored in its primordial indivisibility" (Kireevsky, 2002). It was about the primordial indivisibility of the personality that A.S. Khomyakov mentioned when he wrote that "a heart without reason is a passion, a flame that devours existence; mind without a heart is a cold that freezes life "(Khomyakov, 1994). Slavophiles justified the possibility of the organic connection of the mind, faith, conscience, will and other abilities of the human spirit by the fact that the truth is one alone and all human abilities must participate in its comprehension simultaneously. Otherwise, the unity of the truth will be broken and its cognition distorted.

The mind is also integral as the Slavophiles believed, but "its images and conclusions" are different, depending on the stage it is on. According to I. Kireevsky the position on which the mind identifies itself only with logical thinking is the lowest stage. The highest stage of thinking is "integrity of spirit" or "believing thinking". Logical thinking, as the lower thinking, is unable to understand the highest thinking, i.e., "believing thinking" and perceives it as something mystical and unreasonable. On the contrary, "believing thinking" is able to see the limitations of purely logical thinking (Kireevsky, 2002). Nevertheless, the Slavophils held the view that one cannot neglect the incomplete knowledge gained at the "lower" stage of the mind: it "can be useful in its subordinate place". Therefore, Orthodoxy has never hampered the free development of the logical mind, never saw it as a threat to faith (by the way, St. Gregory Palamas taught it in his "Triads"). "It is very uncommon - wrote I.V. Kireevsky, - when Orthodox loses his faith only as a result of any logical reasoning", that is why the Orthodox Church, unlike the Catholic Church, has not ever burnt scientists at the stake. It believed that unbelief can be caused by "temptations of life" not by science, because any "logical reasoning cannot do harm to "believing thinking" (Kireevsky, 2002).

"Believing thinking", as the internal structure of Russian thought, determined the specifics of Russian philosophy, which could not be abstractly logical (Kireevsky, 2002). This explains the acute shortage of philosophical systems in Russian religious-Christian philosophy, especially in the Slavophile. The philosophy of the Slavophiles means "the end of abstract philosophy, and therefore cannot be a system."It is "the philosophy of the whole life of the spirit, and not abstract intellect, not abstract mind." The philosophical thought of the Slavophiles "consciously set itself the task of asserting an integral religious philosophy against all rationalist dissection" (Leont'ev, 1996), which in the comprehension of truth always seeks to coordinate its actions with faith, thereby preserving the "precious warmth of its thoughts" (Leont'ev, 1996).

Russian thought, being a believer, allowed Russian religious philosophy to unite "the two opposite ends of human thought: where it is associated with the higher issues of faith, and where it touches science and external education" (Kireevsky, 2002). This explains the fact that Russian philosophical thought could not
accommodate its contents into the system of only logical abstractions. For "believing thought," as I.V. Kireevsky (2002) believed, logical perfection is not a criterion of maturity. On the contrary, the finished formulation of the content of thinking in logical concepts terminates the process of its development and maturation, and "no thought can be considered mature if it has not developed to the ineffability of the word." Thus, when painting icons, believing thinking is "energetically splashed out not in words, but in mental tension, associated with aspirations for God and transmitted in icon-painting images. E.N. Trubetskoy called such thinking "speculation in colors". You can talk about "speculation in Gothic plastic." However, unlike "speculation in colors," it realized the impossibility of competing with scholastic speculation, focused on "affective" (from Latin affectus - emotional excitement, passion) side of the soul, giving the scholastic "intellectual" component of the soul. Russian icon painter has a difficult task to testify about the Truth, to justify it with the help of the icon painting, that is, to be theologian in silence, in the concentration of the prayer deed, which includes the affective and intellectual component of the praying soul. There is no iconographer without a difficult path to holiness. Rus inherited the recognition of the holiness of icons from Byzantium, but the requirement of the sanctity of the icon painter was born in Holy Russia (Averintsev, 1991). Stressing this feature of the Russian "speculation in colors" P.H. Florensky (1990) wrote: "Of all the philosophical proofs of the existence of God, the most convincing is precisely that which is not even mentioned in the textbooks; approximately, it can be constructed by inference: "There is Rublev`s Trinity, therefore, there is God" (Averintsev, 1991).

Discussion
The concept of "Russian thought" was often used in the philosophical and literary works of Russian intellectuals of the nineteenth century, but its semantic loading was often perceived as purely intuitive. Although the question about the existence of Russian thought, fell into the field of self-consciousness of Russian culture, in particular, Russian philosophers, but there were not any written works on the history of Russian thought (by the way, there are no such works to this day). The absence of theoretical studies of "Russian thought" contributed to the formation of the opinion, in particular, expressed by V. Solovyov, that we, Russians, would be taught spiritual discipline by Catholicism. Western European thinking was considered universal, therefore ideas associated with the existence of Russian thought were perceived as something ephemeral-romantic. If the real existence of Russian thought was recognized, its weak representation in the space of Russian culture was emphasized. For example, K.N. Leontiev (2007), recognizing the existence of "some real Russian thought," added that "there are so few Russian thoughts in the world! There is Russian language, there is perhaps Russian literature and poetry ... But there will not be Russian thoughts until we cease to be Europeans, "and horrify in face of any real mental independence" (Leontiev, 2007). To cease to be Europeans meant to remember that Russian thought did not pass the training of Roman Catholic scholastic controversies, but it was born and brought up "in the unknown recesses of" religious creative spirit of the holy fathers; that in its history it was always, in one or another way, following the holy fathers ("following the Holy Fathers"), whose testimonies were perceived not as evidence of antiquity, but as constantly present evidence of Truth. That's why Russian thought was not lost in the twists and turns of complex Russian history.

Along with a skeptical attitude to the problem of the existence of Russian thought, optimistic-positive judgments were also expressed, according to which Russian thought not only exists, but also occupies a special place in the world spiritual culture. Thus, V.F. Ern wrote "Russian thought occupies a very special place in the modern spiritual state of the world, not because one or another Russian thinker is as ingenious as Hegel, but because the philosophizing principle of Russian philosophers (among which there are some genius) is significantly different from the philosophical principle of Western European thinkers of modern times "(Ern, 1991).
Conclusion

In Russia, the historical fate of the ideas of the Slavophiles about "believing thinking" was difficult to form. On the one hand, these ideas gave impetus to the development of the original Russian philosophy, in the second half of the 19th - early 20th centuries, which was represented by bright and original thinkers, who relied in their studies on the Slavophile ideas of "believing thinking". Therefore, these ideas formed the basis of earlier work by V. Solovev "Philosophical Principles of Integral Knowledge". Nevertheless, he failed to fully implement the idea indicated in the title of the work.

On the other hand, due to the fact that from the beginning of the nineteenth century, belonging to the Orthodox religion was regarded as a sign of intellectual primitiveness and even mental disorder, the idea of "believing thinking" as the basis of the "Russian mind" was puzzling and questionable. Intellectuals who do not have Orthodox-religious experience, without which it is impossible to understand the meaning of "believing thinking", and even more to develop this ability, turned out to be in the majority in Russian culture of the 19th century. Their minds and hearts were filled with teachings that grew based on Catholicism and Protestantism. Catholicism, with its legal orientation and "formalist rigor" scholasticism was, as A.F. Losev (1993) wrote, "enticing bait for stupid, wretched in mind and heart, a truly "Russian intelligentsia". According to personal observations of I.V. Kireevsky the Russian intellectual elite of his epoch, philosophize without a soul and faith, that is, not like Russians and Orthodox. Rapture with logical thought, detached from other faculties of the mind, turned out as I.V. Kireevsky wrote, that "we have lost the secret to strengthen the will." "In man and in the people' the development of logical reason moves "in the reverse content to the development of the will ... Logical consciousness, transforming the deed into the word, life into a formula, grasps the subject not completely, destroys its effect on the soul. Living in this mind, we live on a plan, instead of living in a house, and, having drawn the plan, we think that we have built a building. When it comes to the real construction, it is already hard for us to carry a stone instead of a pencil. That’s why... in our time only uneducated or spiritually educated have the remnants of will" (Kireevsky, 2002).

As a result, the problem of "believing thinking", along with other problems, caused an intellectual split in Russian culture, which became the main reason for "all evils in the Russian land" (Kireevsky, 2002).
of the spiritual and life experience on the perspective of the unity of truth and faith, became incomprehensible and mysterious for the West (Lossky, 1991). For the time being, the solution to the problem of "believing thinking", and, consequently, the Russian mind, is not completed and is waiting for its researchers.

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Students Adaptation To Training In University In Educational Environment Optimization Terms

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Abstract

The relevance of the article is due to the aggravated contradiction between the need of society for high quality professional education and the lack of students’ readiness entering the University to study in the new conditions of interaction with the educational environment, which in the context of changing the orientation and paradigm of higher education puts forward the task of developing students’ ability to adapt. The purpose of the article is the scientific and methodical substantiation of the conditions of the educational environment optimization, contributing to the successful adaptation of students to study at the University. The content of the article reveals the educational environment of the University as a multi-level system of conditions (socio-pedagogical, psychological-didactic, organizational-pedagogical) for the implementation of the adaptation process at the micro and macro level, providing optimal parameters of educational activities in the target, content, procedural, effective aspects. The article presents a structural and complex model of personal adaptation to higher education, which includes five stages of a holistic adaptation process. The article is intended for researchers, teachers dealing with the problems of students’ adaptation in the educational environment of the University in order to correct and prevent maladaptation and, ultimately, contribute to the success of their training.

Keywords: adaptation, educational environment, optimization, multilevel system of conditions, structural-complex model.

Introduction

The effectiveness of the University educational work is associated with the reduction of terms and providing success of students’ adaptation, where successful adaptation is a prerequisite for active learning activities and a necessary condition for its effectiveness. Interest in the problem of students’ adaptation covers various areas of humanitarian knowledge: pedagogy, psychology, philosophy, sociology. In pedagogy of higher school, the problem of adaptation was developed and when considering related issues: the continuity of education in secondary and higher school (Agaeva, 2016; Dugarova, 2016; Ju et al., 2017; Tastan et al., 2018); formation of students’ educational activities (Sergeeva, 2010; Fedotova et al., 2015). The presence of social and professional components in the structure of University adaptation...
is confirmed by studies of Albitova E. P. (2015), Yurkina M. S. (2015). Adaptation to educational activity or didactic aspect of University adaptation is considered in the works of Alexandrov E. P. (2014), Kornilova V. N. (2014), Noskova T. N. (2016). A number of scientists (Ananyina, 2012; Lakhtin, 2010; Teryushkova, 2014; Prokofieva et al., 2018; Davoudi et al., 2018; Fartash et al., 2018) consider innovative technologies of students’ adaptation in educational environment. Novikov V. N. (2012) in his study summarizes the existing approaches to the study of University adaptation and identifies the following interrelated components in its structure: social, personal, didactic and professional. We share this point of view and as an integrative link that determines each of the University adaptation’s components, we propose to consider the personality of the student, namely the individual-typological properties, character, propensities and abilities.

The problem of students’ adaptation is of paramount importance, because any activity is generated by specific motives. The results of the theoretical analysis indicate a purely instrumental attitude of students to higher education obtaining. For most students, it is only a means to achieve any specific own goals that have little to do with the content of the training. Thus, it becomes obvious to us that the problem of students’ adaptation to study in higher professional school is not sufficiently developed and requires further research. Analysis of practice and theoretical research on the problem revealed a contradiction between the increased requirements of society to the level of students’ social and professional activity and the undeveloped conceptual framework and resource support of its formation in the educational space of the University. And in its resolution the research work of the authors is directed.

Materials and Methods

Research methods: analysis of legislative and regulatory documents that determine the functioning of higher education and the activities of universities in modern Russia; analysis of scientific literature on pedagogy of higher education and related Sciences on the topic of research; content analysis of the basic concepts of the study; questionnaires, interviews with University teachers, Tutors, included observation; methods of diagnostic research of students’ readiness in high school and the success of their adaptation to the educational and socio-cultural environment, tested in domestic and foreign psychological and pedagogical practice.

Experimental work was carried out on the basis of Kazan universities (the sample of students was 245 people). It was held in the educational and extracurricular activities of students in the University within the framework of professional education using the opportunities of academic disciplines, in the form of lectures, seminars, workshops, mini-trainings, role-playing, business games, during the training practice; resources of scientific activities (conferences, seminars, round tables); various forms of educational work (debates, reviews, competitions, festivals, thematic and festive events, club meetings, events, adaptation meetings).

The first stage was associated with the theoretical analysis of the literature on the problem under study, the definition of the strategic position, object, subject, purpose and objectives of the study, the formulation of the working hypothesis, the identification of criteria, indicators of evaluation of the process under study, conducting ascertaining experiment and processing of its results. The methods used at this stage are theoretical (theoretical analysis, conceptual analysis, historical analysis of the problem, generalization, structuring, abstraction) and empirical (conversation, testing, questioning, ascertaining experiment).

The second stage is characterized by the development and implementation of a complex of pedagogical conditions for adaptation of students by means of the educational environment’s optimization, experimental verification of its effectiveness and developed methodological tools of the process’s pedagogical support. The main methods of work at this stage of research are: modeling, comparison,
systematization, questioning, and testing, expert evaluation method, forming experiment, graphic methods, mathematical and statistical methods.

The third stage is associated with the systematization, analysis, evaluation and interpretation of experimental work’s results, theoretical understanding and generalization of the main conclusions on the problem under study, the design of the study results and the definition of future prospects. The main methods of work at this stage are: analysis, synthesis, comparison, generalization, graphic methods, mathematical and statistical methods, computer methods of processing results.

Results and Discussions

As a result of the content analysis of scientific (philosophical, sociological, psychological, pedagogical) literature and scientific research on the problem of social adaptation (Balabanova, 2018; Dubovitskaya, 2010; Kuzmickin, 2014; Maklakov & Goloveshkin, 2011; Kazakova, 2011; Laktionova, 2010; Ostroumova, 2011), the authors of the article present a generalized structural and complex model of the individual’s adaptation to study at the University. It includes five stages of the integral adaptation process: fixation of information about the new educational environment; adaptive situation, barriers to adaptation, strategies of social adaptation, and correction of adaptation’s final results.

Each subsequent stage is due to the previous one. Need for such a structural division of a single adaptation cycle follows from our understanding of the relative nature of both the intermediate and the final results of the individual’s adaptation. 245 students were surveyed to identify difficulties in students’ adapting in order to provide them with differentiated pedagogical assistance in the prevention and correction of maladjustment’s various forms. The difficulties of educational material’s mastering, examination excessive mental strain to the end of the semester, the difficulty of communication and the load of unresolved problems in life have been found among many first-year students. Collected empirical material allowed identifying 4 groups of subjected ones. The first group (38%) united students with gross violations of the mental work. The second group (32%) was characterized by violations of the learning regime, excessive overload of independent work on educational materials, in the absence of rest. The third group (16%) was characterized by conflict nature in communication, inadequate reactions and a tendency to nervous breakdowns. The fourth group (14%) was characterized by tension in the system of interpersonal relations, resentment, anxiety, and suspicion. Excessive, petty “principle nature”, fixation on negative moments in the relationship led to conflicts in interpersonal relationships, which was not in the best way reflected on the performance. Students of all groups did not know how to rank their problems; this often led to a sense of “despair” and negatively reflected on the quality of learning work.

As a result of the adaptation process’s analysis, the authors of the article have identified four periods, qualitatively different from each other:
- pre-adaptive period, which is characterized by the formation of life plans related to future education, intensification of preparation for competitive exams, and therefore the creation of prerequisites for successful education;
- the orientation period, it is characterized by contradictions between the real state of Affairs and ideal representations, awareness of the requirements, acceptance or rejection of them, the development of behavior line in relation to them, one or another degree of performance, forming the status in the student group;
- the period of true adaptation is characterized by active assimilation and adoption of standards-requirements for educational work, the formation of new relationships of the individual associated with educational activities, a significant reduction in deductions for underachievement;
- The normative period is associated with relatively stable life plans and personal relationships, stable indicators in education, involvement in the main areas of socio-cultural intra-University life.

Analysis of the University educational environment, revealed its theoretical three-layer model, which includes the learning environment (micro level), extracurricular environment and the General socio-cultural environment of the University (macro level), satisfying the individual personal needs and interests of students. While the first layer is the structure of the first plan. The other two are background structures. The learning environment is less open, more closed to the direct pedagogical process, the organizational structure of the University (departments, deans, faculties, teaching staff, material and technical capabilities. At the micro level, which is directly in the learning process, the factors that have a positive impact on the adaptation of students, according to authors’ data, are:
- Diagnostics of students’ readiness to study at the University and its organization (according to its results of compensating training at the optional level);
- Correction and prevention of manifestations of students’ mental maladaptation (States of neuropsychiatric fatigue, violations of the educational regime, the norms of sleep and rest, diet, and so on),
- Students’ personality-centered learning;
- Improvement of teachers’ and Tutors’ pedagogical qualification on the problems of students’ adaptation to training;
- Improvement of students’ communicative competence through special psychological and pedagogical trainings;
- Pedagogical assistance in mastering the latest information technologies (according to the needs);
- Formation by the academic disciplines’ teachers of students’ skills and abilities of self-education and the gradual introduction of forms of University control.

The fact of operational control’s presence of students’ activities and help them by Tutors, deans and teachers of the departments organizes and directs the training of students, encourages them to a more active attitude to the classes, activates the desire to learn in full. Indicators of this attitude were a large number of students who want to perform tasks in non-traditional ways, to participate in training, business games, a significant reduction in the number of absences without valid reasons; the presence of modular technology of pedagogical control created the necessary motivational incentive and intensified educational and cognitive activity of students.

A significant role in the adaptation of students is assigned to Tutors of educational groups. Tutoring as a system of individual work with first-year students is aimed at ensuring their successful adaptation to learning, familiarization with the organizational culture, norms and rules of University life. Tutors appointed from the number of the teachers usually have extensive teaching experience. The activities of Tutors at the University are aimed at solving the priority task of creating optimal conditions for the adaptation and self-development of the student’s personality. Tutor is involved in this task’s solution through counseling, orientation and psychological and pedagogical support of students. In addition to this task, it is important to help in the social adaptation of first-year students and familiarizing them with the corporate culture of the University. Most teachers and students positively assess the role of tutoring as a condition of education’s humanization and social support of the individual in terms of adaptation to higher education.

During the competition of pedagogical skills in the category "Best tutor of student group" (a member of the jury of which was the author him/her-self), the survey revealed the need for a tutor among 63% of first-year students. This opinion is maintained by 36 % of undergraduate students. Tutor, mainly helps to solve problems related to academic performance (6.8 %); health (5.8 %); personal problems (4.9 %); helps to establish relationships with fellow students (5.8 %); to join the social life of the faculty (21.1 %); assists
in the design of course and research papers (3.2 %); helps to resolve the conflict with the teacher (2.8 %); improve living conditions (2.2%). The study conducted showed that if there was no tutor, it would be more difficult to adapt to student life for 33.6% of students; 12% would be deprived of the opportunity to communicate with an interesting person, it would be difficult in the first months of training for 21% of students. Tutor is necessary for students to tell about the basic requirements for study (24.3 %); to help in the preparation of course and scientific works (8.8%); it is nice to know that there is a teacher who is not indifferent to student problems (15.5%); to acquaint with the Charter of the University and other official documents (8.7%). Only 7.3% of students did not feel the need for a tutor; 7.6% of students prefer to solve problems on their own.

The process of adaptation is based on the interaction of the two sides of the student-adaptant and the educational environment, so the criteria for the success of the adaptation process should be assessed bilaterally. On the part of the environment-the external (objective-normative) criterion determines the adaptability, in accordance with the requirements of the educational environment. On the part of the student-adaptant-internal (subject-personal) criterion - is the student's satisfaction with his/her position, well-being, preservation of internal energy resources, lack of tension and anxiety.

The system criterion reflects the nature of the student's interaction with the educational environment. In psychology and pedagogy, the presence of positive interaction with the environment, interest in contact, active realization of intrapersonal potential in specific adaptive conditions often denote the concept of "inclusion". It is characterized by the correspondence of the internal mental state of the person to the requirements that the environment presents to it, while the environment is the sphere of realization of life plans, needs and aspirations of the person. Only the result that meets the requirements of all three criteria can be considered optimal adaptation.

Psychological and pedagogical adaptability is a dynamic concept; it is closely connected with the concept of adaptability as a property of the individual and is the ability to build productive systems of interaction. This ability is reflected in the strategies of behavior used by students in the process of socio-psychological and pedagogical adaptation.

<table>
<thead>
<tr>
<th>Styles of adaptation</th>
<th>Outward orientation</th>
<th>Orientation inside</th>
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<tbody>
<tr>
<td>Active contact (transformation)</td>
<td>Active change of environment</td>
<td>Active change of one-self</td>
</tr>
<tr>
<td>Active avoiding (leaving environment)</td>
<td>Active leaving of the environment and the search for a new</td>
<td>Avoiding contact with environment and immersing oneself in one's own inner world</td>
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<tr>
<td>Passive contact (representation-subordination)</td>
<td>Passive representation of oneself under the influence of external stimuli</td>
<td>Passive submission to environmental conditions</td>
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<tr>
<td>Passive avoidance (waiting)</td>
<td>Passive waiting for external changes</td>
<td>Passive expectation of internal change</td>
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The authors of the article checked the success of the adaptation according to the internal criterion (from the side of the person) and external - (from the side of the educational environment - teachers, Tutors, etc)
Figure 1. Verification of success of students' adaptation to training on the allocated criteria.
Repeated study of the same students for a year and a half and the use of multivariate analysis made it possible to build a description and interpretation of the results.
According to the selected criteria, two types of sustainable and changing adaptation were identified. The sustainable type of adaptation is represented by three levels—high, medium, and low. Changing type—by two with increasing and decreasing degree of adaptability, this is with positive and negative dynamics of the adaptation process.
The distribution of students according to these types of adaptation as a percentage of the total number (245 people) was as follows: in an average of one and a half years of study 6% of students consistently find low level of adaptation, 53.5%—average and 12%—high. Among students of the changing type of adaptation, a positive shift in adaptation belonged in average to 26.3% of subjected, and the number of students with a decreasing level of adaptation was 11.5% of the total sample.
The analysis of empirical data reveals the variability in individual strategies of students' adaptation, and one or another degree of adaptation is determined by a combination of different strategies. The greatest adaptive effect (high level of adaptability) is given by a combination of strategies aimed at active and simultaneous change of him/her-self and the environment. The moderate result (the average level) of adaptation is caused by the external adaptation of the subject of training to the educational environment, which does not cause intrapersonal changes, as well as by two alternative models of behavior: leaving the educational institution, or waiting for external and intrapersonal changes. The negative effect in adaptation is manifested in the refusal of the subject from interaction with the external environment and immersion in his/her inner world. The most preferred positive strategies of adaptive behavior are the strategies of "Active change of self", "Active change of environment" and negative "Passive subordination to environmental conditions", "Avoiding contact with the environment and immersion in his/her inner world".
Thus, the active adaptation of the individual occurs through the transformation or complete overcoming of the problem situation, including various types of conflicts. Passive adaptation is understood as the adaptation of the individual as a result of leaving the problem situation to wait for more favorable security and meet the needs of conditions. Adaptive adaptation is an adaptation with preservation of a problem situation and adaptation to it. Such an adaptation strategy can be implemented either by transforming the perception and interpretation of the situation, that is by creating its non-problematic subjective image, or by a deeper change of the personality itself. Thus, adaptation is a holistic biological, physiological, psychological, social and pedagogical process and at the same time it has an individual.
nature, which largely determines the degree of its impact on the student's personality. We consider the adaptation of students to learning and educational environment as a complex multi-faceted process, the success of which is due to the combination of the external objective-normative and internal subjective-personal nature of this process’s results. Adaptation of students to the conditions of study at the University is based not only on passive-adaptive, but also on active-transforming connections of the individual with the environment. It is based on a certain complex of cognitive, need-motivational, behavioral and personal mechanisms. The success or failure of adaptation largely determines the personal characteristics of the student, and at the same time, the adaptation itself is a powerful incentive for his/her own development.

Conclusion
Thus, the results of the study provide the basis for the following conclusions:
Adaptation of junior students to learning and educational environment is a complex multi- aspect process, which is based not only on passive-adaptive, but also on active-transforming connections of the individual with the environment and is based on a certain complex of cognitive, need-motivational, behavioral and personal mechanisms. The success or failure of adaptation determines the personal characteristics of the student, and at the same time the adaptation is a powerful incentive for his/her own development.

The educational environment of the University is a multi-level system of conditions that provide optimal parameters of educational activities in the target, content, procedural, result, resource aspects. The conditions of the educational environment are considered as a system of opportunities (internal and external, dynamic and static) necessary for the successful adaptation of students to learning. By its nature and modality in the educational environment, socio-pedagogical, psychological-didactic, organizational and pedagogical conditions are allocated.

The study showed that one cannot talk about any fixed final state of students’ adaptation, this is a dynamic concept. The need for constantly renewed student’s interaction with the educational and socio-cultural environment involves more and more changes. The desire of the student to achieve success in learning, the need for self-expression can stimulate the further development of adaptation process, the result of which will now be some excess state. When focusing on the internal criterion, we can talk about the implementation of individual aspirations and self-expression, while focusing on the external criterion - on the effectiveness of learning and socially useful activity. Coordination of the two States allows the student to reach the level of self-realization, which is the highest step in the process of adaptation.

Application forecast:
The research conducted does not claim to full disclosure of the phenomenon under study, does not reflect all aspects of the identified problem, and, accordingly, does not exhaust all options for its solution in the conditions of modern higher education. In our opinion, further development is required by tasks related to organize research of adaptation various forms’ features for future professionals in the educational environment; to disclose the nature of the students’ adaptation mechanisms in a multi-ethnic environment. The results of the research reflected in the materials of the article can be used to identify pedagogical determinants in the self-creation of adaptive values by a person in an innovative educational environment.
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Conceptual Foundations Of Adaptive Management Of Higher Education Based On The Integrated Approach

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Abstract
The article considers the conceptual foundations of adaptive management of higher education as a condition for ensuring the innovative activity of an educational organization. As an adaptation mechanism of the management system in the university to changes in the external and internal environment, integration of the components of the educational process is considered in the frame of the application of process, project and system-functional approaches in the management of the learning process. At the same time, it is shown that the integration of the highlighted components of the higher education management system at the level of the educational organization is necessary to ensure the quality of education, assessed in the terms of the methodology of a balanced system of indicators. The concept proposed by the author suggests that the development, implementation and improvement of higher education educational programs should be carried out on the basis of an integrated management system using a unified quality assessment system.

Keywords: adaptive management, higher education, quality of education, integrated management, innovative activity.

Introduction
At this stage of the transformation and social and pedagogical development of higher education both in the whole world and in Russia, the main factor in the success of educational institutions of higher education, as the main institutional elements of the higher education system, is their activity aimed at providing the required level of variability, innovation and enterprise. And this, in turn, requires a change in the models of organizational and managerial activity, the introduction of entrepreneurial culture of behavior and the renewal of value orientations in educational institutions of higher education (Galimov, 2016; Tastan et al., 2018).

Researchers and practitioners note the need to ensure the adaptability of universities to new market conditions characterized by a variety of sources of funding, the need to stimulate the basic scientific and pedagogical composition, accelerating the renewal of actively used knowledge and the need for training and retraining of human resources support for new technologies, etc. (Strongin & Chuprunov, 2011; Davoudi et al., 2018; Fartash et al., 2018). As the authors of the global report «NMC Horizon: Higher Education 2015 report» (Johnson et al., 2015), compiled jointly by The NEW MEDIA CONSORTIUM and the EDUCAUSE educational project note that universities and colleges around the world are gradually changing their views on their organizations and infrastructures, trying to understand, how to make them more flexible. The idea is that if institutions become more flexible, they can more successfully maintain their dynamic development and promote entrepreneurial thinking.

In general, ensuring the progressive development of higher education management systems in the Russian Federation, in our opinion, is extremely problematic without the formation of management systems at the institutional level of specific mediated by appropriate modern information and communication technologies and ensuring a fast and adequate response of the university to external and
internal changes from long-term sustainable improvement of the quality of education. Also, according to some researchers (Salmi, 2009), a characteristic manifestation of such changes has been recently the transformation of the power structure in the university, where the institutional level is strengthened (in particular, due to the emergence of new governing bodies) and the individual academic level is weakened. These tendencies in the development of higher education have given rise to new tasks in the management of the educational organization associated with a significant increase in the importance of the adaptability of the management system. Adaptive system, at the same time, are understood by us as a control system that provides compensation for the compensation arising during the functioning of the system due to the internal integration of the control subsystem. In other words, adaptive systems make up for the lack of current information about the control object during operational functioning.

At the same time, the analysis of innovative experience shows that the transition from profiling and narrow specialization to integration is primarily reflected in the content of management activities. Complicating the scientific and educational process, changing the structure of goals and objectives in the system of higher education generates many connections and intersections (some researchers call this a junction) when carrying out managerial activities. Each intersection, as a point (area) of creating the coherence of the elements of the system, is a factor in creating conditions for the adaptability of the management system and requires the application of special management actions to ensure the effectiveness of activities and the quality of education. In other words, in order to achieve efficiency of activities due to the coherence of the elements of the system in the higher education organization, an appropriate adaptive management system based on the integration of managerial approaches is needed.

Methodological Framework
The concept of "integration" is used in several fields of knowledge, in each field its value has a specific specificity (Sterligova, 2007).
As part of our research, the term "integration" is disclosed in terms of the complex implementation of managerial interactions and means the associated application of various managerial approaches within the framework of educational activities. Integration of management approaches means their organic connection with the resulting new qualities. Integration in management should be understood not as a simple addition, but the creation of some mechanism of interaction (linking) with the goal of achieving higher final results and achieving efficiency of activities.
Integration as a basis for the adaptability of the management system in higher education, caused by the expanding professional differentiation, requires research and substantiation of the conceptual foundations of this process. For this, it is necessary to understand its internal structure, which is reflected:
- in the system of objects and subjects while their related actions affect the result of the activity as a whole;
- mechanisms and procedures for interaction;
- in means of assessing the effectiveness of interaction.
From this point of view, the integration is the strengthening of the interconnection of multiple elements of management within the framework of a single system that ensures its adaptability.

Results and Discussions
In view of the foregoing, let us consider the main assumption of our proposed concept of adaptive management in higher education based on the integration of management approaches. Integrated management assumes the presence of elements, the finding of a related state of which is directed by management activities in the educational organization. To determine such elements, we need to analyze the main stages and components of educational activities.
1. In accordance with existing regulations, educational activity begins with the development of an educational program that is a set of basic characteristics of education (scope, content, planned results), organizational and pedagogical conditions, forms of attestation, which is presented in the form of a general characteristic of the educational program, curriculum, calendar educational schedule, work programs of disciplines (modules), practical programs, evaluation tools, methodological materials, other components, included in the educational program by the decision of the organization. All the components of the educational program are nothing more than documents that confirm the potential of the quality of training for this educational program. In practice, the development of the educational program is carried out by a special working group, which includes the program manager, leading teachers and representatives of profile organizations whose activities correspond to the direction of the educational program being developed. The development of the educational program is carried out, on average, from 1 to 2 years and ends with the approval at a meeting of the Academic Council of the university and the adoption of a decision on the beginning of its implementation.

As we can see, the procedure for developing an educational program for higher education has all the attributes of the project activity and requires appropriate design approaches in management. In addition to the development of educational programs, also some other components of educational activities, for example, the organization of training and production practices for students, the creation of training and laboratory bases, the organization of interaction with profile organizations can be organized using project approaches in management. This means that one of the elements of an integrated educational management system should be a project approach, as a form of organization of management activities.

2. Immediate implementation of the educational program of higher education is carried out according to the approved curriculum and calendar training schedule, which indicate the types of educational activities with an indication of their scope, sequence and distribution for periods of training, as well as periods of the types of educational activities and periods of vacations. The curriculum can not be changed during the implementation of the educational program and must be carried out in strict accordance with the training schedule. The implementation of the educational program is accompanied by a current and intermediate quality control of education, and in the end, an exit control is carried out in the form of state final attestation. The educational program, namely the academic disciplines and practices included in the curriculum, is provided with the necessary material, technical, personnel, information, teaching and methodological and other necessary resources.

In connection with the foregoing, we can confidently state that the procedure for implementing the educational program has clear process characteristics, such as regulated input, output, sequence of implementation, as well as uniform regulatory and resource support. This statement allows us to apply process technologies in the management of the implementation of the educational program and to consider the process approach as an element of an integrated educational management system.

3. In the implementation of the educational program of higher education, such structural subdivisions of the university take part as the dean's office, which manages the course of the educational process, the departments that provide the content of education, teaching and methodical subdivisions whose activities are directed at the organizational and managerial, regulatory, methodical support of the educational process. Each structural unit involved in the implementation of educational programs has specific functional responsibilities, prescribed in the provisions of the units and job descriptions of employees. The coordination of actions of all participants in the educational process depends on the effectiveness of management activities and, ultimately, the quality of education. Therefore, a very important element of the management system of educational activities is the functional management aimed at the distribution among the participants of the educational process of responsibility for the performance of functions defined for them.
Thus, in modern conditions for the development of higher education, the basic, inalienable elements of the educational management system in universities should be the process, design and functional approaches to the management of the educational process, the integrated application of which, within the framework of a unified management system, should ensure the innovative development of the educational organization and the achievement of the delivered goals. At the same time, the integration is not simply the addition of separate elements, but the creation of an associated management mechanism aimed at achieving higher management efficiency. When integrating is important, the mechanism of forming the whole of the parts, i.e. a new way to form a single structure of individual elements, which has new qualities in comparison with the elements making up it. Moreover, as specialists in the field of synergetics point out (Glukhov, Korobko & Marinina, 2003; Kalnitskaya, 2011), the integration involves the interaction of elementary structures and a unified structure, all components are transformed by their coordination, a correlation arises between the elements. The system-forming elements of the integrated higher education management system that we singled out should have functional relationships with each other on the basis of a common factor for them, which makes it possible to define the concept of an integrated higher education management system as an integrated system. In other words, one of the main provisions of the concept of integrated management in higher education is the presence of a factor (or factors) ensuring the “linking” of individual elements of government into a single whole, that is, integration. In the system of management of higher education, such factors can be a single information system, a common purpose and objectives, common use of resources, a unified organizational and management system, as well as the quality of education. If the first four factors identified by us are universal, and can be factors of integration in any complex management systems, then the quality of education, based on the competence approach, can serve as a factor of integrating the elements only in the higher education management system. At the same time, it must be said that in the scientific and methodological literature, the consideration of the issues of applying the quality of education as an integrating factor in the management system in higher education is poorly represented. As I.V. Kalnitskaya (2011) notes, an integrated system in its development actively influences its subsystems and adapts them to solve the problems of an integrated system. In this regard, the integrated system of higher education management as an integral system represents a certain set of interconnected and interdependent system-forming elements united by the single goal of their functioning - ensuring the quality of education in accordance with the requirements of FSES (Federal State Educational Standard) and the labor market. Thus, we consider the quality of education as a factor that ensures the integration of the elements of a higher education management system defined by us at the level of an educational organization. Such an understanding of the quality of education means that the development, the implementation and the improvement of educational programs using design, process and functional management approaches should be implemented of while using an integrated management system based on a unified system for assessing the quality of education. At the same time, we agree with the opinion of some specialists (Rozina & Zuev, 2014; Opfer, 2015), who believe that the quality is relative in nature: with regard to interested parties, context, specific support mechanisms, etc. Such an integrated approach to the issue of quality management fully corresponds to the ideology of integrated management of higher education, where the planning, implementation, monitoring and improvement of educational activities can be carried out based on the Balanced Scorecard (BSC) methodology. Considering the possibility of using the balanced scorecard method as one of the conceptual assumptions of the integrated system of higher education management, it can be determined that the integration of the elements of the management system should be viewed from the position of improving the existing...
elements of the management system, developing and introducing new elements, and rationalizing the quality management methods of education.

The essence of the methodology of a balanced system of indicators consists in an attempt to establish a link at the level of specific indicators of strategic goals and tactical tasks, thereby choosing the optimal direction of operational activities in the educational organization. At the same time, a balanced system of indicators determines only the "coordinate system" of watching changes in various functional areas in the organization and does not contain the rigid composition and structure of the estimates themselves. In many fields, the method of constructing key performance indicators (KPI) is often used to assess the effectiveness of the management of companies or individual units. This approach can be taken as a basis for the development of key indicators of the effectiveness of higher education management, which is an integral part of the control process within the framework of the proposed concept of an integrated management system.

In accordance with the general principles of building a balanced system of indicators, modified for the educational organization of higher education, it is proposed to identify blocks of indicators that characterize the internal indicators of the quality of educational activity, human resources as the basis for ensuring a high quality of education, assessing the quality of education by the labor market, and indicators of the innovative development of the educational organization.

The allocated blocks of indicators are generalized rather conventionally, as different authors use their own approaches to the formation of a balanced system of indicators in the system of higher education. Nevertheless, in general, the presented blocks of indicators reflect the systematic and strategic orientation of our approach to ensuring the quality of higher education. This also determines the possibility of using it to analyze the effectiveness of the concept of integrated management of higher education.

The methods and techniques for assessing the effectiveness of integrated management of higher education are dynamic, and are changing on the base on various targets and current tasks in the educational organization. In addition, we believe that assessments of the effectiveness of integration should be relative, taking different values for different groups of participants in educational activities. These groups include: students, employees, managers, the state, employers. The effectiveness of integrated management of higher education in this case is determined by its overall effectiveness for all interested groups. At the same time, the problem of disproportion in the set of performance indicators for different interested parties can be decided by an assessment of the dynamics of changes in these indicators rather than absolute indicators of the activity of the educational organization. Also, efficiency can be seen as the satisfaction of the main participants in the educational process, as potentially reducing the effectiveness of activities leads to a decrease in satisfaction.

It should be noted that the blocks of the balanced system of indicators that we have identified refer to corporate activities, which allows us to evaluate the effectiveness of the functioning of a single integrated management system. And the evaluation approach on key indicators we propose forms our own system for assessing the effectiveness of the integration of management elements on the basis of the quality of higher education.

Conclusions

As a result of the integration of the higher education management elements that we have identified, a multifunctional, dynamic, developing management system is developed that allows effective management decisions to be made in planning, implementing, monitoring and improving higher education educational programs based on education quality indicators, which ensures the adaptive nature of the management system. The proposed concept of adaptive management of higher education
on the basis of an integrated approach has the ability to significantly influence the effectiveness of the functioning of the educational organization and, consequently, the quality of education. In this regard, one can consider the formation of an adaptive system for managing higher education as one of the directions for the development of an educational organization of higher education by creating a new integrated system of integrated management without breaking the substantive nature of its elements and integrating it into the general management system of the university. At the same time, the process of forming an adaptive management system is not just a change in management approaches and concepts, but a complex scientific and practical problem, the solution of which requires a great organizational and methodological restructuring of the educational management system in the university.

References


Text Comprehension As A Process Of Emotional Feeling

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Abstract
The article is devoted to the problems of text comprehension making emphasis on the emotional aspect of the process. In the experimental research the results of which are discussed in the present paper text comprehension is considered to be a process of emotional feeling of the information perceived by a recipient, such as joy, surprise, empathy, disapproval, hostility, wrath, malevolence. Special attention is paid to ‘co-feeling’ or empathy experienced by an addressee of information presented in different text-types. The experiments under discussion have been conducted using texts from the Bible, glossy magazines and the Internet microblogs taken as an object for comprehension.

To make the recipients’ feelings aroused in the reading process explicit the authors used the method of the “internal counter-text” developed by A. Novikov and based on the idea of an active recipient constructing an internal ‘counter-text’ in the verbal consciousness while reading. The experimental data prove that the text-type and the peculiarities of the discourse contribute much to the comprehension strategies used by recipients, but information of any kind provokes different forms of emotions constantly accompanying the process of text perception and comprehension.

Keywords: comprehension, perception, text-type, “internal counter-text” method, feelings, empathy.

Introduction
The present paper is the result of the theoretical and experimental research carried out by a team of scientists united by a common goal – to study comprehension mechanisms associated with an emotional aspect of the process and to make some changes into the present models of various text-types comprehension.

In our research we consider comprehension as a process of emotional feeling of the information perceived by a recipient [Peshkova 2015]. It should be noted that most of the text comprehension models developed recently can be defined as cognitive models, as for the predictions concerning the boom period in
studying emotions by the end of the 20-th century [Ekman, Davidson 1994, p.4] they are far from coming true by now.

We should also say that in Russian psychology and psycholinguistics emotional feeling is traditionally regarded as one of the central categories describing mental phenomena [Leont’yev 2005], [Vilyunas 2006, p. 374].

S. Rubinstein’s viewpoint on the problem is worth of being mentioned in this connection. He characterized the reflection and perception processes as the unity of the actual and the ideal represented in our consciousness in forms of knowledge and feeling. The latter is primary “being a piece of individual life and experience, ‘flesh and blood’, a specific representation of an individual life” [Rubinstein 1989, p.13].

It is also important to emphasize the fact that modern approaches to the problem of emotions make their sphere which includes both “feeling of comprehension” and “feeling of knowledge” wider [Vilyunas 2006, p. 377]. V. Vilyunas notes that the process of text comprehension is also accompanied by feelings, by “sensual ‘melody’: increasing tension while misunderstanding, impatience, …interest… and surprise, doubt etc.” [op.cit., p. 378].

Such an approach presupposes some interaction of cognitions and emotions in the structure of consciousness. Based on the above mentioned ideas we think that emotional feeling as a bearer of mental images, thoughts and senses is thereby not only an inherent part of the comprehension but its very essence. Thus, our purpose is to prove that comprehension of information in the form of different text-types is not only data perception and data learning but, first of all, experiencing and feeling.

Our experimental data, which we are going to discuss in the present paper, demonstrate that while reading a text in the process of its comprehension a recipient is actively constructing an internal ‘counter-text’ in his/her verbal consciousness. This internal text being constructed ‘towards’ the text perceived is the result of both reflecting the original text content image and developing individual recipient’s senses. Both processes are accompanied by various recipient’s emotional feelings, such as joy, surprise, satisfaction, rejection, hostility, wrath.

In our research special attention is paid to such feeling as empathy experienced by an addressee of information presented in different text-forms. That is why a few words should be said about some aspects of this notion.

As we know, the term empathy was first introduced in the 20-th century as an equivalent of the philosophical German term ‘Einfühlung’. The term derived from the Greek ‘empathiea’ means the penetration into the experience of another person, the ability to see the world from the other person’s point of view.

Aesthetic empathy is perception of an aesthetic object or projecting personal emotions, positive or negative, on the perceived object. The early mentions of empathy in psychology, namely psychoanalytical and, later, psychotherapeutic discourses, are related to Z. Freud where the term “empathy” took the proximate roots of its current meaning. In sociology empathy involves both cooperative and reciprocal altruistic behavior as a sympathetic response to the feelings and emotions of interactive partner aimed to relieve the suffering of the other person.

In linguistics the term “empathy” appeared in the functional syntax in the 70-80s of the 20th century (S. Kuno, W. Chafe) and was used to describe one of the ways to transfer information from the point of view of the speaker (in W. Chafe’s terminology “packaging ways” of information) [Kuno 1976 p. 417-444]. In fact, foreign and domestic researchers distinguish four distinct types of empathy depending on the mechanisms involved in the empathetic process. Emotional or affective empathy is based on projection mechanisms and is concerned with emotional responsiveness of a person to the experiences of the interlocutor. Cognitive empathy draws upon intellectual processes (comparison, analogy, analysis, etc.).
Predictive empathy is considered as a capacity to predict affective reactions of the other person in specific situations. Aesthetic empathy is the source of aesthetic pleasure, the ability to not only feel real people, but also imaginary ones.

In communicative linguistics, empathy represents a mechanism of formation of interconnections, the basis for positive relationships taking a significant place in interpersonal communication. In empathetic communication the respect for the interlocutor is manifested, first of all, in attention to him, to what the communicant is talking about at the moment. This can also be one of the key manifestations of politeness between participants of personal interaction (The Cooperative principle”, created by Paul Grice [Grice 1989], “Politeness theory” proposed by Penelope Brown and Stephen C. Levinson [Brown, Levinson 1987]).

Verbal representation of empathy in interpersonal communication enabled to distinguish the empathetic speech sphere. In our opinion, speech empathy can be revealed in the ability to experience emotions and feelings of the interlocutor and to express them verbally during communicative interaction with the purpose of psychological support of the recipient. An attempt was made to classify empathetic illocutionary types [Anishchenko (Kuznetsova) 2010], [Anishchenko 2017] based on the J. Searle’s theory of speech acts and their classification [Searle 1976]. When referring to dialogical statements as empathetic, one of the main criteria is the presence of an emotional infection or the use of a diagnostic phrase: “I understand you. I’m with you. I feel the same as you”.

Hence, according to this classification verbal empathy is represented by two spheres: 1) compassion (about negative events) and rejoice (about positive events). The sphere of compassion in verbal empathy includes such illocutionary types as “condolence”, “(sympathetic) understanding”, “sympathy”, “consolation”. Illocutionary type “consolation”, in its turn, has a hierarchical structure, comprising illocutionary types of “comfort”, “approval”, “justification” and “dissuasion” [Aznabayeva 2005].

Empathic speech acts of compassion sphere can be unified by a common purpose in comforting and psychological supporting of the interlocutor in a difficult life situation. It should be noted that the desire to comfort a communicative partner by empathetic speech acts can be supplemented with the realisation of a common communicative strategy, which can be conditionally denoted “For the benefit”.

Empathic sphere of co-rejoicing is of greater interest and, in our view, is implemented in the range of positive emotions. The speech act approach to the study of the empathetic sphere of co-rejoicing made possible to distinguish the following illocutionary types: “co-rejoicing”, “congratulation” and “praise”. Note that the term “co-rejoicing” is used to designate both the speech sphere of empathy, and the illocutionary type itself.

An important constituent of effective empathetic communication is the factor of sincerity. In some cases the emotive representation of an empathic utterance can serve as a marker of its sincerity: the higher the emotional background of a statement, the more truthful the expressed feelings are. At the same time, the absence of these two components during interpersonal interaction can lead to inefficient communication or even to “communicative suicide”.

Our research shows that the most favorable natural environment for studying the sincere manifestation of empathy is the Internet discourse due to the specific features of virtual communication. But not only that. Our experimental studies using the “internal counter-text” method to reveal the features of understanding information in the form of different types of texts testify to the special role played by the mechanisms of “co-feeling”, or empathy, in terms of the perception of various text-types – from the Bible to the articles of glossy magazines.
Methods and Materials

In our experiments discussed in this paper we used the method of the “internal counter-text” [Novikov 2003] to make the recipients’ feelings aroused in the reading process explicit [Davletova 2012], [Peshkova 2015], [Moiseyeva 2017], [Titlova 2018].

We should say that our first challenge was to investigate the process of text comprehension with the purpose of constructing a model of text comprehension based on the text theory developed by Professor A. Novikov (Applied Linguistics Department of the Moscow Institute of Linguistics, Russian Academy of Sciences) within the paradigm known in the Russian linguistics as ‘text psycholinguistics’. According to this theory information perception and text comprehension are on-line processes of generating internal text or ‘counter-text’ in a recipient’s consciousness as a response to an original text playing the role of a stimulus [Novikov 1983], [Novikov 2003].

The ‘counter-text’ or ‘internal text’ hypothesis developed by A. Novikov is based on the idea of ‘the active recipient’ which means that in the process of text comprehension a recipient’s consciousness is not just a screen for content projection. An addressee is generating an individual internal “counter-text” ‘towards’ an original text. Recipients give their associations, express personal attitudes and opinions, evaluate the information emotionally and logically. This approach known in the Russian linguistics as “text psycholinguistics” is associated with ‘the Novikov school’ which our research team belongs to. According to A. Novikov in the process of comprehension the verbal form of the text is being decoded, acquiring its content and sense while interacting with the recipient’s consciousness, and as a result of this interaction the text sense is being formed which is an intellectual but not verbal phenomenon [Novikov 1983, p. 31].

While perceiving text information recipients are actually carrying on an internal dialogue with the text and simultaneously they are dialoguing with themselves as well. In this process recipients turn to their previous knowledge and experience, to their individual memory and at the same time to the information just taken from the text, to personal associations and associations typical of the social group they belong to. All these factors, accompanied by feelings, emotions and evaluations, form the grounds for the internal text, the essence of which is made up by the emotional and sensual dominant. A. Novikov compared the latter with the physiological dominant introduced by A. Ukhtomsky [Novikov 2003].

It should be emphasized that the advantage of the ‘internal text’ method based on the principles suggested by A. Novikov and developed by his followers is in making an unobservable comprehension process explicit to some extent due to the specific procedure technique used by the researcher. While perceiving a written text our recipients register their personal reactions in written form, thereby revealing to a certain extent the mechanisms and strategies of text comprehension. An experimenter gets an opportunity of studying deep mental processes generated in the recipient’s verbal consciousness by analyzing his/her verbal reactions. These reactions demonstrate how a recipient is reconstructing an initial hypothetical situation perceived after reading the first sentence into the final situation related to the text meaning and sense.

The procedure technique of the ‘counter-text’ method, in short, is as follows. The participants of our experiments are given the task of reading a source-text sentence by sentence without running ahead and of writing ‘everything that crosses their minds’ in connection with this particular sentence. Thus, they should register themselves all the associations, emotions, evaluations, visual images, ideas, conclusions, recollections, etc., that are caused either by a sentence or a part of it (a phrase, a word, etc.) in written form. In other words, in the process of experimental reading a sentence plays the role of a stimulus to which a recipient gives a response without any restrictions.

The experimental data obtained demonstrate that verbal reactions forming the ‘internal text’ registered by recipients themselves participating in the experiments, first of all, reveal text-comprehension mechanisms underlying more general laws of understanding and comprehension strategies.
We should note that recently much attention was given to text-comprehension models and text-comprehension strategies in a number of well-known studies. The comprehension models developed by T.A. van Dijk, W. Kintsch, P. Mangalath are of special interest to us [Dijk 1995], [Kintsch 1998], [Kintsch 2004], [Kintsch, Mangalath 2011].

Our present purpose as we mentioned above is to investigate the emotional aspects in comprehending different text-types and to make some additions to the comprehension models.

The experiments under discussion have been conducted using some texts from the Bible [Davletova 2012], glossy magazines [Moiseyeva 2017], and the Internet discourse [Titlova 2018] taken as objects for comprehension. We followed the original ‘internal counter-text’ method procedure described above.

More than five hundred students, the age group from 18 to 22 years old, studying at the physical, mathematical and chemical and biological departments of the Bashkir State University, took part in the experiments, half of the participants are characterized as bilingual, speaking both Russian and Bashkir or Russian and Tatar.

The results of our experiments are described and discussed below.

**Results and Discussions**

The Bible text as an object of understanding creates special opportunities for investigating the mechanisms of emotional-valued thinking, since its features are associated with a great emotional load and the potential inherent in it. All this provides the conditions for studying the manifestation of different forms of evaluative thinking of recipients, as well as mechanisms for influencing the consciousness of the individual information in the form of texts of this type.

In the research discussed below the participants of our experiment read and interpreted passages from the Bible: about Adam and Eve, and the Fall. The texts are taken from the ‘Bible for family and school’ edited by archpriest Seraphim Slobodskoy (1987), as one of the most popular editions adapted to the younger generation.

In accordance with our experimental data, we affirm that in the process of understanding of the text of the Bible, reactions of emotional evaluation prevail.

It should be noted that many reactions of this type are associated with the evaluation of the main characters in action and most of the reactions are of empathic nature. So, in assessments of the deed of Eve, we can hardly ever trace condemnation, criticism. Below we consider some responses which reflect the recipients’ attitude to Eve and Adam (‘R.’ stands for ‘recipient’).

R. S. She's stupid. Predictable.
R. N. She made a fatal mistake.
R. T. She overstepped the line, poor dear.

In general, in the responses of the recipients such evaluative characteristics of Eve as a weak naive woman, evoking sympathy prevail.

R. G. Naive,
R. P. She's blind. It is easy to influence on her.
R. A. A weak woman. Stupid woman.

We can also give some empathic responses evaluating Eve’s action and not condemning her but, on the contrary, showing sympathy for her weakness and tolerance to her fault:

R. V. I do not want to judge her. Do not judge – and you will not be judged.
R. K. All people are sinful. Ideal people simply does not exist in nature.
R. H It's strange, but I do not blame Eve.

Obviously, most of the recipients are inclined to sympathy, empathy and to the search for possible justifications of Eve’s deed.
R. L. She did it because she wanted her husband to know the good and get the knowledge.
R. V. Eve liked the fruits of the forbidden tree because they seemed the most beautiful to her.
The recipients come to the conclusion that even if she succumbed to the persuasion of the devil, it was only because his words were very convincing, and at that moment she just did not have enough support and understanding.
R. D. So Eve was just a lonely misunderstood woman (well, or just stupid was).
R. N. So, the devil's speech was too seductive and fascinating.
The recipients also believe that every person can make a mistake, this is inevitable, we must accept this. Justifying the first people, they reason as follows.
R. O. Yes, there are no saints: each person has his own serpent.
R. J. The world is full of sins, they cannot escape. All people are sinful.
Concerning the devil personifying evil in the recipients reports the following emotional assessments, usually negative, were identified. (What kind of a scoundrel he is anyway? The devil is cunning, insolent.)
However, in a number of cases we can observe expressions of understanding and sympathy even for the devil, whose cause of atrocity lies in loneliness.
R. H. Most likely the devil has long been observing those happy people in the paradise.
R. I. The devil, certainly, didn't have parents, loved ones, friends, girlfriends, he was all alone.
Thus, in accordance with our expectations, the text of the Bible, possessing imagery and expressiveness, a great power of emotional influence and interpretation potential creates the opportunities for its comprehension in the form of emotional experience of the information and gives the chance to its recipients for feeling empathy expressed in the form of verbal reactions of emotional evaluation.
In a series of our research we used glossy magazine texts as an object for experimental comprehension. One of the integral features specific to the glossy magazine text and by no means affecting the process of its perception is its emotional or emotional-genic nature. This implies that emotionally charged text cannot but evoke emotional response in the recipient. In our opinion due to the perception process of the given text type the empathic, sympathetic sphere in the recipient’s consciousness is touched upon.
The specific character of the glossy magazine text is that being a product of mass culture, it is aimed at the reader’s relaxation, completely avoids complicated topics, is nonpolitical and makes up the illusion of a carefree life. The most advantageous themes are chosen, all problems and complications are kept away, thus making the reader himself/herself to plunge into the “glossy life” of his/her own.
The content-related peculiarities of the modern glossy magazine, namely positivity, psychological relaxation and great informative value predetermine the realization of co-rejoicing sphere, as one of the manifestations of empathy at the same time excluding such sphere as compassion. Among all the recipients’ reaction types neither sympathy nor consolation or condolences were found, which can be rightly accounted for the positive character of the magazine.
The process of glossy magazine text perception is characterized by the manifestation of all the above mentioned speech acts that are aimed at the realization of co-rejoicing sphere. Thus, the stimulus sentence given below (“”) provokes the responses, where the recipients praise N. Vodyanova’s work and estimate it highly.
“The money got from the shoes sold that will come into several hundreds of stores all over the country will be donated to Vodyanova’s charity fund “The Naked Hearts” [Vogue URL].
R. B. Fine girl! It’s nice, she’s finally succeeded!
R. L. Fine gesture! What a kind person!
R. X. That’s my girl!
In the following examples the recipients encourage, express the approval of the information introduced in the stimulus-sentence giving the positive evaluation.
“In Russia we love to look like a million dollars in any situation in any time of the day, I feel the same way”
R. Z. I agree, Russian girls are the best! (explicit evaluation).
“Cinderella’s shoes - that’s what I imagined while working at the collection”
R. V. Good idea. I wonder, is the price affordable for Cinderellas?” (explicit evaluation).
“Miss Delevin, much to the consternation of her equals, wears see-through gimp and chiffon” [Glamour: 44]
R. Y. This is all pure prejudice (implicit evaluation).
R. U. I can’t see any see-through clothes (implicit evaluation)
R. M. To my mind, it all looks decent and proper (explicit evaluative opinion).
The following examples demonstrate implicit complements, unmanifested positive evaluation [Moiseeva 2017], or a combination of explicit and implicit evaluation:
“That’s the way it looks (the collection) - girlish and fabulous “, - N. Vodyanova is showing her handiworks: five pairs of high-heeled shoes, two pairs of low heels, ankle shoes and boots” [Vogue URL].
R. C. I wish I could see these shoes! (implicit positive evaluation)
R. F. I wish I’d try them on! (implicit positive evaluation)
“Change your jeans with the snap buttons, embroidery or patches of other denim shade” [Glamour: 124].
R. Sh. That’s what I’m going to try! (implicit positive evaluation);
Two aspects of evaluative reaction type were revealed in experimental data. Reaction type involving irony, malevolence [O’Sullivan 2003] and implicit disapproval of information suggested in stimulus-sentence. The examples are given below:
“It’s not common practice in our country to show off about your contribution to fundraising” [Vogue URL].
Oh, really?! Is that so? Everyone is just hiding it! (ironic evaluation).
“We met Ireland at the Mango fashion show in Moscow and we believe she stands a good chance” [Glamour: 38].
R. O. No wonder, she’s likely to succeed, what kinfolks does she have! (ironic evaluation).
“You can also make some vents on the knees in keeping with popular today glamour grunge” [op. cit. 124].
R. Ch. Well, so what else is new? (ironic evaluation).
“In Russia we love to look like a million dollars in any situation in any time of the day, I feel the same way” [Vogue URL].
R. N. Yeah, and what about countryside? Should we wear party-colored galoshes (rubber shoes)?! (implicit negative evaluation).
Based on the quantitative analysis made in our research [Moiseeva 2017], we conclude that the emphatic sphere of co-rejoicing is represented in the glamour magazine text itself as well as in the area of emotions it generates in the consciousness of the recipient. Whereas the sphere of sympathy and consolation is not represented at all, this can be rightly accounted for by the entertaining character of this periodic edition. Among the perception strategies particular emphasis should be put on “ironic evaluation”, expression of irony, malevolence. Though its percentage is not high (3,5 % out of the total number of reactions), its presence adds to the general picture of glossy magazine text comprehension. As an integrated part of our research on text comprehension processes we also applied the principles of the “internal counter-text” method to the analysis of the Internet-texts (microblog texts in particular)
[Titlova 2018]. The main characteristic feature of our research is that it was not carried out under experimenter's guidance, but realized in the “natural” medium of the Internet-communication. News posted on Twitter accounts of such agencies as Interfax, Channel One, RIA News, TASS, Russia Today were considered as texts-stimuli, while users’ comments were regarded as “counter-texts”. The comments, in fact, are recipients’ reactions reflecting their individual characteristics of the comprehension process. But the voluntary involvement into communication and its anonymous nature allow us to avoid recipients’ introspection and observe the phenomenon of not abiding social rules of communication. These, in their turn, often result in a high degree of expressiveness and emotionality. It should be noted here that any language is the key to human emotions study as it nominates, expresses, describes and imitates them. The emotive function of language units is known to be defined by the speaker’s ability to comprehend and verbalize emotions that is to choose a definite language unit marked by emotional content [Pfeffer, Zorbach, Carley 2013: 120]. The language of the Internet-communication is inclined to express different emotions to a greater extent since verbal means of communication in it often correlate with non-verbal means of emotional expression.

The studies of emotional expression in the Internet-communication are carried out on many levels. The Internet text being a written one, the bulk of means of emotional expression is realized graphically. The font and the color play a very important part emphasizing the message sent. The use of capital letters is a very emotional message as well. For example, the tweet “More sanctions on Russia – G7” gets a lot of emotional responses, some of which are expressed like: WHO EVEN CARES?! OH YES, MORE PLEASE! THE MORE, THE BETTER)).

Among the ways to graphically represent the means of emotional expression is the repetition of sounds (yesss, sooo scary – represents a sarcastic reaction). Orthographic incorrectness is often used to stress the emotional state of the user (Whut da hell is going on? – as an expression of indignation). Mathematical symbols and their repetition also graphically reflect emotions (++++ – expresses approval and agreement with the author).

One of the most popular means of emotional expression is emoticons, or smileys. These are pictographic symbols and punctuation mark combinations. More up-to-date software has ‘built-in pictures’. The means is considered to be the closest to human emotions expression since emoticons are able to depict a rather wide range of both positive and negative emotions. Emoticons are only specific of the computer-mediated communication, being very rarely used in other types of the written speech. Among lexical means of emotiveness there are emotional vocabulary, figures of speech, occasional words (mostly of compressive nature) the examples of which are given below. (Recipients are enumerated since they are anonymous).

“Zagitova hits Medvedeva’s world record in short program, Pyongyang Olympics”.

R. 1. Has she already had doping tests?
R. 2. These Olympics don’t bring any joy at all.
R. 3. Bravo Russia!!!
R. 4. My, oh, my! Our cuties!!)
R. 5. I wonder how soon they will find Meldonium.
R. 6. No flag. Definitely from Russia 😵
R. 7. So graceful and elegant and magic and entrancing you forget how to breathe!
R. 8. Our pretty girls will eat them all for breakfast!! ))
R. 9. These two little swan birdies are our only hope...
R. 10. They are not from Russia, they are from nowhere!

As it is seen from the recipients’ reactions to the tweet, all emotional responses can conditionally be divided into two types: “co-rejoicing” and disapproval and malevolence. While some participants of the
Internet-communication express support and cheer the sportsmen up, others reveal their condemnation personally towards Russia’s representatives or the overall current situation. Yet another microblog text, this time devoted to a tragic event. And again, we can observe two types of emotional reactions: compassion/condolence and disapproval. The latter does not refer to the victims but there are malevolence reactions concerning the situation on the whole. The following responses to the sentence given below prove this statement.

“AN148 “Saratov Airlines” jet crashed outside Moscow”.
R. 1. Bloody hell! They let a junk heap take off again?
R. 2. Lord, grant Thy peace upon their souls …
R. 3. Poor things also were kids on board 😞
R. 4. Everything is messed up and ruined including civil aviation!
R. 5. What a terrible news (((
R. 7. No words… that’s awful!
R. 8. The less Russians, the better...

It should also be noted that some means of the negative evaluation expression are only typical of the internet-communication since the basic features of such type of communication are its computer-mediated character and anonymity. It can be also explained by the fact that the anonymous character of the internet-communication obviously has some “psychological consequences” [Kiesler, Siegel, McGuire 1984]. We can observe these consequences represented in the comments made by some Internet-communication participants in form of negative feelings close to deviations in normal social behavior.

Conclusion
Thus, summing up the analysis of the experimental data discussed above we come to the following conclusion. Text comprehension is not only data perception and data learning but, first of all, data experiencing. In other words, comprehension of information in the form of different text-types can be considered as a process of emotional feeling of the information perceived by a recipient.

As we could observe, any kind of information even the so-called ‘neutral facts’ can provoke different forms of emotions, such as joy, surprise, empathy, disapproval, hostility, wrath, malevolence. Though the type of the text and the peculiarities of the discourse contribute much to the strategies used by recipients in the process of comprehension which is obviously demonstrated by our experimental data. While the Bible texts “tune” recipients to ‘co-feeling’, ‘co-rejoicing’ and empathy, glossy magazines texts reveal the tendency to evoking in our experiment participants such feeling as irony and critical attitude. At last, the Internet comments made by microblog users and analyzed by us with the principles of the “internal counter-text” method demonstrate not only positive empathy but to a great extent aggressive feelings. In our opinion this could be explained by specific virtual internet-communication erasing limitations which exist in actual social interaction. We share the opinion that it could be the reason for neglecting generally accepted social rules and ignoring verbal behavior norms [Lapidot-Lefler, Barak 2012: 440].

Besides, we can state again that the “internal counter-text” method has proved to be a good instrument for revealing the peculiarities of recipients’ verbal consciousness in text comprehension processes.

References


Poetry of W. Whitman in the literary-critical interpretation of K.I. Chukovsky

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Abstract

Objectives: The article considers K.I.Chukovsky’s specific literary criticism of poetry by W.Whitman

Methods: In the process of analysis, we use historical-literary, socio-cultural, historical-cultural, comparative-typological, historical-genetic and biographical methods of investigation. Findings: K.I.Chukovsky was one of the first domestic critics to respond to the work of W.Whitman – first with the articles in «The Odessa News» (1904), in the newspaper «Freedom and Life» (1905), in the literary and journalistic collection «Mayak» («Lighthouse») (1906), and then with a review of Russian translations, published in «Libra» (1906) under the title «Russian Whitmaniana». The articles noted the inability to fit the work of the American poet in the framework of any creative method, as the features of romanticism and realism were organically combined in it. Though the translations of K.I.Chukovsky from W.Whitman did not have much value, they made a significant contribution to the popularization of his works in Russia. The collection of K.I.Chukovsky «My Whitman» (1966) played a great role in making Russian readers get acquainted with the works of the American poet. The book, including both the translations of some of his poems and the essays on W.Whitman’s life and work, mostly reflected the views of the Soviet society on the American poet. K.I.Chukovsky studied in detail the main issues that the Russian reader could find in the poetry of W.Whitman, in particular, aspects of the evolution of the Universe, the cycle of matter in nature, the theory of the development of life. Cosmism of W. Whitman was particularly relevant in the era of man’s conquering the outer space. Cosmic enthusiasm also defined the political views of W.Whitman, which differ from all existing programs. K.I.Chukovsky points out the planetary nature of democracy of W.Whitman, who sees the vocation of the poet in preaching the international brotherhood. In the opinion of K.I.Chukovsky, the idea of unity in the poems of W.Whitman presupposed the equality of the entire world. Novelty: Literary and critical works of K.I.Chukovsky, dedicated to W.Whitman, made Russian readers get acquainted with the works of the American poet, having expressed the Russian cultural views on his legacy in terms of social ideas that prevailed at that time.

Keywords: W.Whitman, K.I.Chukovsky, Russian-American literary and historical and cultural ties, translation, evolution, cosmism, transformation, tradition, intercultural communication.

1. Introduction

American poet and publicist Walt Whitman (1819–1892) was one of the most complex and contradictory figures in the history of world literature and culture. His poetry expresses the most radical aspirations of his time, being the embodiment of both the Enlightenment and the rise of Romantic art. The Russian
readers of the 20th century first of all took interest in the ideas of the international brotherhood, which the poet praised, in his appeal to the topic of developing industry, in the image of a man of labor. The focus on these issues presupposes the perception of W. Whitman as a realistic poet. But such an assessment, being predominant, was not unanimous. Numerous studies on W. Whitman reflected contradictions in the interpretation of his legacy.

2. Literature Review
Theoretical studies that determine the place and role of W. Whitman’s creativity in the world literary process are presented in the works of A.V. Lunacharsky [1], M.O. Mendelson [2] and D.P. Mirsky [3]. A significant part of the works is devoted to the study of the cultural and historical context, which determines the vector of creative searches of W. Whitman, and the comprehension of the whole set of meanings of his poetry; these are the studies of E.Ya. Batalov [4], T.D. Venediktova [5], A.V. Mulyarchik [6], A.I. Startsev [7] and D. Vinterich [8]. In American critical literature there are also observations on the creative method of W. Whitman. Researchers G.W. Allen [9], Ch. R. Metzger [10], E. Fred Carlisle [11], P. Smith [12] and G. Shmidgall [13] focus on issues and problems raised in the poet’s works, and analyze the manner of expressing thoughts and ways of formulating utterances. Along with the above works, which made a significant contribution to the literary interpretation of the work of W. Whitman, the literary critical works of K.I. Chukovsky played an important role in viewing and evaluating the works of the American poet in Russia. In his book «My Whitman» [14] the writer conducted a system analysis of the poet’s creativity, studied the set of art tools W. Whitman used to fully realize his ideas, as well as the forms he chose for these purposes. In this and other works of the writer various forms of reception of W. Whitman’s creativity were synthesized, which contributed to the promotion and popularization of his works.

3. Materials and Methods
The material for analysis was the literary criticism of K.I. Chukovsky dedicated to the work of W. Whitman, as well as the work of researchers in which the literary interpretation of the artistic heritage of the American poet is presented. The research methodology combines the principles of historical, literary, socio-cultural, historical-cultural, comparative-typological, historical-genetic and biographical methods of analysis. According to the principle of historicism, certain facts and circumstances are considered in connection with others, taking into account historical, literary and cultural experience.

4. Results
The period of 1904–1914 can be considered as the time of awakening interest in the works of the American poet in Russia, largely due to the activities of K.I. Chukovsky. His articles on W. Whitman appeared one by one: «On the road to reconciliation» (in «Odessa News» on November 26, 1904), «Revolution and Literature: Wat Whitman Poet-Anarchist» (in the newspaper «Freedom and Life» on September 25 (October 8), 1906), «Wat Whitman: The Personality and Democracy of His Poetry» (in the first issue of the literary and journalistic collection «Mayak», which was published in St. Petersburg in 1906), «World Delight» (in the newspaper «Rech» («Speech»), July 18 (31), 1909), «The Poetry of Democracy» (an analysis of K.D. Balmont’s translation of «The Stem of Grass» (edition of «Scorpio», 1911), published in «Rech», on May 21 (June 3) in 1911), «Joke» (newspaper «Rech» («Speech») on February 22 (March 7), 1914). K.I. Chukovsky’s interest in W. Whitman was reflected in following publications, which were coming out throughout the whole life of the Russian writer, in particular, «Rozanov and Walt Whitman» (in the newspaper «Petrogradskoe Echo» of March 29,
In 1901, when he bought the book of an American poet in the Odessa port sold by an unknown sailor. His impressions of what he read were described by Chukovsky in the following words: “It was the book of a giant, detached from all the little things of our ant life. I was shocked by the novelty of his perception of life and began to look at the surroundings with new eyes – at the stars, and the women, the blades of grass, animals, the sea horizon, and at the very mode of human life. All this arose before me, against the backdrop of countless thousands of centuries, illuminated by millions of suns” [14, p. 5]. By putting a separate personality, his generalized poetic “Self” at the center of his original poetic system, Whitman glorified the beauty of the human body and the human soul, stressing harmony in nature and discord in human society. The poetry of Whitman did not fit in any one of the creative methods: the features of romanticism and realism were quite often contradictory, but at the same time organically combined in it. Whitman was a true innovator, who was boldly destroying the established traditions and norms.

K.I. Chukovsky was interested in various ideological trends in the poetry of Whitman: “His calls for ecstatic friendship, his light hymns of equality, labour, democracy, his joyful intoxication with his living, and his bold speech for the glory of the emancipation of the flesh, which frightened so much the then prudes, has found the most sympathetic response in my youthful heart” [14, p. 5]. The writer points to the romantic orientation of Whitman’s poetry in this characteristic, which consists in depicting the highest spiritual principle, the independence of the human personality, in the breadth of the author’s “ego” definition, his emotionality and lyricism, in his impulse towards the unlimited and craving for metaphor and symbol. But the romantic aesthetics of the poet was not a far cry from the reality, which he strove to recreate in full details of everyday life. In the opinion of K.I. Chukovsky, the ideas of utopian socialism and reference to R.U. Emerson’s doctrine of self-confidence are also essential for Whitman.

The listed features of Whitman’s poetics turned out to be close to K.I. Chukovsky, who aspired to attach as many people as possible to the work of the American author: “… I began to ineptly, helplessly translate the poems of Whitman that most of all excited me. Excerpts from these translations appeared a few years later (1907) in my first book dedicated to Whitman and published in “The Youth Circle” (at the University of St. Petersburg)” [14, p. 5]. Note that we are talking about the book “Poet <-> anarchist Wat Whitman: Translations in verse and characterization”, published in 1907; the translations of K.I. Chukovsky from Whitman have been already published in the periodical press by this time (early 1905), in particular, in “Theatrical Russia”, “Narodny Vestnik”, “Thoughts”, “Niva”, “Monthly literary and popular scientific application to the journal “Niva””, “Russian Thought”. The publication attracted the attention of the public to the American poet, prompting the appearance of a large number of reviews in newspapers and magazines (in the journals “Niva”, “Russian Thought”, “Conversation”, in the newspapers “Russ”, “Today”, “Companion” and etc.), which was its great merit. Later, K.I. Chukovsky translated Whitman again, already closer to the original, “without sweetening and decorating it”, in
accordance with the principle of the poetic translation, which presupposes the greatest correspondence to
the original [14, p. 6]. K.I.Chukovsky’s collection «My Whitman», in addition to essays on the life and
work of the American poet, contains selected translations from «Leaves of Grass», distributed in the
order, in which K.I.Chukovsky met with them, rather than according to the time of their publication or to
their genre features.

According to K.I.Chukovsky, one of the main directions of the poetry of W. Whitman, promoting its
popularity in Russia, was the theme of space: «Now that we are conquering outer space, the great
transatlantic poet, who has felt and praised the boundless breadth of the universe in his original verses, is
becoming closer and closer to us with an extraordinary poetic force» [14, p. 10].

KI.Chukovsky as a reader was attracted by the idea that mankind could not limit itself to the Earth’s
borders, that going out into space was a prerequisite for general renewal and resurrection. It was this idea
that embodied, in K.I.Chukovsky’s thought, the essence of Whitman’s personality, in it was «the source of
his inspiration and literary victories» [14, p. 10]. Since the early XX century, the ideas of the religious
thinker and philosopher-futurist N.F.Fedorov (1829–1903), called «Moscow Socrates», the founder of
Russian cosmism, have been disseminated in numerous circles of self-education; they were superimposed
on knowledge, obtained from natural science books, and on the spreading principles of Marxism, making
the poetry of W.Whitman to be understood as a poetic reflection of the thoughts of N.F.Fedorov.

Prevailing in poetry of W.Whitman sense of the infinite breadth and singularity of the universe is in
harmony with the eternal feeling of variability and the contrasts of life phenomena. According to
K.I.Chukovsky the whole work of the poet is imbued with the «sensation of the infinity of time and
space», with the «alive, real feeling, which is constantly accompanying his thoughts» [14, p. 11].

W.Whitman was looking at every man and every thing «against the background of cosmic space» [14, p.
11]. Projecting the idea of unity with the cosmos on the whole mankind, W.Whitman expressed the same
attitude to the world in the following words: «I’m just a dot, just an atom in the floating desert of the
worlds...»; so K.I.Chukovsky matched his poems with the astronaut’s verses, confirming his idea with the
lines from the poem «Song of Myself»: «I visit the gardens of the planets and see if the fruits are good. / I
look at the quintillion of ripe and quintillion immature» [16, p. 81]. Applying astronomical figures for
humanity, W.Whitman was seeking to show the continuity of ancestors and descendants, where each of
us occupies an intermediate link. Therefore, life in the poet’s works is a non-stopping cycle, a constant
movement in time, endless transformations and metamorphoses. K.I.Chukovsky called W.Whitman a
man, measuring everything from the standpoint of eternal development: «I have not yet met anyone who
is so keenly aware of the variability, fluidity, and running of things and who would be so receptive to the
eternal dynamics of cosmos» [14, p. 11].

Thus the idea of immensity and infinity of everything that happens is reflected in the image of the central
image of Whitman’s poetry – the universal human personality. The lyrical hero of «Leaves of Grass» is a
generalized portrait of a person with his democratic views, unabashed optimism, the ability to establish
close relations with the people, who he met on the path, and to delight in life in all its forms. According to
K.I.Chukovsky, the feeling of kinship with all people and all phenomena of the world is expressed in W.
Whitman through the picture of the continuity of generations: «Being aware of his involvement in this
total cycle of matter, he senses behind him the millions of centuries and an endless chain of prehistoric
ancestors, starting with the simplest amoeba» [14, p. 12]. The idea of the cosmic unification of everything
that exists in the universe is so encouraging to W. Whitman, that he perceives even the flowers on a hat a
product of centuries; they are so much dear to him that the poet feels «How much immensity is embodied
in them» [14, p. 12].

The theme of the circulation of matter was the prevalent in the works of W. Whitman due to discoveries
of scientists in the field of the natural sciences in the middle of the 19th century, which influenced the
outlook of advanced young people. But his reference to this topic and the affirmation, that the law of evolution was the only way of understanding the world, did not fit into the framework of romanticism. While remaining a romantic, W. Whitman, nevertheless, departed from many aesthetic canons of romanticism. The interest in reality, the richness and diversity of life, the description of the fluidity and variability of the world in W. Whitman’s works were based on realistic poetics. The poet found support for the cosmic theme in all evolutionary theories, especially since the space in the 1850s–1860s was already open for research. And though, in the opinion of K.I. Chukovsky, W. Whitman did not consider the available theories in their scientific depth, «their breadth was felt by him through to the end, because here he was, like everywhere else, the poet of breadth <...> the first great singer <...> of new space» [14, p. 13].

Comprehending the scientific theme in the works of W. Whitman, K.I. Chukovsky analyzed the poem «This Compost», which he called the scientific poem on the chemical transformation of matter: «If the scientists who are talking about it in their books, at least Justus Liebig, the author of “Chemical Letters”, and Jacob Moleschott, author of the “Life Cycle”, so popular in Russia then - were gifted with poetic talent, they would have written this poem exactly as it was written by Whitman» [14, p. 13]. The meaning of the transformations described is that all living things on the planet will eventually break up into inorganic compounds that will be consumed for a new synthesis of organic matter. The poem by W. Whitman narrates about a phenomenon that is basically a circulation of matters in nature. The poet praised the bacteria that ultimately created the world around him. This process was lasting a long time, during which many plants and animals were dying, thus creating organic matters in the ground. The same processes, in the opinion of K.I. Chukovsky, concern people for whom the Earth is a cemetery. In this respect, W. Whitman’s words, by which he «materialistically» describes human life on earth as a continuous chemistry, are indicative: «Look at this land! See it well! / Maybe every particle of the ground was once a particle of the sick – and yet look! / Prairies are covered with spring grass, / the noiseless bursts of beans grow on the beds, / and the gentle spears of onion, piercing the air, make their way up. / Every branch of apple trees is strewn with clusters of buds ... / And the summer greenery looks proud and innocent over these layers of the dead / What kind of chemistry!» [16, p. 237].

In such poems K.I. Chukovsky saw the influence on the poet’s work of those popular science books, that shaped the ideology of the Russian realists of the 1860s, led by their ideological inspirer D.I. Pisarev: «Sometimes, in his <W. Whitman> verses one can even feel the smack of vulgar Büchnerian materialism of «Matter and strength» [refers to the work of the German philosopher L. Büchner «Matter and Strengths»], with the help of which razonochinets Bazarov tried to attach the old Russian “feudal lords” to nihilism in Turgenev’s novel» [14, p. 14]. Accepting the achievements of modern science, being one of its loyal followers, W. Whitman at the same time believed that the human soul was the greatest value. In this connection K.I. Chukovsky understood the artistic originality of W. Whitman’s creative work as the synthesis of such incompatible worldviews as materialism and idealism: they both help him to express «even in vague and foggy words “cosmic enthusiasm” inherent in him, regardless of any scientific and philosophical doctrines» [14, p. 15].

It should be noted that W. Whitman’s worldview is characterized by a very specific materialism that was formed under the influence of not only the poet’s fascination with natural scientific discoveries, astronomy, but also of his surprisingly sensual, «material» experience of the world of colors, forms, and movements. This understanding does not imply the presence of any philosophical system in the poet, but in many respects characterizes his worldview. W. Whitman admits that a separate human life represents a dot in terms of eternity, and the cycle between birth and death is a short moment in the cosmic existence of mankind. In his works the poet transfers the ideas of this doctrine into the sphere of high sensations. K.I. Chukovsky admitted these transitions to be natural to W. Whitman, for the ideas of time and space
were inherent in him from his youth, and he himself was a cosmist by nature. But the cosmism of W. Whitman was not so much based on the evolutionary theories of the natural sciences but on the basic statements of idealistic philosophy and other philosophical trends popular at the time: «... in “Leaves of Grass”, the echoes of the sacred mystical books of ancient India and the modern <...> transcendental teachings of Carlyle and Emerson are clearly heard. Minimizing or suppressing these influences means great deviation from the truth. One can feel this influence on hundreds of pages» [14, p. 14]. W. Whitman is close to the idea that existence arises from non-existence – this idea can be traced in Indian books, the Bible, in ancient representations and in Taoism. That is why time, space and evolution, which are manifestations of the Absolute, originate in the root cause of the world.

In W. Whitman’s cosmism, the earth evolution is considered not only as the development of biological species, but also as the improvement of person. The views of the poet in this issue echo with the theory of Russian cosmism, the main provisions of which are presented in the writings of V.S. Soloviev and V.I. Vernadsky. According to this doctrine, man is the intermediate link in the long chain of creatures, while consciousness and life in their present form should be followed by super life and Superman. The theoretical positions of the Superman are presented in the literary-critical works of K.I. Chukovsky, estimating the theory of F. Nietzsche [17]. The writer draws parallels between the standard concept of the theory of Russian cosmism and the philosophical views of W. Whitman, presented in his works. The American poet considers this topic in the transcendental sense, as his poetry is directed to the future, revealing a new level of consciousness, a new stage of cosmic vision and worldview. That is why K.I. Chukovsky believes that Whitman’s whole poetry «is permeated with reverential delight of the divine harmony of the universe» [14, p. 14]. This idea is presented in the poem «Reed» by W. Whitman, in which evolution is interpreted as the path of the Soul. This diverse interpretation of the world events testifies to a holistic vision of the life of the universe, of the poet’s deep understanding of cosmic processes. Therefore, achieving super-consciousness for humanity in the works of W. Whitman becomes real and possible.

K.I. Chukovsky pays much attention to the political views of W. Whitman, also imbued with cosmic enthusiasm. According to K.I. Chukovsky, W. Whitman «became famous as a poet of democracy <...>, and democracy took a grand, universal scale in his poems» [14, p. 16]. The views of the American poet were in many ways due to his way of life: he had to leave his school early, earning his living, working as a messenger, as a printer’s apprentice, as a teacher in a rural school, and as an editor in several New York newspapers. It was his life, full of diverse interests and impressions, that paved his way to literature. Having radical political views, W. Whitman spoke against slavery, actively propagating the ideas of freedom, supporting the Democratic Party «Free Land».

But, according to K.I. Chukovsky, who compared the democracy of W. Whitman with the ocean and the starry sky, it did not fit into the framework of the program of the American Democratic Party: «Democracy is understood by him <W. Whitman> as an endless chain of generations marching along a thousand-year road. He perceives it, so to speak, in the planetary aspect» [14, p. 16]. This scale is described in the poem «Pioneers! O pioneers!»: «The globe of the earth flies, spinning, / And sister-planets, clusters of suns and planets are around, / All the sparkling days, all the mysterious nights, full of dreams, / Pioneers! O pioneers! / This is ours and for us, / We clear the way for the embryos in the womb. / Those that are not yet born are waiting to follow us...» [18, p. 209].

The complex and contradictory work of W. Whitman gives him the right to be called the American creator of epic poetry. K.I. Chukovsky confirms this idea with the own words of the poet, who believed that «only the rare cosmic mind of the artist, illuminated by Infinity, can comprehend the diverse oceanic properties of the people» [14, p. 16]. W. Whitman believed that these properties would help to find a way of developing democracy in his native country, when he was describing a united, indivisible,
unprecedented large and complex democrat nation. He thought that the United States was the birthplace of a new, free, independent person, imbued with a sense of unity with all his compatriots, who «bubble, swirl around <...>, we are being inseparable parts of them» [14, p. 17]. W. Whitman wanted to create works that glorified the American way of life and the ideals of American democracy. But in fact, the contemporary to the poet America was divided into free and slavery states and «“sameness” of millions of American hearts was already an unmasked myth» [14, p. 17]. In the mid-1860s, there was a rapid differentiation of classes in America, making the country, according to K.I. Chukovsky, «the arena of the fierce struggle between democracy of farm laborers and workers and the “democracy” of the rich and the money-grubbers» [14, p. 17]. W. Whitman was invariably discrediting the existing shortcomings of the political structure of his country, speaking of them with merciless harshness, but «until the end of his days he remained at the mercy of illusions about the distant era, when he began creating his first songs» [14, p. 17].

W. Whitman outlined his socio-political views in the journalistic work «Democratic Distances». Analyzing this book, K.I. Chukovsky focused on the poet’s attitude to material and technical progress. At that time the young country was developing rapidly. Significant advances were made in technical progress: there were invented steam engines, which gave impetus to the development of shipbuilding; there also appeared the discoveries of the talented inventor T. Edison. However, behind external prosperity W. Whitman saw the moral disintegration of society, which was «maimed, corrupted, full of gross superstitions and rottenness» [14, p. 17]. Against the background of unfolding large-scale progress, the most important moral principles, like the keen, inquisitive mind of a person had been completely depreciated. K.I. Chukovsky used the texts of W. Whitman’s angry accusatory speeches to explain the reasons for the social transformations taking place. The poet called several of them: «...the most important fundamental element of every personality and every state is missing or underdeveloped or severely weakened – i.e. conscience... There is no faith in the basic principles of our country; there is no even faith in humanity <...>. Falsity, which is rooted in the spirit – the mother of all false acts – brought innumerable offspring» [14, p. 17-18].

At the same time, W. Whitman believed that every person in the new society has ample opportunities for development, self-knowledge and self-affirmation, having convincingly and profoundly reflected this in his collection of «Leaves of Grass», in which a characteristic joyful tonality could be felt. He believed that society was able to correct the said defects in the process of continuous and progressive reforms. This restructuring was possible with participation of «common people, working people, creator people» [14, p. 18], which should create the democracy of the future, which was much needed in all countries of the world.

The possible solution of the contradictions, arisen in the creation of democracy, can be the organization of a worldwide community, a worldwide brotherhood of peoples, which W. Whitman calls for in the poem «For you O Democracy». In the brotherhood of nations, enthusiastically portrayed by W. Whitman, K.I. Chukovsky sees a pledge of happy future not overshadowed with external threat; if people of different nations unite, no enemies would scare them. W. Whitman’s perception of democracy as a selfless friendship of the peoples differs significantly from that of the American society about its own exclusivity, limited to the national framework.

Concerning the political views of W. Whitman, K.I. Chukovsky especially distinguishes those of his works, which speak of Russia. The fact that W. Whitman was not indifferent to Russia’s theme is evidenced by his rough drafts, among which «there is a sheet where every line is about Russia»; «there are also a few Russian words written by Whitman himself in English letters» [14, p. 19]. Poetry of W. Whitman was popular, having been often translated into Russian. In the opinion of K.I. Chukovsky, the American poet believed that the work of translators was the pledge of world brotherhood, the realization of the dream.
that both poems and poets would become international, and could make “all the countries on the globe closer and stronger than any treaties and diplomats” [14, p. 20]. Calling Russia a great country, W. Whitman hoped to establish emotional contact with its peoples.

5. Discussion
In the poetry of W. Whitman, one can clearly perceive the historical optimism, originated from the heroic era in the fate of America, full of hopes and illusions, born of the collapse of slavery. W. Whitman was inspired by the ideals of American democracy more than others. According to K. I. Chukovsky, the poet’s adherence to transcendental teaching contributed to the fact that he tried in his works to transfer the principles of democracy to the whole universe, to the whole surrounding world. His poetic dreams about the democratic future were embodied in the Utopian vision of the City of Friends, which he sang in the poem “I dream’d in a dream”. World equality, represented in the poet’s works, also assumes an unusual interpretation of certain philosophical positions. In W. Whitman’s works, the positive and negative categories are equal to human life in value. K. I. Chukovsky cites the paradoxical statements of the American poet that life is as good as death, that victory and defeat are the same: “you hear that it is good to win and overcome? I tell you that to fall is just as good! It’s all the same: to defeat or be defeated!” [14, p. 21].

The poet sees the closeness of things everywhere, and he often identifies himself with each of these things. Reincarnation is done not intentionally, but arises as a natural feeling. In many of W. Whitman’s works, K. I. Chukovsky notes his transformation into new people, which promotes the establishment of equality with them. The merit of W. Whitman lies in the creation of a lyrical hero of a new type. While the traditional romantic hero represents a rebellious, outcast, defiant individual, the hero of W. Whitman stays in a state of permanent spiritual union with all of humanity. Being part of the crowd, he is connected with everything that happens in the world.

In the opinion of K. I. Chukovsky, the highest degree of unity with all people for W. Whitman lies in the ability to experience their troubles and joys. The poet turns into a free shooter, an old artilleryman and a lover, coming to his beloved. He watches gently the baby, sleeping in the cradle; hides a runaway slave who has dropped into his house; gives praise to sciences, exact knowledge; admires the negro-driver, the picture giant. From these isolated cases, there emerges an important moral and aesthetic principle of art, noted by K. I. Chukovsky: “It is not necessary to describe people, but to identify yourself with them” [14, p. 23].

The poet thinks to be responsible for all human sins. «Song of Myself», which involves a description of personal feelings and experiences, has embodied the images of many people. K. I. Chukovsky notes that, when describing each of his characters, W. Whitman reincarnates into him, lives his life, completely merging with a stranger. Transformations occur on almost every page: the poet sees himself as a firefighter, died in putting out a fire, and then as his wife, who mourns for her husband. A lot of successive portraits of American ordinary people symbolize the idea of equality. Their individual traits are vague, but all together they constitute a generalized image of a common American, with whom the poet identifies himself and on whose behalf he speaks. According to K. I. Chukovsky, W. Whitman finds the images and rhythms for his work in this generalization, at the same time being convinced that love should be the highest triumph of poetry: «He dreams of infecting us with this sense of all-equality, all-identities. Embraced by this feeling, he repeats, that his counterparts live everywhere, that the world means his continuation: “I do not fit all between my shoes and my hat...”» [14, p. 23]. Not only democracy but any social order is possible without love for each other, for every thing, for the entire surrounding world. The poet above all appreciates in himself the ability of generous, active love, which is the basis for
the general law of life. Equally passionately and sincerely does the poet chant the real essence and beauty of nature.

K.I.Chukovsky believes that for the poet there are no restrictions in time and space: «… lying on the sand of his Long Island, he, the Yankee, walks along the old hills of Judea next to the young and slender handsome Christ» [14, p. 24]. The fantastic feeling of confluence, unity, when, according to K.I.Chukovsky, the poet «is rushing to every thing with open arms, as if stroking it with his hand (after all, each of them is native to him!), and then immediately hurrying to another one to caress it too» [14, p. 24], makes the readers see his free meditations, which cause a variety of different pictures, semantically connected only by the power of artistic fiction. This work structure leads to piling up the images, which K.I.Chukovsky supplements with similar characteristics: «endless enumerations, lists of everything that flashes before him – the catalogs of things» [14, p. 24]. This structure, designed to promote the emergence of new poetic images and inspiring feelings, evoked opposition from many critics. But this was one of the features of the innovative poetry of W. Whitman – the absence of not only a plot, but also a large image. The works were based on a general tonality, keenly rendered by the poet in brief and capacious images, each of which did not require additional characteristics and an event line.

Such is, in particular, W.Whitman’s poem «Salut au Monde», in which K.I.Chukovsky drew attention to the fragment, where the American poet was answering his own questions. K.I.Chukovsky calls each answer a catalog listing everything that the poet considers necessary to call. For example, when answering the question of what W.Whitman hears, he writes the whole page with «a catalog of all kinds of sounds, characteristic of different peoples» [14, p. 25]. The poet gives the same answers to other questions: «What is it widening in you, Walt Whitman?», «What do you see, Walt Whitman?» [14, p. 24–25], – in both cases his reflections and answers take up several pages. When defending a poem that «no American magazine wanted to publish» [14, p. 26], K.I.Chukovsky called it a spiritualized work, demanding inspiration from the side of the reader too: «No wonder that Whitman was so often repeating that his poems were our poems» [14, c. 26]. In order to feel this solidarity, the reader should have a talent that helps to feel the «delight of being», and then, in the opinion of K.I. Chukovsky, «we will give up petty everyday worries and take off like cosmonauts» [14, p. 26].

K.I.Chukovsky also sees planetarism and cosmism in another poem by W.Whitman – «Crossing Brooklyn Ferry», where the lyrical hero is just a dot and an atom in the desert of the worlds. Each individual is followed by an infinite number of ancestors, while the future generation goes ahead. K.I.Chukovsky notes that W.Whitman transcends the time limits, addressing these people of the future, his future descendants, «who will still be moving from Brooklyn to New York many years after his death» [14, p. 26]. W.Whitman shows the person included in the eternal cycle of cataclysms and shocks. The lyrical hero is free transiting from life to death and back. Any earthly shell is temporary for him, and therefore he is not afraid to lose one and try on another. K.I.Chukovsky points out that when talking with unborn people, W.Whitman speaks of himself as of a long-dead. This identity allows the author to not only expand the boundaries of the possible and feel unity with the future generation, but also to declare that «there is no death, there is an eternal transformation of the matter» [14, p. 27]. This statement, according to K.I.Chukovsky, blurs the boundaries «between the past generation and the future one» [14, p. 27]. The poet is not afraid of death, because it brings confidence and peace of mind. It does not mean that W.Whitman treats equally the good and evil, being indifferent to all ethical categories. The poet does not avoid uncomfortable topics and straightforwardly expresses himself like a person who is strong in spirit. According to K.I. Chukovsky, W.Whitman, «having detached himself from everything that is individual and personal, <...> also abandons the horror of death, while death appears before him as a wise and blissful force of nature, eternally renewing the life of the universe» [14, p. 27].
W. Whitman always believed in the ultimate victory of the forces of goodness, progress, and human happiness over the forces of evil, opposing them. The optimism of his works helps the readers to become involved in the process of the artistic mastering the world.

6. Conclusions
As a literary critic and translator, K.I. Chukovsky contributed to the popularization of the work of the American poet W. Whitman in Russia. Describing the creative manner of W. Whitman, K.I. Chukovsky has only analyzed the works from his heritage, which deserve, in his opinion, the readers’ attention. The importance of K.I. Chukovsky’s comments lies both in the theoretical substantiation of certain ideological trends in W. Whitman’s work, and in the confirmation of each conclusion by the lines of W. Whitman’s works, translated by him. Highlighting the main motifs of W. Whitman’s poetry – his cosmovision and his focus on democratic transformations, K.I. Chukovsky was able to emphasize the traits, which are most valuable and significant for the contemporary reader in his literary works. K.I. Chukovsky’s evaluation in many ways formed the image of W. Whitman in Russia as an innovator of American poetry.

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References
Comparative analysis of Russian, Turkish and Kabardino-Circassian set expressions with zoocomponents


Abstract
The article deals with the issues of national and cultural content in the structure of phraseological meaning from the point of view of people worldview expression means on the basis of set expressions with zoocomponents in Russian, Turkish and Kabardino-Circassian languages. The goal of the comparative analysis is to determine the ratio of interlanguage correspondences between phraseological units in the languages being compared at the lessons of Russian taught as a foreign language (RLF).

Keywords: set expressions, zoocomponent, interlanguage correspondences, intercultural communication, bilingualism, Russian as a foreign language.

1. Introduction
The wide use of set expressions in modern Russian is a fruitful platform to solve the most important linguodidactic problems. The phraseological found of Russian language, like any other language, has a clearly expressed national and cultural specificity and is an extensive source of linguistic and cultural knowledge, therefore there is no doubt that the study of phraseological units in Russian language as a foreign one contains a huge educational, developmental and upbringing potential. The acquaintance with phraseological phrases contributes not only to an effective expansion of the lexical vocabulary of students, the study of RLF grammar and syntax, but also to the development of linguacultural competence. Phraseological units, reflecting the national worldview of a particular people, demonstrate how it perceives and assesses the realities of life. The images that form the linguistic picture of the world can have similarities and differences among different peoples. There are also the cases of complete absence of certain images in one of the compared languages. In order to identify a universal and an idioethnic component in different linguocultures at RLF classes, this study proposes a comparative analysis of certain classes of phrases and paremias in three languages of different structure (Russian, Turkish, Kabardian-Circassian).

2. Methods
In the article, they use such scientific methods as comparative, conceptual, linguocultural one within the communicative approach. Comparative analysis helps to identify similarities and differences in the formal and content structure of set expressions and to identify culturally-labeled connotations. The relevance of phraseological unit comparative study during Russian classes taught as a foreign language is conditioned by the fact that "even if one speaks the same language, people can not always correctly understand each other, and the reason is precisely the divergence of cultures often" [1]. Conceptual and linguocultural analysis allows us to understand deeply the specificity of figurative thinking and language speaker' worldview of conjugated linguocultures. The use of these linguistic methods stimulates the cognitive interest of students and shapes the skills and techniques of intercultural communication. The obtained data can serve as a basis to solve linguodidactic problems during RLF lessons.
A language reflects the phenomena of the objective world and brings the knowledge about them into a certain system, metaphorically called the linguistic picture of the world, and is characterized by the fact that "the way of reality conceptualization includes both universal and nationally specific components for each language" [2]. In this regard it is legitimate to speak of the dual nature of language in the sense that it presents two aspects: universally objective and subjectively national. The second, idioethnic aspect is manifested in the semantic features of lexical and phraseological units expressing the relation of native language speakers to the surrounding world, because a language interprets reality, and does not reflect it. One of the most imaginative, "conservative" and culture bearing language subsystems, reflecting the lifestyle, the culture, the national scale of a particular nation values, is phraseology, which includes paremiology in its broadest sense [3]. Set expressions contain a huge layer of old words and archaic forms, a significant part of which is related to various realities of people's life, historical facts, beliefs, customs and rituals. Phraseologisms and paremias are the richest lexical layer of the language, representing a valuable factual source of knowledge about a specific national culture.

An important role in the teaching of the Russian language as a foreign one is assigned to the integration of a foreign student personality into the system of Russian national culture, which makes it necessary to develop intercultural communication skills among inophones, i.e. the communication in the format of foreign culture. The transition from one language to another is the change of one linguistic worldview into another: "Each language describes a circle around the people to whom it belongs, from which a person can go out only in so far as he immediately enters into the circle of another language... The mastery of a foreign language could be likened to the conquest of a new position in the previous vision of the world [4]. The picture of the world, i.e. the representation of a person of a particular culture about the world and about his place in it, is coded by language means and expressed through a system of concepts that are the basic units of the national mentality. The nature of the world vision among different people is different, since the consciousness reflecting the world is determined by different categorical systems of languages. The possession of cultural concepts is one of the conditions for a language learning, because their totality, characteristic for each culture, conveys a world picture of the language personality, allows you to learn the value system and the worldview of another language bearer. The depth of interlingual and intercultural communication problem becomes more obvious when a foreign language is compared with a native one and foreign culture is compared with its own habitual [5]. A student who starts to learn a foreign language, has a fully monocultural and monolingual consciousness at first, the whole mechanism of generation and perception of speech is tuned to a native language. All that he speaks in the language being studied, is subconsciously formulated by the inner speech into the utterances of his native language with all culturally conditioned specifics. This problem becomes especially important during the study and the use of phraseological units in speech: rarely set expressions can be literally translated into a student's native language. Most often in such cases, a teacher has to look for the ways of interlingual transcoding, which become a vivid example of a real dialogue of cultures. The process of recoding stimulates students to search for similar images in different languages and cultures, to the comparison of linguocultural features of the native and studied languages, and forms the skills for an adequate use of language units in appropriate situations. In the process of culture dialogue not only juxtaposition but also the interaction of linguocultural spaces takes place, which leads to an active exchange of cultural values, the familiarity with the specifics of studied language speaker's figurative thinking, the borrowing of linguocultural concepts and the expansion of the conceptual framework. For our research, the following fact is relevant: the main contingent of foreign students studying at the Kabardino-Balkar State University is represented by repatriates (Circassians), which provides a broad platform for experiments related to the comparative analysis of linguocultural concepts among the languages of different structures. The work at Russian language classes with foreign bilinguals showed that the fluency in two languages and
the ability to communicate with them successfully have a positive effect on the development of memory, the ability to understand, analyze and discuss the phenomena of a language. The practice of working with foreign students, who know a mother tongue since the childhood along with the state language of their country, convinces us that natural bilingualism contributes to the speed of reaction, better learning of speech skills and the development of logical thinking. Bilinguals, as a rule, learn foreign languages and cultures more successfully. Possessing a more extensive experience of language communication, they are more easily adapted to the figurative system of a language being studied, are interested in the etymology and the stylistic coloring of words, realize that the same concept can be expressed by different means in different languages. The specificity of similar and distinctive features of image building perception by bilinguals in different languages provides an exceptional opportunity for RLF teacher to use more complex types of tasks during lessons aimed at the development of not only grammatically correct, but also emotionally colored, figurative speech that also contributes to an adequate understanding and the use of the most frequent phraseological units used by native speakers in various spheres of communication. The point of view expressed by us is also confirmed by the works of other scientists devoted to the study of bilingual pupil brain functional characteristics. In their opinion, bilinguals studying the third, the fourth, the fifth language, are characterized by a high speed of information processing, which distinguishes them from originally monolingual monocultural people or the people who have mastered foreign languages in adulthood. Researchers are convinced that such bilinguals "have a certain resource that is invaluable for society, and first of all in terms of intercultural communication: bilingual children play a unique role of a "bridge" in society since childhood because otherwise they develop their own picture of the world, in which the "incompatible" is united [6]. The work with bilinguals should be a teacher's incentive for more creatively organized work, for the choice of original, non-standard methods of class conduct. The linguistic material offered below is addressed to the work with foreign students-bilinguals of the humanitarian profile with a highly advanced level of Russian language proficiency.

We chose set expressions with zoocomponents as a linguistic material. This choice is conditioned to the fact that the zoonyms make the part of many phraseological units, proverbs and sayings as metaphorical indicators of speech. The structural similarity of the world of animals and the world of people contributed to the emergence of specific associative characteristics of animals in the linguistic and paremiological mentality of different peoples, which formed the basis of figurative evaluative definitions of a man through zoomorphisms. Zoonyms have a high phrase-production in all languages of the world and create an extensive field for imaginary worldview exploration of different peoples, which provides unique opportunities for effective comparative work on phraseological units simultaneously using the material of several languages in the work with bilinguals (in our case - Russian, Turkish and Kabardian-Circassian language). Set expressions with two zoocomponents are chosen for the study - a dog and a wolf - which is explained by the fact that the names of these animals are widespread cultural symbols in considered languages. It is known that in the languages and the cultures of peoples representing different cultural and linguistic societies, the names of the same animals equivalent in nominative meaning may have dissimilar additional semantic or stylistic features that are stably associated with the main meaning in the minds of native speakers. For example, there are few proverbs in Turkish language with a positive connotation of a dog, while in Russian set expressions this animal often symbolizes devotion, hard work and kindness. At the same time, the interpretation of a dog image in the phraseology of the Russian language is notable for its duality. On the one hand, a dog is an animal suitable for protection and hunting: "A watchman sleeps With a faithful dog"; "You can not catch a hare without a dog"; "You can not find even with dogs"); this zoynm personifies such virtues of a person as loyalty, vigilance, affection, sincerity, obedience, a sharp flair ("dog fidelity", "faithful like a dog", "doggy nose", "A dog is a friend of a
"A good dog will not remain without a master," "An old dog does not bark on an empty tree", "A good dog wakes up three times a night to look after its owner", etc.). Wishing to say that someone is an expert on a case, has a lot of experience, the Russians say: "I ate a dog," "I am proficient in this" (gained experience). But on the other hand, a dog in Russian phraseology also acts as a zoometaphore of rudeness, stiffness, vindictiveness and anger, - i.e. as the bearer of wild, bestial qualities of his ancestor - wolf [7]:

- evil as a dog;
- live like a dog;
- a dog's soul (about a brutal, cruel person);
- a dog on hay (about a person who does not use it himself and does not give it to others);
- to hang all dogs on someone (to accuse someone unreasonably).

A dog's death to a dog (about the one who lived wrong and therefore did not deserve a worthy death);

- If you lie down with a dog - you'll get up with fleas;
- At such a time, a good owner will not drive a dog out;
- A dog bites not out of greed, but out of anger;
- A dog friendship to the first bone;
- A dog takes, but it is never enough for it;
- A dog's honor to a dog;

The dog barks, the wind wears (about an evil, a rough man, a gossiper), etc.

A national, distinctive Russian understanding of a dog's image is that, in general, the Russian phraseological fund has the positive connotations of the analyzed zoonym, which is especially evident in comparison with the Turkish and Kabardino-Circassian languages. In Turkish culture, the likening of a person to a dog is perceived as a gross insult, because traditionally a dog is regarded as an unclean creature in Islam. Recently there has been propaganda of a good attitude towards this animal. However, phraseological units reflect the centuries-old ideas about a dog, which continue to live in the minds of many Turks today. A negative connotation, firmly associated with the previous ideas about this animal, is present in almost all stable phrases of Turkish language: it azarlar gibi kovmak (to drive out like a dog); köpek gibi ölmek / die like a dog; it oglu it (son of a bitch), etc. As can be seen from the examples given, a dog occupies an extremely low position in the phraseological picture of the Turk world and is ranked among despised creatures. Besides, Turkish proverbs and sayings about this animal reflect the ideas of infidelity, insidiousness, jealousy, anger, and danger:

- Köpek gibi kiskanç / jealous as a dog;
- Köpeğini yisi leş başında, insanın iyisi iş başında [A good dog is by the fall, a good man is near work];
- "İt isirmaz, at tepmez", deme [Do not say that a horse will not kick, and a dog will not bite];
- It izi at izine karşı [Dog tracks mixed with horse traces] (about a situation in which something good is difficult to distinguish from something bad);
- Ak köpeğe koyun diye sarılma [Do not hug a white dog, calling it a sheep];
- It Üürür kervan yürür / A dog barks, a caravan moves;
- Bir Köpeğin Dostluğu, Bir Dostun Köpekliğinden iyidir [Friendship of a dog is more expensive than a dog friend], etc.

Another constant element of Russian and Turkish phraseology and proverbial continuum is a wolf image. Russian phraseology and paremiology reflects an ambivalent attitude toward the wolf with a noticeable predominance of negative evaluation. In the linguistic consciousness of Russian people, the image of a wolf in the projection on a person is most often associated with dangerous, malicious,
insidious, harmful concepts: a man is a wolf to man; to watch like a wolf, a wolf ticket; a wolf howl, etc. And although sometimes this zoonym carries a positive connotation (a sea wolf is an experienced sailor, an etched / shot wolf is a person who has experienced many deprivations in life and gained experience), the sign of hostility and aggression in the symbolism of a wolf is a main one for a Russian person; The image of an animal is most often associated with the image of a strong and a cruel enemy:

- Dog, do not stop on the wolf’s footstep: if it looks around, it will eat you;
- The goat fought with the wolf tended, the horns and hooves remained;
- Do not pretend to be a sheep, a wolf will eat you;
- Take a stick if you go to the forest: you may meet a wolf;
- Keep a stone if you have a wolf among friends;
- People walk by road, and a wolf walks in forest;
- If a wolf is employed as a shepherd do not wait for good;
- A wolf is beaten not for gray skin, but for the fact that he ate the sheep;
- Feed a wolf as much as you can, but he keeps looking into the forest.
- Also in the representation of Russian people, a wolf personifies voracity, greed and hypocrisy:
  - The wolf regretted the mare, left her tail and mane;
  - A wolf’s mouth and priests' eyes are an insatiable pit;
  - A wolf in a sheep clothing.

A wolf is one of the most widespread animal images in the ancient beliefs and genealogical legends of the Turkic peoples. His symbolism differs markedly from the interpretation of an image presented in the Russian phraseological and paremiological foundation. An image of a wolf in the representation of the Turks is as ambivalent as in the perception of the Russian people. However, the dominant traits in the image of this animal are completely different symbols. A wolf personifies the image of a leader in the heroic Turkish epic who embodied the strength and the fearlessness of a single hero in the poetic language, as well as the combined military power of the Turkic tribes. Besides, according to the myth about the origin of the first Turkic peoples, a wolf is their totemic animal since ancient times. The ancient proverbs of the Turks reflect the cult of an aggressive predator, which impressed the ideals of military democracy era. The instructions of the Turkic commanders in the texts of the XIth and XIIth centuries list various animals whose properties must be possessed by an army leader; such set expressions as "the greed of a wolf", "like a wolf’s strength", etc. are mentioned among them more often than others [8]. An ancient zoonym, personifying the features of a strong, a determined and an intelligent leader of the nation, has not lost its relevance for the Turkish society in our time. Admiring the activities of the outstanding reformer and military leader, the founder of the modern Turkish state Mustafa Kemal Atatürk, his compatriots call him the Gray Wolf. The image of the wolf in the perception of the Turks also embodies the idea of freedom: "The food of a wolf and the food of a young man are on the road", "A wolf will bear hunger, and will not tolerate slavery" [9]. So, in general, the Turkish phrases emphasize the following main characteristics of a wolf image: power, freedom, independence, responsibility, fearlessness, devotion to the family, experience, mind:

- Kurtların arasında sonuncu olmak, çakallar arasında birinci olmaktan iyi [It's better to be the last among the wolves than the first among the jackals];
- Kurt doğan tilki olmaz [Who was born as a wolf, won't be a fox];
- Kurdun oğlu kuzu olmaz [A son of a wolf will not become a lamb];
- Kurda sormuşlar: Ensen niye kalın, diye. Kendi işimi kendim yapmışım için demiş. [The wolf was asked: "Why do you have a thick neck?" - "Because I take care of myself," he replied];
- Kurt köyünü değiştirir, huyunu değiştirmez [A wolf can change a habitat, but it never changes a character].
İşin kurdu olmak (to be a wolf in this matter);
Yaşlı kurt (an old wolf);
Eski deniz kurtlarında (he is from old sea wolves), etc.

In the phraseological fund of the Kabardino-Circassian language, the word хе unites two concepts - the dog and the wolf. According to F.N. Guketlova, the ancient Adygs distinguished these animals only on the principle of "wild - domestic". Therefore, the cult of a dog was not separated from the cult of a wolf [10]. Despite the fact that a dog / a wolf was a cult animal, in the modern everyday consciousness this zoonym has a generally negative connotation. The representatives of the Adyghe linguistic culture relate to this image the idea of cruelty, anger, sycophancy, greed, the lack of principle, immorality, vulgarity, danger, disrespect for a person, but at the same time, in the artistic worldview of the Adygs the image of a wolf-dog has such positive features as experience, fidelity, as well as the ideas of abundance and fertility, kindness and suppleness:

хиэ бын - dog’s children;
хиэ дээкъэн - evil as a dog;
хиэ зарыш - bickering, pack;
хиэээрээшым хэкъуэээн - to suffer from some scandal;
хиэухрэкъээшым уээдэн - insidious, vile;
хиэм дээъурэээн - too much prolific;
хиэм егъэээн - to insult, to humiliate;
хиэм и нэмис хузъыман - to treat someone with no respect;
хиымми кхуээн - all is absolute;
хиэрмэ жээдэрэ ээуээшэн - like a cat with a dog;
хиэр гэээн - to hang around;
хиэр лъыуэ эфэн - to get drunk hard;
хиэр къахэжъэн - to be into a trouble;
хиэр псафээшэнээн - to be very obedient;
хиээу ээтэээн - not to be considered at all;
хиэтэм яку къыдээкъээ - a dog’s offspring;
хиэжъэ ээххуээн - (literally, to become an experienced dog), gain experience;
Яку хъакъээ эжэээн - a black dog ran between them;
хиээкъ - an old dog, i.e. a grabber;
И хиэм сыйкэээн - (lit. his dog ate me), he humiliated me.

As can be seen from the analyzed examples, the connotations of zoonyms in each of the considered languages are closely related to the national zoomorphic culture code, i.e. with the combination of those stereotyped images of animals that are conditioned by a specific ethnic culture.

3. Conclusions
The linguocultural content of set expressions is based on the cognitive level and is modeled by culturally significant interpretations of phraseological units. Since the modeling of PU linguocultural is based on the collective worldview of linguistic cultural community and by the relation to the settings and the characters of national culture: symbols, stereotypes, standards, myths, etc., during the practical development of Russian as a foreign language it should be possible to focus on the study of national-marked culture signs. The semantification of PU should be also an interpretation of the linguistic cultural connotation verbalized in them. The study of concepts and associative fields of the animal wolf and dog in Russian, Turkish and Kabardian language demonstrates that there are similarities between the connotations inherent to these zoonyms, indicating a similar perception of reality by the representatives
of different linguocultures, about the universal categories of human thought. Idioethnic representations characterize the peculiarities of the people - language bearer worldview, reflect the concrete historical and cultural experience that determines the unique linguistic picture of the world. The analysis carried out in the study allows us to assert that there are many similarities between the representatives of Russian and Turkish languages in the representations of a wolf and a dog, which indicates a certain correspondence in the perception of the world by these peoples. At the same time, the peculiarities of the mythological worldview (an ancient form of the world knowledge), a specific historical experience of national cultures, religious beliefs development have contributed to the emergence of disparate, unique features of these images symbolic content in these two linguistic cultures. The peculiarity of the Adygian understanding of wolf / dog image (along with the existence of perception similar to the representatives of Russian and Turkish linguoculture) lies in its syncretism, in the imposing of wolf objective characteristics on a dog and vice versa. The comparison of these processes in the educational discourse promotes a deeper understanding of the studied language, and the work with bilinguals gives lessons a more creative character and is characterized by high productivity and emotional saturation, which is very important when you learn a foreign language. Bilingual students, comparing the names of animals in three languages of different structure can find equivalents and compliances in Russian language based on the Turkish-Circassian phraseological comparisons, which are a reference during RFL classes, thus expanding their linguistic and extralinguistic knowledge required for successful integration in Russian-speaking culture. The linguistic material analyzed in this article can be the basis for the development of a variety of tasks to teach phraseological units of the Russian language for foreigners, the search for cross-cultural relations, intercultural communication skills, identification of the specifics of the national perception of the world, reflected in the zoomorphic codes of different languages by foreign students.

4. Summary
The comparative analysis method for phraseology, based on the simultaneous connection of several different language material, promotes an effective solution during the lessons of RFL for linguistic and important extra-linguistic tasks: the expansion of ideas about the world, the formation of a culture of tolerance among foreign students, the respect for the specificity of psychology and philosophy of different peoples, for their spiritual identity, for universal human aesthetic and moral values.

Conflict Of Interest
The authors confirm that the presented data do not contain a conflict of interest.

References
Genre-thematic evolution of the Dagestan literary ballad

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Abstract

Literary ballad genre in the literature of Dagestan peoples, which goes back with its origins to a folk ballad, has a fairly long history. At that, due to the heterogeneity of national literatures, the dates of origin and formation in them vary. Thus, in Kumyk and Avar literature, the author's ballad origin took place at the end of the 19th and the first half of the 20th century. However, if we take Daghestanian poetry as a whole, taking into account the availability of its samples in many literatures of the peoples of Dagestan, then we can state its full functioning since the middle of the 20th century, when this genre gained its place in the system of national culture.

The study of the literary ballad genre of the second half of the 20th century serves as the confirmation of its artistic and aesthetic content richness, genre renovation and evolution.

The ballad genre was spread in the works of such outstanding masters of the word as R. Gamzatov, F. Aliyev, O.-G. Shakhtamanov, Atkai, A.-V. Suleymanov, B. Magomedov, A. Gazi, Yu. Khapalaev, Kh. Khametova, M. Mitarov, Y. Bazutayev, Sh. Kaziev and many others. At the initial stage of the period under consideration, in connection with certain democratic, "thawing" processes, with the activation of artistic comprehension of the heroics of the past, epic forms and the stylization of a folklore ballad prevailed in the Dagestan ballad.

However, soon the family-household and love problematics are intensified in this genre, the lyric nature of subject-object relations is intensified visually. During the late Soviet period, in the 1970-ies and 1980-ies, moral and philosophical motives are intensified in the ballad.

During the post-Soviet period, genre-style, artistic-aesthetic, problem-content aspects of the ballad show more profound transformations. In line with the changes that have taken place in the country, the Dagestan authors comprehend the phenomena of the pre-Soviet and Soviet past in a new light, including the repressions of the 1930-ies, and ambiguous social events. The result of this is the orientation towards universal values which becomes more prevalent, with the preservation and the philosophical deepening of the lyrical origin.

The Dagestan ballad passed a glorious path of development in the 1950-2000-ies; it developed in the line of enriching and update of its genre-thematic content and aesthetic sounding.

Keywords: ballad, genre, epicism, lyrical origin, plot, Dagestan literature, evolution, philosophical ballad, heroics.
Introduction
The genre of the author's ballad is firmly entrenched in the literatures of Dagestan peoples. Successful genre samples are presented in the works by R. Gamzatov, F. Aliyeva, M. Ahmedov, O.-G. Shakhtamanov in Avar literature, A. Gazi, T.-B. Bagandov, S. Rabadanov, R. Nurov in the Dargin, M.-Z. Aminov, N. Yusupov, Yu. Khappalaev - in the Lak; A. Saidov, I. Huseynov, H. Khametova, A. Alem - in Lezghin; A. Ajamatov, A. Suleymanov, A. Adzhiev, A. Dzhachaev - in the Kumyk; M. Mitarov, Sh. Kaziev, Yu. Bazutayev, A. Kurbanov in Tabasaran, etc. With a relative study of the ballad genre in the folklore of the peoples of Dagestan, there are few works devoted to the complex study of the ballad genre in the general Dagestan literature, its genre, ideological and thematic evolution in individual literatures and in Dagestan literary criticism.

Among the available works, one can mention the monographs by D. Yusupova [Yusupova D.M., 1993] and Ch. Yusupova [Yusupova Ch.S., 2013], in which an attempt was made to consider the ballad in chronological terms thoroughly. However, in both works, samples of the ballad genre in the Tabasaran literature and the works written during the post-Soviet era were not included in the orbit of the study.

In this paper we attempted to analyze the evolution of the literary (author's) ballad genre in the Dagestani literature on the Avar, Dargin, Kumyk, Lezgin, Lak, and Tabasaran literature from the second half of the 20th century to the 2000-ies.

Methods
For the research undertaken, the methods of particular interest are the following ones: 1) comparative-typological and 2) descriptive-analytical. The first method, based on the identification of similarities and differences of verbal and artistic creativity phenomena relating to different national literatures, makes it possible to see a dynamic literary and aesthetic community of the peoples of Dagestan on the one hand, and to understand the specificity of each component which make the unity of national literature on the other. The historical destinies of the peoples of Dagestan, the presence of certain analogies on the paths of national development, mutual relations and influence lead to the development of specific forms of folklore typology into literary typology, which eventually generates new forms of cultural community.

The descriptive-analytical method is based on the description and the analysis of individual art texts, which are the objects of research. The analysis includes the consideration of the artistic aspects of each particular work, as well as the features of the author's style and the style of presentation.

Results
Dagestan literary ballad originates from the folk ballad. D. Yusupova believes that "the Dagestan folk ballad did not have a direct genre predecessor in folklore, and it is difficult to talk about the definiteness of the original dominant in this sense" [Yusupova D.M., 1993, p. 67]. But, according to the researcher, certain varieties of this genre, especially historical and heroic ballads, have a patriotic pathos and a heroic content, that is, they show the signs that they (ballads) were formed on the basis of poetic traditions of the epic. The Dagestani researchers (A. Akhlakov, Kh. Khalilov, F. Abakarova, D. Yusupova) consider the end of the fourteenth and the beginning of the fifteenth centuries when the development of pure genres occurred as the result of liberation from "genre syncretism" as the period of folk ballad appearance.

The middle of the last century - 1950-1960 can be considered as the period of the ballad genre development, when it became fully functional in the literatures of Dagestan, although in some literatures, for example, in Kumyk and Avar literature, the author's ballads were created already in the second half of the XIXth - early XXth centuries.

According to Ch. Yusupov, the ballad received a noticeable development in 1965-1985, which was conditioned by the "general tendency of the increased interest of literature in national history, its heroic
and tragic pages, the comprehension of human life in border situations, tragic collisions, and in the acute problems of good and evil ... » [Yusupova Ch.S., 2013, p.113].

At the initial stage of its development (1950-1965), the literary ballad experienced a serious impact of the folk ballad: the authors were forced to create in the mainstream of folklore poetics both in terms of themes and in terms of formal genre features. Most often these were artistic reworkings or literary remakes of well-known folklore subjects and folk songs - "Sold to Mesed", "Poor Girl" by Sukur Kurban, "Three Friends" by R. Nurov, "Udrida" by Y. Khappabayev, "Bibi Khanum Mosque" by M. Mitarov et al.

In the literary ballads written during 1965-1985, the preponderance of an epic origin is striking: they have a measured, an epic tempo of narrative striving for objectivity, a completed plot based on a legend or a historical event of the past epochs, retold by an elder or another person who inspires confidence or who is a participant of events (But it should be noted that an epic origin begins to be reduced in the Dagestani ballads by the end of the designated stage). Not surprisingly, the main themes of the ballads written during this period are mainly the heroic events from the life of the people - this is the struggle of Dagestanis with the hordes of Tamerlane, Nadir Shah, and also with fascist invaders during the Great Patriotic War.

The poet A. Saidov dedicated his ballad "Demir" to the struggle of the peoples of Dagestan with the army of Nadir Shah. The work is a creative remake of the famous Lezgin folk legend about a stone boy. The blacksmith Demir, who made weapons to soldiers for the battles with foreign invaders, was caught by enemies and blinded; However, he turns into a rock and blocks the way to his enemies. The narrative is conducted in the past tense, using graphic expressive means characteristic of folklore - bright epithets, hyperbolas: "And the blind man became a huge top, // Over the granite rock like an anvil" [Saidov A., 1972, p. 8].

The "Ballad about horses" by S. Rabadanov, "The Ballad about the Beautiful Zahrat" by F. Aliyeva, "The sister of seven brothers" by M.-Z. Aminov are dedicated to the struggle against foreign invaders. The closeness with the folklore ballad is felt in the tragic denouement of these ballads, in which the main characters perish heroically for a just cause.


In the ballads about war, the epic narrative about the heroic deed of the people, about their best sons is diluted with a pronounced lyrical origin. For example, in the "Ballad of the Mother" by A. Gazi, lyricism is created by the description of the anxious emotional experiences of the mother, who tries to see her front-line son in the windows of the passing train at the railway station: with each approaching car, mother's hopes and expectations grow and come to life, confusion and anxiety are increased after each left "empty" train [Gazi A., 1977, pp. 7-8].

In the "Ballade about bread" by M. Mitarov, in memory of an old soldier who saw the bread lying on the ground, people begin to remember the heavy days of wartime, when the fighters, exhausted from cold and hunger, shared a small piece of black, hardened bread into equal pieces and ate it with great respect. The description of real events is interspersed in the text with the soldier's contrast heavy reflections about
the fact that people forgot the price of a peaceful life very quickly, about the sad memories of his lost
friends and his indignation towards people who throw bread in garbage cans [Mitarov M., 1995, p. 23].
The lyrical component in family-household and love ballads becomes even more intensified. They are
categorized by emotional coloring of the narrative, the expressiveness and the evaluative characteristics
of the depicted events, deep psychologism in character love experience description. An objective narrator
in many ballads about love almost obligatory for historical and heroic ballads, gives way to the narrator-
hero, that is, an objective-impartial author’s origin is replaced by the tense-dramatic tone of the narrative
on behalf of an event participant; or the author finds himself in a ballad middle or finale, clearly
expressing his attitude to events or giving an assessment to the characters.
As D.M. Yusupova writes, the appearance of the author as a ballad hero "literally breaks the genre "shell"
A vivid example of a love ballad is R. Gamzatov’s work "A Burning Heart Blazing Sigh...”, dedicated to
the tragic love of the married beauty Mariam to the Avar poet Mahmud. Almost all the genre signs are
observed in it - the plot with a clear division into the exposition (the old father, calling the son and the
son-in-law, tells them to wash the shame brought by her daughter Mariam on the family with blood), the
development (the husband and the brother lead Mariam - the wife and the sister - to "a high, cruel rock"),
a bright climax ("standing over the abyss", the heroine takes off her headdress, tears the dress on her chest
and sings the song devoted to her beloved Mahmud) and the denouement (the heroine's death); a tragic,
an acute conflict between the living feeling of the heroine and the old inert traditions, the existence of live
dialogues, the constant dynamics of actions, thoughts and experiences. The lyrical origin of the ballad is
the acute heat of the heroine’s experiences, her enthusiastic song about her love in the face of an imminent
death, the author's assessment of the heroic choice made by a young woman - she preferred death to her
beloved one betrayal, the renouncement from him prevails over epic elements. The author wedges
himself into the narrative, beginning with the climax, and comments on the events; the ballad ends with
the author's broad philosophical reflections about the power of true love [Gamzatov R., 1982, pp. 302-
306].
The ballad of another Avar poet O.-G. Shakhtamanov "The Ravishing Night" is devoted to a romantic, a
tragic and a typical story at the same time. The lyrical hero-narrator tells about the secret love of two of
his fellow villagers emotionally and intriguingly - a girl and a boyfriend. He becomes an occasional
witness to the night swimming of a young milkmaid and a shepherd in the Andi Lake. This fact would
remain an episode from the life of two lovers, if not for the subsequent events in the girl's fate: a young
girl in love never went to the lake to bathe, apparently, she did not marry anyone and eventually died. In
this ending, the author realizes two most important attribute features of the ballad genre simultaneously
- the dramatic nature of the plot and the motive of secrecy - the text does not say why the heroine did not
become happy and what happened to her lover. The ballad ends with the author's appeal to the readers,
in which he says that the woman has aged, died, and has not betrayed her proud love [Shakhtamanov O.-
G., 2009, p. 134].
The philosophical ballad is widely represented in Dagestan literature, in which the eternal problems of
existence, which concern humanity, are brought to the forefront; moral and ethical issues are raised; the
author's desire to understand the dramatic collisions of the modern world, in the tragic discrepancy
between the affairs of a man, and one of the characteristic features of this kind of ballad genre becomes
his true destiny.
One of the most striking examples of the philosophical ballad is the ballad by R. Gamzatov "Three Sons",
"Let this be a lesson to everyone", "The Mountain Legend", "Earth is a Person's Cradle", "The Death of the
Poplar", "Hell", "One dull summer", F.Aliyev's "The ballad about the soldier's grave", "The ballad about an
old saber" - in Avar poetry; the ballads "Prodigal Son", "The Ballad of the Mountain Eagle", "The Ballad of
the Mountain Lake" by A. Gazi, "I'll Leave You, Man", "The Case in Austria" by G.-B. Bagandov - in the Dargin poetry; "Curse", "Anxiety", "The Vest of Life" by Lezghin poet A. Saidov; "Stone cradle", "The wings of good" by Kumyk author Atkay; "Fate", "First Hunt", "On the Road" by the Tabasaran poet Sh. Kaziev.

The ballad "Stone Cradle" by Atkay Ajamatov, dedicated to the tragic events caused by the earthquake in Dagestan in 1970, tells about the heroic self-sacrifice of the father-shepherd for the salvation of a baby wrapped in a cradle. The father covered a cradle by his body and saved his daughter from blockages. They dug up her later alive, and they erected a monument in the form of a cradle on her father's grave. In the finale, the author comes to broad generalizations, appealing to people with the request to save the cradle for the sake of life continuation on earth. His conclusion sounds like a call to keep peace on earth at all costs:

If only there will be a mortal battle, people,
Gather all love and all your will into a fist.
Sacrificing yourself, if you need to
Save the cradle, so that the family does not die [Atkai, 1976, p. 43].

In the ballad "The First Hunt" by Sh. Kaziev, a standard case when a young townsman who came to a village, went hunting for the first time and shot a hare, turned into an artistic argument about the responsibility of a man for nature, for keeping harmony between people and environment. The first part of the ballad is sustained in a measured calm tone - the peaceful fields resting under the snow and an old, stately forest are depicted - which corresponds to the inner state of a young hero, resting in peace among the snowy expanse after a noisy city bustle. Everything changes drastically after the shot from the gun sounded among the silence. The author uses vivid comparisons, epithets, color lexemes to convey a broken harmony: "Like a bird with broken wings, // Silence flew into the dark gorge of the river"; "My hand hurt the silence"; "I gently stroked the hare on the back ... // He let out such a cry, // That my heart sank with pity" [Kaziev Sh., 2005, p. 187].

The whole gravity of the deed is felt by the hero at the moment of meeting with a cooled carcass of the hare from which the neighbor is going to make roast meat:
His eyes were full of blue smoke,
His ears were clogged with red snow [Kaziev Sh., 2005, p. 189].

The work "Glow" by B. Magomedov, dated by the late Soviet period - 1983, is perceived as one of the first "repentances" about the events of the sad memory of the 1930-ies. The ballad form successfully used by the author promoted expressive, emotional poetic reflections. It was the tonality, the imaginative structure of the work by B. Magomedov, that activated the processes of rethinking of the past in the Kumyk national literature of the post-Soviet period. The basis of the work is one of the sad episodes of the Soviet past - after the repression of one of the outstanding minds of the Kumyk people, a poet, a social and a religious figure Abusupian Akayev, his richest library was burned. An emotionally described fire, which burns the books of national literature classics, the Arab East, ancient manuscripts, is portrayed by B. Magomedov as a world-scale catastrophe (it is no accident that the text mentions innocently convicted J. Bruno and Nasimi) as a sign of society moral degradation [Magomedov B., 1988, p. 195].

In the 1990-2000-ies, the Dagestani ballad form is mutated towards epic weakening, the narrative lines are reduced to a minimum, giving way to an agitated author's narrative that outwardly "replaces" the tension of the ballad action, but intensifying it internally. This stage of the Dagestani ballad development can be called the stage of the final turning the genre into the lyric one, which is vividly manifested in the ballads by Sh. Kaziev (The Ballad about Spring), Y. Bazutaev (The Ballad), A. Kurbanov (The Ballad of Baghdad), J. Kerimova ("The Afghan Ballad"), etc.
These ballads have no plot, or a plot is weakened, or a separate event becomes an artistic occasion to unfold the author's lyrical reflection, as in in A. Kurbanov's "Ballad of Baghdad", where everything is done through a subjective author's perception. The poet does not describe a real case - he reflects on the fact that "his heart saw" - some woman in Baghdad tears her hair, prays to God and cries. "Do I have a dream?" - the author asks [Kurbanov A., 2002, p. 55]. The author emphasizes an unnatural event by a purposeful conflict between the connotative meanings of the word Baghdad set in Tabasaran Uzbus (synonymous with paradise, peace and prosperity) and its contextual meanings (earthly hell, the place of killing and suffering): the "wind wanders with the smell of blood" along the streets of Baghdad, the mother tears her hair in a grievous grief near her young son who died during the American bombing [Kurbanov A., 2002, p. 57]. In the last stanzas of the ballad the author angrily appeals to UN officials, politicians, military men, to all mankind with the demand to stop the war, to stop disturbing the souls of mothers, and to torment the body of the mother Earth with bombs. The tendency to the text "lyricizing" is clearly felt in the "Ballad" by Yu. Bazutayev, where an unusual love story of a falcon and a hen, retold in the first part of the ballad, flows smoothly into the hymn to freedom in the second part. An impartial epic description is interrupted constantly by lyrical impregnations, which eventually leads to the appearance of the author's image in the text, his presence is found even graphically - through P.S. sign, which emphasizes the very creative process of writing. Besides, the ballad has an allegorical character - the image of a falcon embodies the life experience of a person who liked something cheap and survived the fall, but has managed to learn a lesson from this [Bazutayev Yu., 2008, pp. 395-398]. At the same time, researchers note the strengthening of epic traditions in the poetry of separate literatures, in particular, Lezgin one. Thus, G. Temirkhanova writes that "the epic tradition is developed further in the ballad genre" [Temirkhanova G.B., 2015, p. 111]

Discussion
One of the problematic issues in the study of the author's ballad genre is the correlation between the product of epic and lyrical elements in a literary text, and if we talk more broadly, the relation of the literary ballad genre to its generic dominant is not fully understood. Despite an apparent tendency in the Dagestan literature to the weakening of the epic origin in the author's ballad and its greater "lyricism" it is not recognized by all researchers. This is quite understandable, since Dagestani literature is the collection of literatures of several nationalities, and not always the same processes occur in them absolutely synchronously. Moreover, there are always the works that fall out of the artistic trend established in the given period.

Conclusions
Thus, the ballad is one of the most common genres in the literature of the peoples of Dagestan. This is determined by the folklore origins of this genre, and the artistic traditions in general, in a figurative component based on the heroics of original moral values. The Dagestani ballad of the second half of the XXth century fits organically into the context of the general literary process. However, it occupies a special place in the system of poetic genres with its genre certainty precisely. The works by R. Gamzatov, F. Aliyeva, A. Saidov, Atkai, M. Mitarov, S. Kaziev, etc. considered in this article give the grounds to talk about the genre, problematic and aesthetic development of a literary ballad in the second half of the 20th century. At the beginning of the period under consideration, it was dominated by the epic forms, with an emphasis on feats and character heroism characteristic of folklore ballad. However, at the same time, family and moral imperatives became also important for this genre.
At the end of the last century, the ballad was enriched with moral and philosophical motives, it developed in the context of deep comprehension of being, with the identification of a man's personality role and place in a changing world. At that, the poetic reflection was based on the lyrical component that evolved toward philosophical meditations.

References
Geography And Spatial Analysis In Diachronic Linguistics

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Abstract
The article deals with spatial patterns associated with language contact, language spread and isolation. They have been included in traditional theories of historical linguistics. The development of mapping and spatial analysis tools, combined with innovations in quantitative approaches to diachronic linguistics, has introduced a new era in linguistic geography. Geographic research in historical linguistics, however, is largely carried out in the separate traditions of various linguistic subfields. Many commonalities exist between the questions asked and the methods applied in each of these subfields, and increased interaction across dialectometry, phylogenetics and areal linguistics has the potential to reinvigorate linguistic geography and accelerate progress on questions about geography and the spatial outcomes of language change and language expansion. The article summarizes existent methods of analysis of spatial and geographical language changes and gives a possibility to continue the research. At greater time depths, the same processes responsible for dialect variation lead eventually to sufficient diversification to create separate languages and subgroups. Though the literature in historical linguistics contains fewer explicit discussions of spatial patterns and geographic relationships than appear in dialectology, geographic contact and isolation are still important contributors to the processes that create deeper linguistic relationships such as families.

Keywords: historical linguistics, geography analysis, spatial analysis, mapping, regional studies, dialectology, dialectometry, geolinguistics, continental and subcontinental scales.

Introduction
Diachronic linguistics has traditionally focused on language change as a temporal phenomenon, but spatial analysis has begun to play an increasingly important role in understanding the processes and outcomes of language change. The interaction of time and space in the diversification of languages and diffusion of linguistic material has been a fundamental element of historical linguistic theory, yet spatial patterns and processes have played only a peripheral role in most historical linguistic research until the mid-to-late 20th century. Geographic perspectives on diachronic linguistics have made more frequent and meaningful appearances in research on historical linguistic topics, however, as computational tools for map visualization and spatial data analysis have become more accessible.

The field of linguistic geography, in spite of the interdisciplinary overtones of its name, has been practiced primarily by linguists, with limited interaction by geographers. Whereas linguists are interested in the internal workings of language systems, geographers tend to treat language as a unitary variable...
and have not engaged significantly in research on its internal complexity. This state of affairs was lamented by Wagner [Wagner 1958: 87] and remained unchanged throughout the remainder of the 20th century in spite of his agitation for more geographer involvement in the sorts of questions that interest historical linguists. Even among linguists, however, linguistic geography is a fractured field. Spatial patterns and geographic relationships are typically secondary to linguists' other research aims such as diagnosing linguistic relationships, modeling the dynamics of change, or describing structural diversity among the world's language. As a result, geography is relegated to the periphery of various linguistic subfields more often than it is treated as a unified topic in diachronic linguistics.

Methodology

The geographic questions asked in various subfields of linguistic might appear on the surface to be quite divergent. Yet the geographic component of most of these areas of research focuses on the detection and analysis of "areal signals". In most diachronic linguistic research, these signals present as a tendency for spatially near values or language varieties to be more similar than spatially distant ones. Geographers refer to this basic pattern, described in Tobler's First Law of Geography [Tobler 1970: 236], as spatial autocorrelation. Spatial autocorrelation can arise through the geographic spread or diffusion of linguistic material across lects, through the splitting of proto-languages into geographically proximal daughter languages, or through the reinforcement of shared retentions as a result of regular contact and communication. Though the relative importance of diffusion, divergence, and accommodation or convergence may vary in different linguistic studies, the nature of spatial organization in linguistic data and these basic mechanisms through which it arises are relevant to linguistic relationships at multiple historical scales. The identification and interpretation of such spatial patterns serves as a point of commonality among the various divisions of linguistic geography.

The notion of scale is an important element in the detection and analysis of geographic patterns. In linguistics, the spatial scales of patterns typically correlate with the time depths of the associated phenomena. Micro-variation among dialects occurs on a regional scale and reflects a recent stratum of history, while global patterns in language distribution reflect much deeper histories of language spread and population dynamics. The subfields of diachronic linguistics in which geography plays a role fall naturally into hierarchy of spatio-temporal scales. The following study reviews the integration of geographic perspectives and methods into historical linguistic research at several of these scales. First, we discuss research into the patterns of dialect diversity that occur on a regional scale. Then, we look at deeper linguistic changes associated with language families and linguistic areas and surveys the integration of geographic analysis into studies of phylogenetic relations and language spread. Next, we discuss research on global patterns in language geography. While much of the work examined in this section is focused on the analysis of synchronic patterns, the generalizations about language geography that can be developed through the examination of global patterns are useful for modeling language change. Finally, we discuss some methodological and theoretical aspects of linguistic geography that unites research at all these scales and concludes with remarks on the unification of linguistic geography and the advancement of spatial analysis in historical linguistics.

In no other area of linguistics has geography figured as prominently and enduringly as in the study of dialect diversity. The patterns of variation that emerge within languages at the dialect scale are typically limited in both their spatial extents and in the time depth of the associated changes. By surveying older speakers, dialectologists often further minimize the temporal distance between patterns of variation in synchronic data and the processes of innovation and diffusion responsible for them. The typically fine spatial resolution of dialect data and the focus of this subfield on language changes nearest the surface of linguistic stratigraphy lend themselves to detail in the study of language change. This in turn facilitates
the examination of theories about how elements of the social and physical landscape may condition the progression of changes within and among communities. Though dialectology is often treated as an independent subfield of linguistics, methodological and theoretical developments in this field are quite relevant to historical linguistics more generally.

Discussion
Traditionally, the geographic component of dialect geography involved plotting data from questionnaires on the map pages of linguistic atlases and then drawing isoglosses between surveyed locations to represent the approximate boundaries between competing linguistic forms. By overlaying isoglosses representing many dialect features on the map, the dialect geographer gauges not only where these isoglosses happen to coincide but also how dense or diffuse a particular bundle of isoglosses is. This qualitative procedure for evaluating isogloss patterns was the standard method for analyzing dialect variation and diagnosing dialect area boundaries through the late 19th and early-to-mid 20th centuries, but later scholars [Schneider 1989: 132] were troubled by the subjectivity of this method. Dialectology’s emphasis on lexical relics also earned the field a reputation for antiquarianism and created a schism between atlas-oriented dialectologists and the more general field of linguistics [Campbell 1995: 187].

During the mid-20th century, the prevailing perspectives and methods in dialect geography shifted dramatically in response to the rise of variationist sociolinguistics and the influence of human geography, which in that era sought to understand spatial motivations for patterns in human behavior and culture. Though it included among its several social explanatory factors only one very basic geographic division, Labov’s [Labov 2007: 138] study of sound change on Martha’s Vineyard altered scholarly perspectives on language variation by demonstrating a quantitative approach for studying sources of variation in speech patterns and highlighting the social workings of language change. With this new tradition developing in sociolinguistics and models of spatial diffusion being created by human geographers, dialectology took a turn toward explaining spatial variation in language [Trudgill 1983: 98], rather than simply visualizing and describing dialectal boundaries.

Geolinguistics, as this branch of dialectology is known, developed an explicit focus on measuring spatial variation in linguistic data and probing the nature of spatial dialect patterns. Whereas isoglosses occasionally defy the principles of traditional dialect geography by intersecting in unexpected configurations instead of falling into tidy bundles, the geolinguistic approach applies less starkly categorical modes of analysis to investigate general geographic patterns in dialect data [Bailey 1993: 364]. In many cases, geolinguistic studies investigate complexities in spatial variation that are not well suited to isogloss mapping.

The geolinguistic arm of variationist linguistics has questioned many of the assumptions that underlie traditional dialectology. Fundamentally, the emphasis has shifted from treating dialects as basic systems to understanding the histories of individual features and collections of features. The concept of boundaries between dialect areas has been thoroughly questioned, both in terms of the data interpretation processes through which they are diagnosed [Ormeling 1992: 59] and their suitability for representing the actual variation that separates lects. Examination of the process of geographic diffusion has also evolved beyond a comparison of basic wave and gravity models, incorporating the additional ideas of environmental and social barriers and amplifiers to diffusion [Bailey 1993: 376].

Current progress in dialect geography owes much to the branch of geolinguistics called dialectometry. This area of research seeks to infer patterns of variation from large datasets by analyzing features quantitatively and in aggregate, rather than focusing on limited datasets that describe individual linguistic characteristics [Nerbonne 2013: 229]. The establishment of dialectometry work in this area has progressed steadily since that time [Nerbonne 2013: 234]. However, advances in the projection of dialect
variation onto geographic space and quantitative analysis of spatial patterns in dialect data have accelerated during the 21st century, presumably in response to technological innovations. Because dialectometry typically quantifies linguistic relationships in terms of the aggregate difference between pairs of varieties, the comparison of linguistic and geographic distance matrices is widely used to assess spatial patterns in dialect variation. A standard statistic for comparing pairwise linguistic distances to pairwise geographic distances is the Mantel test. This procedure correlates distances (using familiar statistics such as Pearson's product moment correlation) and implements a permutation test to correct for the non-independence of distance measures. Mantel tests that compare language to geographic distance essentially measure the strength and significance of spatial autocorrelation in linguistic data. Other methods for comparing distance matrices are occasionally used, such as the PERMANOVA model used by Szmrecsanyi [Szmrecsanyi 2011: 58] to conduct analysis of variance with both spatial distance and dialect area membership as model parameters.

Linguistic distance, in these models, can be characterized in a number of ways. A common metric for expressing linguistic dissimilarities between pairs of locations is Levenshtein distance [Nerbonne 2013: 59]. Essentially a string-edit algorithm, Levenshtein distance quantifies the number of changes required to transform one linguistic form to another. Basic variations of this metric count insertions, deletions, and replacements of sounds, while more complex implementations can involve phonetic differences and weighting schemes [Heeringa 2004: 357].

The most basic representation of the spatial distance between lects is Euclidean distance or the Pythagorean calculation of the length of a straight line connecting two pairs of latitude/longitude coordinates. Meta-analysis by Nerbonne estimates that this simple characterization of geography accounts for 16% to 37% of the linguistic variation in dialect studies. This constitutes substantial support for the idea that geography plays a crucial role in language change and the genesis of linguistic diversity, but leaves much to be explained. Case studies presented by Nerbonne and Szmrecsanyi improve upon the prediction of linguistic variation by adding dialect area membership as an additional model parameter, following Shackleton's suggestion that a dialect area analysis may be more appropriate for the English study areas than a continuum model. Other measures of geographic distance adjust for barriers and conduits of contact or cultural diffusion model parameters [Nerbonne 2013: 234]. While models that compare basic distance measures like Euclidean distance to linguistic differentiation can be considered implementations of a basic wave model of diffusion, spatial distance can also be weighted according to the size of populations to implement a gravity model of linguistic diffusion. Trudgill's formulation of the gravity model is tested by Groningen dialectometrists [Nerbonne 2013: 232], but it is not found to outperform basic wave-like diffusion for the prediction of variation in Dutch. Better support for the gravity model is found in Szmrecsanyi's study of morphosyntactic variation in British English.

Other models of geographic distance reflect environmental and infrastructure constraints on contact. In addition to testing the gravity model, Szmrecsanyi compares linguistic variation to Google Maps travel time between locations [Szmrecsanyi 2011: 68]. The use of travel time in modeling dialect differentiation directly captures the role of distance in mediating social and linguistic contact, yet this measure of contemporary contact turns out to be a poor predictor of British dialect variation. More complex models of the geographic and social context of language variation are made possible by the generalized additive models and mixed effects models employed by Welling for Dutch dialect variation. While spatial distance is, as expected, the primary predictor of Dutch variation, demographic factors such as community size and average age also impact dialect differences. The use of fixed effects and random effects in this type of model allows for nuanced conclusions about the dynamics of language change – e.g. effects of frequency and part of speech – and the interaction of these effects with geographic and social factors. The
sociolinguistic orientation of this model is useful where demographic data exists and social factors can be evaluated in light of political and historical facts. Additionally, the flexibility of the generalized additive model implemented in this paper for examining spatial variation in pronunciation allows for the characterization of non-linear relationships between linguistic and geographic distances. For languages in particularly remote or rugged territories and those for which demographic and social history is not well documented, environmentally specified models such as the cost-distance models may be more applicable. The practice of identifying dialect areas and boundaries has also been updated with new, quantitative methodologies. Multidimensional scaling (MDS) is used to reduce the dimensionality of datasets and represent linguistic distances in a format that can be compared to geographical maps. Hierarchical clustering is also used to identify basic divisions between groups of varieties. Several methods have been developed to overcome issues with instability in clustering results, including bootstrapping methods borrowed from biology and new noisy clustering techniques [Nerbonne 2013: 231].

Dialectometry has produced many quantitative tools for investigating geographic patterns and processes in language variation and change, and several mapping techniques have also emerged as standard practices in this area of linguistics. At the most basic level, network maps represent the strength of pairwise linguistic distances with lines of varying levels of darkness, which connect the relevant locations. Continuum-like language variation can be represented by choropleth maps that represent MDS linguistic distances with red-green-blue color values [Nerbonne 2013: 229]. Dialect area maps represent the dialect boundaries identified by clustering by drawing lines between neighboring locations and using the weight or darkness of these boundary lines to represent the separation between pairs of neighboring locations.

Geographic proximity has been both explicitly and implicitly considered by historical linguists in reconstructing historical relationships, notably by Campbell’s [Campbell 1995: 197] principle that "neighboring languages often turn out to be related".

Conflict
The quantitative methods employed in linguistic phylogenetics to infer historical relationships and investigate processes of evolution, like dialectometric methods, rely on similarities between languages. Although traditional reconstruction of language phylogenies relied on systematic correspondences in linguistic material, the extent to which the similarities used in modern computational phylogenetic methods involve systematic correspondence varies according to the selection of characters and coding of linguistic data in such studies. Generally, though, similarities between languages are generated by two general mechanisms (leaving aside, for the moment, the impacts of universal cognitive constraints and chance). Common genealogical inheritance, or vertical transmission, leads to similarities such as the correspondences identified by the traditional comparative method. In opposition to this is horizontal transmission, or the borrowing of material from one language to another, often through contact facilitated by geographic proximity. Detailed study by Labov [Labov 2007: 368] associates these two fundamental mechanisms of language evolution with the difference between child language acquisition and adult language learning, suggesting that they should lead to different outcomes. However, recent debate among historical linguists has revolved around the relative contributions of these two mechanisms to the relationships found among the world’s languages.

A strong position in this debate is represented by Dixon’s [Dixon 2002: 245] punctuated equilibrium model. This theory places the majority of language evolution in long periods of relative sociohistorical stability, during which areal diffusion of linguistic material is the primary mechanism for generating linguistic diversity. In this model, the cladistics splits that generate family tree structures are exceptional, occurring only in association with infrequent historical events that significantly disrupt the social or
geographic state of affairs. The contrast between Dixon’s treatment of Australia as a linguistic area and the responses to his punctuated equilibrium and Australian areality proposals illustrates the debate regarding the extent to which horizontal transmission influences linguistic history. Consensus in the field supports the continued use of the family tree model, which may indeed interact with spatial diffusion of linguistic material, though to a more limited extent than suggested by Dixon [Dixon 2002: 256]. Spatial analysis has been applied on an even more limited basis in evaluating the relative roles of vertical and horizontal transmission in evolutionary studies; spatial methods are typically only employed in post-hoc tests for reality, if at all.

One prominent debate about reality and genealogy demonstrates this use of spatial methods to aid in the interpretation of phylogenetic characterizations of the relationships among Island Melanesia languages. This debate centers on the application of Bayesian phylogenetic methods by Dunn to structural feature data in order to characterize the relationships between the languages of this archipelago. The dialogue launched by Donohue and Musgrave’s response to this work questions the nature of identified relationships between non-Austronesian languages in the study, suggesting that the signal identified by phylogenetic inference may in fact reflect areal diffusion rather than genealogical descent. Subsequent testing for spatial autocorrelation in the strengths of linguistic relationships provided further evidence to bear on this matter. These spatial autocorrelation tests took the form of linear correlations between linguistic distance (characterized as normalized Hamming distance) and spatial distance for pairs of languages. Dunn shows spatial distance to be a significant and reasonably strong predictor of linguistic relationships between pairs of Austronesian languages and pairs of non-Austronesian languages, but a far weaker predictor for mixed pairs. Given the commingled geographic distribution of these two groups of languages across the archipelago, these results suggest that the spatial signals identified within these groups are associated with processes of genealogical diversification. Weak overall spatial autocorrelation, particularly for mixed pairs, further suggests that convergence through areal diffusion of structural features is of limited explanatory value here. Donohue [Donohue 2013] reject this interpretation of the spatial pattern, construing the spatial signal instead as direct evidence of areal diffusion. The compatibility of spatial autocorrelation with both phylogenetic and areal explanations makes debates such as this particularly unsatisfying, as the disagreement lies not in the detection of a spatial signal but the interpretation of that signal.

Both phylogenetic and areal approaches to language evolution would benefit from further development of methodologies for analyzing spatial patterns in linguistic data. In particular, procedures for detecting spatial autocorrelation in residual variation not accounted for by phylogeny would aid in distinguishing geographic signatures of diversification from the effects of areal diffusion. For families that are well described and not too temporally deep for phylogenetic signals to surface in lexical data, the comparison of patterns in structural and lexical data could be useful for estimating the proportions of spatial signal that derive from genealogy and areal diffusion. In other cases, the first step toward a nuanced understanding of these language dynamics may be better undertaken through spatial analysis of the distributions of individual linguistic features. For example, where deep genealogies are insecure, areal and genealogical influences on feature distribution could be studied with techniques like the neighbor graph procedure in Towner. Whereas linguistic and spatial distances can be compared with basic statistical procedures like Mantel correlations, other spatial statistics, such as join count statistics for binary data or Moran’s I for continuous variables, are appropriate for identifying spatial autocorrelation in features associated with individual locations rather than pairs of locations.

Studies of language family expansion have led to a more natural integration of the temporal and spatial components of language evolution, and a more rapid development of geographically sophisticated methodologies. Interdisciplinary interest in prehistoric population expansions has been growing, with
recent proposals such as the language-farming dispersal hypothesis receiving considerable attention. Efforts to answer questions about the timing and geography of population dispersals have resulted in a growing body of phylogenetic research that bears on questions of linguistic geography. Gray, for example, test hypotheses regarding the population of the Pacific by using Bayesian methods to construct phylogenetic trees and evaluating theories against the topology, dates, and geography associated with their phylogeny. Comparing patterns of cladogenesis (splitting of branches) and anagenesis (lengthening of branches) evident in the phylogeny with geography, they are able to link patterns of genealogical diversification evident in their reconstructions with a pulse-pause theory of Pacific settlement. Similar methods have been used to provide evidence for an Anatolian origin for Indo-European [Gray 2003: 482]; however, the extension of this linguistic technique for assessing population geographies to other parts of the world is limited largely by data availability.

Some of the most recent advances that fall under the umbrella of linguistic geography also come from studies of linguistic phylogenetics. Bayesian models for phylogeographic inference employed by Bouckaert for Indo-European and Currie for Bantu simultaneously model the spatial, temporal, and genealogical outcomes of language family expansion. Bouckaert [Bouckaert 2012: 959] adapted a viral epidemiology model to infer from lexical cognate data the ancestral nodes of the Indo-European family tree and the locations associated with these nodes. Latitude and longitude are modeled as evolving along phylogenetic tree branches according to a relaxed random walk model of isotropic diffusion. The geographic component of the model differentiates between land and water, but otherwise treats the Eurasian continent as a uniform surface. This methodology is an important advance in the use of geographic information in modeling linguistic prehistory, yet its essentially isotropic simulation of geographic diffusion and its failure to consider variation in settlement density and migration rates leave room for the development of more geographically sophisticated methods. Such refinements of the geographic component of this model require a complex understanding of human-environment relations and may not be feasible without further empirical study of global patterns in language diversity and the environmental variables that favor it.

Conclusion
Geographic Information System (GIS) technology has also made mapping easier for linguists. Basic GIS functions like the coordination of spatial datasets and the visualization of linguistic information in map form are broadly useful for illustrating historical facts and phenomena. However, these tools will become even more useful with the development of larger, open databases of language location information. However, the integration of mapping and geographic analysis in linguistic research, as represented by this work, still lags behind its potential. The availability of better and more complete language map information and the advancement of cartographic standards in linguistics will facilitate innovation in geographically oriented approaches to language change.

Reference
Humanitarian World Picture within Pedagogical Education

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Abstract
The concept of teaching the pilot course "Humanitarian World Picture" organically fits into the model of the practice-oriented training of Russian pedagogical staff within bachelor's programs for training primary school teachers (Psychological and pedagogical education). The course is designed to help students as future teachers not only receive knowledge in accordance with the content of this subject but also develop in themselves and later on in their pupils meta-subject results. The article shows that in the course of training students should develop knowledge about the peculiarities of the humanitarian world picture, distinguishing it from the natural science one. They are to cultivate the ability to plan successive actions, to predict the results of their work, to analyze the outcome of their activities, to make adjustments if necessary. And they should be able to teach their students these skills in the future.

The content of the discipline should give students material to expand their horizons, to promote the formation of such a world-view in which scientific and extra-scientific pictures of the world, including religious, artistic, and other ones will be synthesized and harmonized. The main goal of the course is that the methodological principles on which it is based should not only be acquired by future teachers, but also should become an integral part of their pedagogical and research thinking as their key meta-subject results.

Keywords: humanitarian and natural science world pictures, practice-oriented training of teachers, system-activity approach.

Introduction
The pilot site for teaching the discipline "Humanitarian World Picture" is Naberezhnye Chelny State Pedagogical University. The discipline is taught on the basis of the system-activity approach in groups that study within the framework of the training branch "Psychological and Pedagogical Education" in accordance with the content and structure of the Moscow City Psychological and Pedagogical University working program. The concept of teaching organically fits into the model of the practice-oriented training of Russian pedagogical staff within bachelor's programs for training primary school teachers (Psychological and pedagogical education) on the basis of the network interaction of educational organizations implementing higher education programs and primary general education ones (Guruzhapov, Margolis, 2014).

The course "Humanitarian World Picture" is intended to help students as future teachers not only receive knowledge in accordance with the content of this discipline, but also develop in themselves and later on in their pupils meta-subject results. "Students meta-subject results include universal educational activities they have mastered (cognitive, regulative and communicative), which ensure acquisition of the key competences that make up the core of the ability to learn, as well as mastering of inter-subject concepts" (Rubtsov, Margolis, Guruzhapov, 2010).

The development of research training activities, including skills in working with information (obtaining it from various sources, analyzing, systematizing, etc.) is most facilitated by studying the basic topics of the
course: the notion of a "cultural-historical type" in philosophy and psychology; civilization approach in the sciences of man and society; "the world picture " as an essential characteristic of the cultural-historical type within the framework of civilization approach.

As a result of studying the specifics of qualitative research methods, of revealing general and special features while demarcating sciences on nature and man, of analyzing the nomothetic and idiographic methods in the history of science students develops the ability to clearly define the areas of the known and the unknown, which they’ll be able to cultivate in their future pupils.

Materials and Methods

The course is conceptually based on ensuring that the learning activity of students is consistent with their age characteristics and individual abilities. The basic system-activity principle is that the learning process is viewed not as a simple transfer and assimilation of knowledge, but as a joint activity, where students themselves are the subjects of their activity and receive not a ‘ready-made’ knowledge but extract it themselves and with the assistance of a teacher. In this process, students are not consumers of knowledge, they learn to be aware of the content and forms of their learning activity, efficiently participate in their improvement and application.

In teaching the course "Humanitarian World Picture," the system-activity approach is used to increase students' interest in the subject as a whole and in each problem under study, to boost their educational motivation, and to form their own world-view. The traditional method of teaching increasingly remains in the past and is replaced by the inclusion of students into the process of active self-acquisition of knowledge. They receive assignments and general instructions on certain topics, so that they would be able with the help of a teacher to collect the necessary training material themselves. This material is used in classroom activities not only and not so much for revision and consolidation, but mainly for reflexive actions. The material becomes the subject of the teacher's dialogue with the students. In the process of discussion, students develop deep understanding of the topic under study. The identification of different points of view in the scientific literature helps students to be included into the process of interpretation and thereby into understanding the problems studied.

Results and discussions

In the course of studying the discipline "Humanitarian World Picture" students should develop the ability to set objectives and goals, plan successive actions, forecast results, analyze the outcome of activities, make adjustments and define new objectives and goals based on the results of the work. In the future they should be able to teach their pupils these skills. This process should be facilitated by the study of all the themes of the discipline, but the most important ones are "Pedagogy from the Point of View of Preserving and Transferring Cultural Heritage", "The Problem of Cultural Borrowings within the Framework of the Russian Education System Reform", "The Humanitarian World Picture and the Problem of the Revival of Russia".

While studying the topic "Humanitarian World Picture within the Framework of All World Pictures," the origins and modern "composition" of the world picture are revealed. The systemic approach is treated as the methodological basis of the humanitarian world picture. Students learn themselves and acquire the ability to teach their pupils the skills of semantic reading. They learn to distinguish the main idea, the main facts and to establish their logical sequence. They also develop skills of self-observation, self-control, self-assessment in the process of communicative activity.

The content of the discipline "Humanitarian World Picture" is certain to provide students with rich educational material for expanding their mental outlooks and growing culture. Therefore, students should master a set of general cultural competences, which include: socio-cultural, pragmatic, communicative, informational, philosophical, motivational, regulatory, general scientific (Koldina,
Vaganova, Trutanova, 2017). At the same time, future teachers should develop value orientations that make up the essence of their professional and humanistic convictions: treatment of their pedagogical activity as a vocation; pedagogical humanism; empathy towards students; dialogue and cooperation in teaching and communication.

However, the main goal of teaching the discipline "Humanitarian World Picture" at a pedagogical university is determined by the fact that future teachers should acquire methodological principles on which the course is based, and these principles as key meta-subject results should become an integral part of their pedagogical and research thinking. Some of these fundamental principles are discussed below.

Natural sciences and humanities co-exist in a common spiritual space and express two sides of our relationship with the world around us. The world itself is a natural and socio-cultural environment. Culture is all that is created by man in the process of the natural world revision, the ways and results of this processing, the modes of human and social existence. Standing out of nature, the world of human culture exists within it, inextricably linked with it. Culture is a spiritual and material life of people. The spiritual culture of mankind has always been diverse, but before the emergence and transformation of science into an independent part of the culture of mankind, knowledge about nature and social life manifested itself in the form of practical experience, worldly wisdom, folk healing, etc. Since the appearance of sciences, the latter have occupied a huge and growing place in the spiritual world.

In science, it is customary to distinguish the system of knowledge about nature – the natural science, which is the subject of natural scientific knowledge, and the system of knowledge about the significant values of existence of individuals, groups, states and the whole mankind - the humanities. It has always been believed that the main feature of natural scientific culture is determined by the fact that knowledge of nature is characterized by a high degree of objectivity, reliability, truth, which is manifested in the strictness of definitions and concepts, the accuracy and unambiguity of the meanings of the arguments expressed, in the necessary and universal character of conclusions. And the specific character of social and human sciences is determined, in our opinion, by the fact, that the process of investigation itself and its results are largely influenced by the personal and social position of the investigator. An important role is played by the values of the researcher, the national cultural environment, the character of the epoch and its adopted ideals of beauty, perfection, kindness, freedom, etc. At the same time, if humanitarian knowledge differs only in these features, if the humanities do not strive for universality, objectivity, rigorous evidence, then their arguments and conclusions will not fundamentally differ from common opinions. Hence, it follows that humanitarian knowledge contains an immanent contradiction between an author’s subjectivity and their desire for objectivity; between multiple points of view and the need to develop a universal one; between struggle of scientific schools and the desire to obtain a consistent conclusion, etc. (Asratyan, 2016).

Social and human sciences comprise the cumulative volume of knowledge in the fields of philosophy, pedagogy, psychology, history, religious studies, sociology, ethics, jurisprudence, aesthetics, economics, management, linguistics, political science, literary criticism, art history, etc. There are many studies that seek to explain the difference between natural sciences and humanities. In particular, one of the arguments belongs to M.M. Bakhtin, who sees the principle of distinguishing these sciences in the text: "The humanities are sciences of a man in his specifics, and not of a mute thing and a natural phenomenon. A person in his human specificity always expresses himself (speaks), that is, creates a text (at least potential). Where a person is studied outside a text and independently of it, it is no longer humanities (human anatomy and physiology, etc.)" (Bakhtin, 1979).

The key issue determining the nature and the character of socio-humanitarian scientific knowledge is its subject and method. The subject is the entire cultural and historical space in which a human being interacts with society and nature, changing both the external and his inner world. Every humanitarian
science is exploring its aspect of this interaction. Since cognition is an integral part of human culture, it can be said that the humanitarian process is not only a person's perception of himself, but ultimately self-perception of culture.

Of course, each humanitarian science has its own methods, but it is common for them to represent a complicated interweaving of value and cognitive approaches. Any non-scientific knowledge (religious, artistic, everyday) is colored by a value approach. Humanitarian knowledge, if it claims a scientific status, certainly must strive for universality, transcendence, i.e., move from subjectivity to objectivity, from relativity to absoluteness, from multiplicity of points of view to unity.

The duality of humanities consists in the fact that they do not simply comprehend the world in the light of values (i.e., they impose the value criteria on the knowledge that is obtained by the natural sciences), but also study by rational methods the nature and the phenomenon of values, and thereby represent reflection of values.

The state of modern scientific humanitarism is characterized by an unusually increased degree of pluralism and controversy. In our society even at the time when there was a monopoly of state ideology, based on the single doctrine, there were a lot of outstanding scientific figures and interesting investigations. In modern conditions the freedom of thought leads to new searches, each independently thinking scientist and teacher of higher education makes conclusions about certain aspects of social and human sciences. Studies, discussions and publications give rise to a fundamentally new landscape of humanitarian knowledge, where everyone has the right to defend their scientific principles.

Now the most important problem is that research pluralism should not lead to methodological friability and blurriness. It is especially important for the educational process, where dialogues, sharp and interested discussions should be based on the high quality of teaching and serious preparation of students. Such a level of academic work can be provided by urgency, originality and relevance of approaches in the study and interpretation of educational topics, by the use of new empiric material, which to some extent should be obtained by students themselves. It is obvious that today students can no longer be considered only as objects of educational and teaching impact. Their own scientific activity under the guidance of a teacher should be included in the educational process, should enter the content of training. Pedagogical experiments in the classroom, in which students are participants, should also become an element of methodological novelty.

The educational process at a modern university requires not only profound professional training from the teacher, but also the formation of a modern world-view among students, the basis of which is developed by humanities, including pedagogy, psychology, philosophy. Modern Russian humanities are free from the old forms of extreme ideologization, and nowadays teachers of social disciplines are searching for methodological principles that combine methodological harmony and meaningful pluralism.

The lively and argumentative nature of the educational process itself should help a future specialist to develop such necessary qualities as the ability to conduct debates, to politely but firmly defend one's convictions, to listen attentively to the opinions of others, and, if necessary, to take the point of view of opponents. A teacher should persistently remind students that the humanitarian world picture is never frozen, and its comprehension is always a living and creative process. If in the study of natural and mathematical sciences the value attitude of a researcher to laws and formulas can be considered the most senseless, then in the study of philosophy the most senseless and even impossible is mechanical memorizing of a certain amount of knowledge. But the worst in social and humanitarian cognition is the imposition of certain doctrines by political methods. One might call it the apotheosis of meaninglessness.

And here we undoubtedly come across the deepest contradiction and the greatest paradox of the entire humanitarian consciousness. We seek knowledge and ideas that would be final and absolute, i.e. they would not be revised by someone's will, and would not depend on changing circumstances. But at the
same time we understand that we shouldn’t expect from humanities indisputable, ready and final knowledge like a geometric theorem or a chemical formula.

Conclusion
Argumentative and eternally searching nature of humanitarian knowledge means for each person the necessity to weigh up and evaluate different approaches, to draw their own conclusions and defend them. It can be said that each of us and the whole society is constantly painting and redrawing the humanitarian world picture. We are forced to become full participants in the dispute, in which there are always several positions on the same issue. We are obliged to compare, weigh up, doubt, critically treat some arguments, be more sympathetic towards others, if possible to develop our own ideas, critically treat them later on, and even revise them, if necessary.

References
System-Effective Model of a Modern Teacher Professional Competency Evaluation

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Abstract
The article analyzes the problem of evaluation of levels of a modern teacher professional competency in educational process, gives the arguments for actuality, importance of this issue. The research objectives are to describe the features of building of a system-effective model of a modern teacher’s professional competency evaluation, the criteria for teacher’s professional competency evaluation.

Such theoretical methods of research as pedagogical modeling, study and analysis of pedagogical, methodological psychological, philosophical literature on the theory and practice of evaluation of professional competency of pedagogues were employed. The need to form a national system for assessing the professionalism of teachers requires the establishment of levels of teacher professional competency, confirmed by the results of certification. The proposed system-effective model of a modern teacher professional competency evaluation allows improving the reliability of diagnostic procedures and to determine the set of professional competencies of a modern teacher to be evaluated.

The existing theoretical approaches to the definition of the concepts “competence”, “competency”, and “professional competency” are given. The procedure of creating of a system-effective model of a modern teacher professional competency evaluation, its structure and indicators of the work to identify the quality of pedagogical activity are presented.

Keywords: competence, competency, professional competency of a teacher, system-effective model, criteria to indicate the quality of professional competency of a modern pedagogue.

Introduction
The Russian education is being modernized in accordance with the humanitarian paradigm of the XXI century. Changes in the educational sphere have also affected the teacher as the main figure in achieving the requirements of new educational standards. The introduction of the competence approach to the educational system meets challenges. First, it is the interpretation of the basic concepts “competency” and “competence” of the competence approach, borrowed from the Western educational system (Bhmer, 1983; Cascio, 1986; Delamare Le Deist, Winterton, 2005). In aggregate, the domestic theoretical and applied sciences, studying education, upbringing and training do not stick to one point of view on the content of these concepts (Druzhilov, 2005; Kodzhaspirova, Kodzhaspirov, 2005; Tryapitsyna, Pisarev, 2014; Vasenev, 2013). The second difficulty is the lack of unified definition of terms in normative documents of different levels.

Competence is a complex of powers (rights, responsibilities) of state bodies, officials, defining the limits of authority of their functions; the range of issues in which the person has knowledge, experience (Kodzhaspirova, Kodzhaspirov, 2005); a structure of two main components: the system of knowledge determining the theoretical readiness of the teacher and the system of skills forming the basis of his...
practical readiness for professional activity (Markova, 1996); as an ownership of the holistic situation of action (Serikov, 2015).

Competency shows personal capabilities of an official, his qualifications (knowledge, experience) allowing to participate in the development of a certain range of solutions or to solve the issues by himself thanks to certain skills and abilities; an educational level of an individual determined by the degree of ownership of theoretical means of cognitive or practical activity. There are three types of competencies: a communicative competency of a teacher, a common cultural competency of a teacher and a professional competency of a teacher (Kodzhaspirova, Kodzhaspirov, 2005).

The professional competency of a teacher presents: 1) a necessary amount of knowledge, abilities, skills to identify the formation of communication, personality, pedagogical activity of the teacher as the bearer of certain values, ideals, pedagogical consciousness; a set of knowledge, experience, skills, flexibility in using teaching technologies, finding optimal means of influence on students, taking into account their needs, interests, the rights of free choice of ways of activity and behaviour (Kodzhaspirov, Kodzhaspirov, 2005); 2) an integral characteristic of a specialist, determining its ability to solve typically professional tasks arising in real situations of teaching activity (Tryapitsyna, Pisarev, 2014); 3) a deep knowledge, a condition to adequately perform the task, the ability to actual implementation of activities (Britell, 1980; Blank, 1982; Druzhilov, 2005); 4) a derived component of general cultural competency in the context of the cultural approach in design of modern educational systems (Bondarevskaya, 1999); 5) a criterion of quality of training, as well as potential efficiency of work (Gershunsky, 2003).

The content analysis of the concept shows the place of competency in the system of professional skills levels, it is between performance and mastery. The structure of professional competency of the teacher (look below Table 2) can be revealed through his pedagogical skills as a set of different actions, related to functions of teaching, demonstrating the individual psychological characteristics (Slastenin, Isaev, 2008).

It seems that the interpretation of terms “competency” and “competence” by A.V. Khutorskoy most fully incorporates the modern understanding of these concepts. Competence is an externally specified requirement to knowledge and skills of a professional, necessary for successful implementation of any professional activity. Competency is anything acquired, appropriated by personality because of training; the requirements to a specialist (Khutorskoy, 2003). Accordingly, a professionally competent worker is a staff member who successfully copes with the tasks of his professional activity.

Competences are reflected in qualification requirements. On the one hand, this approach identifies three types of competences: 1) Key competences that are necessary for any professional activity; 2) Basic competences that reflect peculiarities of a certain professional activity; 3) Special competences that reveal specific features of a particular subject or over-subject area of any professional activity (Khutorskoy, 2002). On the other hand, it gives an opportunity to present a scheme of structure of special professional competence development and its attachment of key and basic competencies. This approach is not productive.

The system-effective assessment of teachers' professional competency is required, based on the ideas of the systematic approach (Asmolov, 2001). The system approach does not contradict neither the activity-based approach, nor the personal approach. Taking into account that parts of the whole do not have the property of the whole according to the system approach, it is necessary to describe the system of evaluation (criteria, procedure, means) of the professional success of the teacher. The result required from the teacher can be achieved by individual style of activity. It means that it is proposed to measure the system property of the teacher's pedagogical activity. It is not necessary to measure every component of
pedagogical activity, but its result. Only “a system result” of all qualification requirements as a whole is to be measured. This will reduce the complexity certification process of a teacher.

It is possible to determine reliably criteria for assessing the professional competences of teachers in conditions of the national system of evaluation of teachers’ work introduction if this procedure is based on the requirements of the federal state standard of general education and the professional standard of the teacher. In this case, it is possible to identify the level of formation of professional competences of the working teacher and compare them with the developed model. It acts as a standard in this case. Nowadays this work is replaced by a comparison of teachers’ achievements with the level of professional competency. The need to continue and expand the research in this area is evident, such research is clearly insufficient.

The research objectives are to determine the criteria of evaluation of a professional competency of a teacher, to present a model of evaluation of his professional success relying on the analysis of theoretical foundations and practice of evaluation of teachers’ professional competency.

Materials and Methods
At the theoretical level, the study was aimed at identifying the essence of the concepts “competence”, “competency” and “professional competency”.
In this case, the direct subject of the study is presented in the form of a model.
At the empirical level, the research was focused on the study of philosophical, psychological, methodological, special literature on the theory and practice of assessing the professional competency of teachers in their pedagogical activity.
Pedagogical modeling allowed determining the algorithm of creating a system-effective model of a modern teacher professional competency evaluation.

Results and discussions
System-activity characteris being proclaimed as a distinctive feature of new national educational standards. The teacher needs being involved into innovation process to acquire a certain amount of theoretical knowledge in practice. The main role in the implementation of the basic requirements of educational standards is given to the teacher, because he is responsible for creating conditions for student’s personality development. In order to properly manage the quality of the educational process in the third millennium, the schoolteacher must possess a series of professional competencies. It is necessary to monitor the teacher’s activity, to identify his success, his knowledge and skills application in the situation of simulated professional activity in the context of the competence-based approach. Then, the professional competency is considered as a system causally related to the system of professional competences.

The system of professional competences sets the requirements to the system of professional competency. The system property of both systems is the success in professional pedagogical activity of a modern teacher. The system of professional competences consists of qualification requirements to a teacher. Qualification requirements are regarded as externally specified requirements for successful professional activity (Table 1).
Table 1. System properties of professional competence

<table>
<thead>
<tr>
<th>System property</th>
<th>Professional success</th>
</tr>
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<tbody>
<tr>
<td>Elements of the system</td>
<td>Requirements for general professional training</td>
</tr>
<tr>
<td>Denomination of the system</td>
<td>Professional competences (qualification requirements)</td>
</tr>
</tbody>
</table>

Professional competency as a system includes knowledge, skills and abilities assigned-acquired by personality from the presented list of qualification requirements for professional teaching (Table2).

Table 2. Professional competency as a system quality of the system “individuality”

<table>
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<tr>
<th>System property</th>
<th>Professional success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of the system</td>
<td>Knowledge, skills, abilities for the requirements for general professional training</td>
</tr>
<tr>
<td>Denomination of the system</td>
<td>Professional competency</td>
</tr>
</tbody>
</table>

In order to identify the criteria of professional compliance to assess the competences of teachers, it is necessary to study professional tasks facing a teacher in the pedagogical process: 1) “to see” the student in the educational process; 2) to model an educational process focused on the achievement of a specific educational stage; 3) to establish interaction with the other participants of the educational process; 4) to create and use an educational environment; 5) to design and implement professional self-education (Tryapitsyna, Pisarev, 2014). The analysis of the tasks as characteristics of pedagogical activity allows identifying the possible functions of modern professional activity of a teacher, as the basis for successful solution of educational problems.

The first group of objectives includes the following characteristics: “to see” the student in the subject, to build his individual educational route. This activity requires the formation of the teacher's diagnostic skills to identify the difficulties and dynamics of educational success of the student, as well as the ability to implement an individual approach to create optimal conditions for cognitive and personal development of the student.

The second group of objectives implies the creation of conditions for student’s educational objectives achievement. This task requires the ability to create conditions for the successful study of the student, to possess organizational skills to ensure the process of mental and social development of the student by all participants of the pedagogical process.

The interaction with other subjects of the educational process as the third group of objectives includes the possession of communicative and organizational skills to solve professional problems.

The fourth group of objectives is to create and use the educational environment to fulfill tasks requires the possession of communicative and organizational skills for successful solution of professional goals.

The fifth group of objectives is to design and implement professional self-education to reach the perspectives requires the possession of skills in self-analysis of professional activity and skills of goalsetting,
goal realization in the field of professional growth. All these tasks can be joined into three: 1) to have the skills of diagnosis of the dynamics of the educational process, the dynamics of interpersonal relations; 2) to possess communicative and organizational skills to ensure the educational process; 3) to possess the skills of goal setting and goal realization in the field of professional growth.

**Conclusion**

1. The article gives a theoretical analysis of the issue of a teacher professional competency evaluation under the conditions of Russian educational system modernization, its actuality and importance. Professional competency is regarded as one of the factors that influences the quality of education nowadays.

2. The content analysis of the concepts “competence”, “competency” and “professional competency” in the works of western and domestic researchers helped to define their interpretations that fully incorporate the modern understanding of these concepts. It forms the basis of a system-effective model of a teacher professional competency evaluation design.

3. The study of the tasks of a teacher in professional activity defines the criteria of evaluation of a professional competency of a modern teacher: skills to communicate, to organize and diagnose the dynamics of the educational process, interpersonal relations; to set educational goals and realize them in the field of professional growth.

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The professional potential of students and their adaptation to the structure of “company town” employment

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Abstract
Social and economic problems of «company towns» are mainly determined by the fact that the existence of their citizens to the great extent depends on the function of those city-forming enterprises which determine practically all spheres of life in those settlements and thereby limit their development. A company town in the Russian Federation is a settlement in which over twenty-five percent of the inhabitants are employees of the same enterprise with the output produced by that enterprise referring by 50% only to one particular industry. Naberezhnye Chelny is one of such examples. This city was built together with the automobile plant KAMAZ, with which it forms one unit. The proposed project model of professional orientation "My professional vector" assumes the development for a company town of a technology of psychological and pedagogical support in professional self-determination for students at different levels of the educational system and the promotion of young specialists' adaptation to the profession. The implementation of this project is determined by poor information awareness in the complex world of professions, as well as by unreasonable, inadequate and often random choice of a profession. The project is caused by the necessity to improve the training of engineers and workers for effective economic development of the city and the country, for creating new models of vocational guidance that take into account various professional interests and abilities of trainees. The goal of the project is to orient modern youth toward choosing technical professions, to better the prestige of the city's enterprises in the minds of young people, to increase their interest in technical and natural sciences and in professions of workers.

Keywords: company town, vocational guidance, levels of the educational system, young specialists' adaptation to the profession, psychological and pedagogical support in professional self-determination.

Introduction
The problem of company towns in the world is not new. The socio-economic situations in them vary from city to city. Their transformation into a stable-favorable, comfortable for life settlements becomes a priority task in their development. Company settlements of Russia are towns and cities with the population of over 3 thousand people that exist on the basis of one settlement-forming enterprise. The total number of company settlements in Russia is 149 and they are home for 14 million people. Each of them is characterized by a national, industrial, Soviet or modern heritage. Socio-economic conditions in the practice of any people’s existence are one of the factors of intergeneration continuity of national self-consciousness elements, spiritual and moral values (Mukhametshin, 2013). These settlements are different, interesting and deeply specific. In case they have rich ethno-socio-cultural potential, there exist prospects for their development as centers not only of tourism but also of science, education, communication and business (Wherry, 2006). In the Republic of Tatarstan, which is a part of the Russian Federation, all in all there are 7 company cities, one of which is Naberezhnye Chelny. The goal of any society is to form and accumulate high quality human capital and effective elite who will determine the vector of its development. The main strategic aim of the city development is related to...
ensuring high quality of life of present and future generations on the basis of the transformation of industries, entrepreneurship and urban space (Galiakberova R., Galiakberova A., 2014).

Within the framework of forming a competitive personality and disclosing the potential of a trainee, it is necessary to take into account the key problems of the city:
- insufficiency of the educational institutions material and technical base and its non-compliance with modern requirements;
- lack of links with the labor market;
- lack of the necessary quality of adult education at the city secondary professional institutions in the course of continuous (additional) vocational training;
- lack of monitoring and flexible regulation of the demands for education in the field of secondary vocational education;
- low prestige of working professions, lack of young people's awareness of demands for labor in the labor market;
- insufficient staffing of the city educational institutions of the public sector, high turnover of technical maintenance personnel;
- insufficient level of training of graduates of secondary vocational education;
- lack of necessary competences of teachers.

The proposed project model of professional orientation "My professional vector" assumes the development for a company town of a technology of psychological and pedagogical support in professional self-determination for students at different levels of the educational system and the promotion of young specialists' adaptation to the profession.

The project model of professional orientation "My professional vector" at different educational levels

The implementation of this project is determined by poor information awareness in the complex world of professions, as well as by unreasonable, inadequate and often random choice of a profession. The project is caused by the necessity to improve the training of engineers and workers for effective economic development of the city and the country, for creating new models of vocational guidance that take into account various professional interests and abilities of trainees. The goal of the project is to orient modern youth toward choosing technical professions, to better the prestige of the city's enterprises in the minds of young people, to increase their interest in technical and natural sciences and in professions of workers.
Studies on the propensities to professional self-determination of students at the secondary level of education showed a threefold increase of interest in technical professions during the last two years. In accordance with the chosen goal, the tasks of the project are:

- popularization of working professions;
- promotion of the right professional choice by senior school students; early professional socialization;
- creation of a vocational training center for schoolchildren;
- creating a positive image of the city's enterprises;
- designing plans for the professional career of studying youth;
- development of the system of professional self-determination at the educational organizations of Naberezhnye Chelny;
- development of mechanisms for coordination and interaction of the general and vocational education systems with the city employers and innovative companies (Galiakberova, Kuznetsov, 1998).

Materials and Methods

The generated human and commanding capital of the city needs effective positioning and presentation. It becomes necessary to capitalize this resource, which is the basis for the formation of an effective labor market in the information space.

In order to transform the existing human potential, as well as passive and negative human capital into productive ones, there should be applied an effective policy in the field of education, culture, health and sport, ecology and development of urban space (Galiakberova, 1999). Significant changes in the labor market and economy dictate the need of the modern society for flexible adaptive educational systems that provide for the possibility of rapid professional reorientation, upgrading of skills and self-development at each level of a person’s education. The employer needs specialists of a new type who have skills in several areas and who are able to process the increased amount of information. At the same time it is necessary to keep in mind that efficiency depends on the degree of marketing strategies application (Peters, 2003).

The modern dynamically developing world assumes realization within the framework of the project of the following tools:

- pedagogical: additional programs of vocational training, developed in accordance with the qualification characteristics requirements for the professions of a worker and an office employee;
- methodological: seminars and round work tables for teachers, contests and conferences for schoolchildren, organization of advanced training;
- psychological: consulting on vocational guidance, professionally oriented trainings;
- technological: equipment of the vocational training center in accordance with its profiles, certification of schoolchildren for working professions.

The project provides for the development of vocational guidance programs at different levels of education: preschool, primary, secondary general, secondary vocational and higher education levels (Guruzhapov, Margolis, 2014).

Results and discussions

The results of the project activity that could be expected later on presuppose promotion of the professional self-realization planning among adolescents, strengthening of professional choice among senior school and secondary vocational school students, programming of vocational guidance at the
levels of basic general education, secondary general education, secondary professional and higher education, implementation of new tools and new diagnostic techniques into vocational guidance work.

The further strategic series of the activities provides for the acquisition of professional knowledge, skills, and the formation of responsible attitude to vocational training, the disclosure of the abilities of each trainee, taking into account their individual characteristics, the upbringing of a decent and patriotic person, a competent personality ready for self-improvement and self-realization. It also presupposes formation of respect for the chosen profession among modern youth. Creation of the technology of vocational guidance work for all the levels of education, "based on the system-activity approach, assumes a new didactic model in pedagogy, which requires teachers to choose new active methods and techniques of instruction that develop and make more active students, primarily, in their creative work, thereby preparing them for new life situations "(Vazieva, Valieva, 2016). It leads to an increase in the number of young people who find employment in the city’s enterprises.

The main stages of the project are the following:
1) organization and development of a theoretical model of vocational guidance work and calculation of the corresponding cost estimate;
2) designing of a vocational training center model and its methodological support;
3) introduction of the model with the initial implementation of the program of psychological and pedagogical support for professional self-determination at schools and vocational educational organizations.

In our opinion, for the project of the vocational training center the second stage, connected with the designing of the corresponding model and its methodological support, is the most capacious, complex and important. It is there that we need to take into account the multifarious options for the direction of professionalization; there we determine possible methods and means of its implementation.

At this stage, the following sequence of actions is required: fixing of the contingent of students at the experimental site; designing of the interaction scheme "child-parent-teacher-tutor"; diagnostics of vocational guidance of schoolchildren; the implementation of the program of professionally oriented work at all the levels of education:
in the primary classes: - vocational guidance within the subject "technology";
- formation of civil identity of students;
in the middle classes: - introduction of the elective course "my path to the profession";
- differentiation of children's abilities through additional education;
- professionalization of students' abilities in the center of professional training certification.

The effectiveness of the whole process at the stage under consideration will undoubtedly depend on the level of professional training of teachers themselves. Their mastering interdisciplinary key competences and developing the ability to study themselves will later ensure acquisition of these skills by their students (Rubtzov, Margolis, Guruzhapol, 2010). This problem should be settled by organizing training courses for the pedagogical staff.

At the organizational stage of the project team's actions to achieve the results have the following structure and sequence:
- theoretical analysis of the problem of vocational guidance of students,
- identification of stakeholders,
- development of a theoretical model of professionally oriented work,
- search for partners and conclusion of contracts with them,
- organization and holding of seminars, round work tables on the problems of the project,
- development of the project schedule and calculation of the corresponding cost estimate,
- conclusion of an agreement with the testing and development center,
- working out of operating educational-program documentation of workers’ vocational training on the basis of regulatory documents,
- training of project coordinators followed by their certification at the testing and development center,
- conclusion of contracts with profile enterprises and educational organizations for internships with subsequent certification. The structure of pilot work at the approbation phase of the model provides:
  - testing the functional capacity of the program of vocational guidance at different levels of education (preschool, primary, secondary general, secondary vocational and higher),
  - comprehensive computer diagnostics and vocational guidance according to selected methods,
  - working out and publication of methodological recommendations for educators-technologists in every field of professional self-determination,
- organization and conduct of methodological seminars to support the process of professionalization,
- supervision of traineeship at specialized enterprises within the framework of production training, carried out by masters from among the personnel who meet the qualification requirements.
In the conditions of a company city, it is especially important to achieve an optimal balance between aspirations and orientation of young people and the needs of the labor market. But this is hampered by the low prestige of working professions, the lack of young people’s awareness of demands in the labor market, the lack of links with the labor market, the lack of the necessary pedagogical skills at the city’s professional institutions.
The implementation of the program of continuous (additional) professional training assumes activization of monitoring and flexible regulation of the demand for vocational education.

As a result of the implementation of our project, the platform for interaction of different levels of the education system created within the educational cluster with the city’s business community will allow organizing various types of professionalization.

References
Early period of Gaziz Gubaidullin’s scientific, pedagogical and public activities

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Abstract
The article is devoted to the first period of creative activity of Gaziz Salikhovich Gubaidullin - a prominent Tatar Turkologist, writer, historian, archivist, teacher and literary critic. Creative heritage, professional activity and life of G.S. Gubaidullin (1887-1938) has attracted attention of many scientists who devoted their works to the study of these issues in recent decades. His life tragically ended when the scientist was in his prime. But the great interest in this outstanding personality shows that his views are still relevant today and attract interest of many people. In many studies G.S. Gubaidullin is represented as a large-scale and multifaceted figure of a scientist, teacher and public figure, whose heritage is studied from different angles. The article focuses on the initial stage of Gaziz Gubaidullin’s formation as an individual, public figure and scientist, which determined his life.

Keywords: Gaziz Salikhovich Gubaidullin, pedagogical work, scientific works, and public activities.

Introduction
In the Turkic world, the scientific ideas and social activities of Ghaziz Salikhovich Gubaidullin are well known. They contributed to the development of historical self-consciousness of the Tatar, Uzbek and Azerbaijani peoples. Gaziz Gubaidullin used to teach at some establishments of higher education in Kazan, at many universities - Azerbaijan, Moscow, Tashkent, Samarkand, at the Kabardino-Balkar Pedagogical Institute.

At the same time his scientific heritage is extensive. He wrote over 300 works, the subjects of which are extremely diverse and connected with the study of the past eras. However, his main scientific interests were centered around the historical roots of the Turkic peoples. Among his works special attention should be paid to such fundamental works as "The History of the Tatars" (Gubaidullin, 1925), "Notes on the Origin of Khazars" (Gubaidullin, 1927), "On the Origin of Uzbeks" (Gubaidullin, 1928), "History of Tatar Literature "(co-authored with his cousin Ali Rakhim (Gubaidullin, Rakhim, 1924).

Results and discussions
Gaziz Salikhovich Gubaidullin was born on June 15 (27), 1887 in the city of Kazan. He graduated from madrasah “Khalidiya”. In his youth he was interested in the ideas of L.N. Tolstoy and socialism, was also keen on the ideas of reforming Islam, was a member of the Shakird Union, which advocated the reform of Islamic education, with the money of his father who was a successful entrepreneur financed the newspaper of the Jadidist trend ‘El-Islah’.

Since 1911 G.S. Gubaidullin began to publish his first pedagogical works. That year in Orenburg there was published his essay "Written works" (Gubaidullin, 1913) for pupils of primary schools. Since 1913 there had appeared scientific and pedagogical articles published in the journal “Muktup” (Schools). It was the journal "An", where G.S. Gubaidullin was published especially often and where during his university years he was one of its active employees. In that journal he published mainly his numerous stories and satirical articles, as well as critical essays. Not few of his stories and critical articles have pedagogical significance.
Not yet having graduated from the university course, G.S. Gubaidullin manifested himself as a scientist and organizer of science. In 1914-1915, he actively participated in the research, compiling, editing and publication of the first in general and the first in the history of the Tatar people fundamental collection of articles devoted to the 100th anniversary of the Tatar enlightener Sh. Mardjani (Gubaidullin, 1914).

The significant contribution of G.S. Gubaidullin to those matters could be seen even from his small article published in 1914 in the newspaper "Yoldyz" (Stars). There he reported on the upcoming publication of the collection of works dedicated to the 100th anniversary of Sh. Mardjani and underlined that much of that work had already been completed. In addition, he asked readers if they had any important information about Sh. Mardjani, his activity, and requested them to send everything to the specified addressee, where he wrote his own address. And he stresses that the materials sent to that address would also be included into the collection.

G.S. Gubaidullin personally wrote two articles for the collection on the creative work of the Enlightener, praising his work. In the first article he analyzed historical works of Sh. Mardjani, underlining their significance in the development of the Tatar historical thought. According to G.S. Gubaidullin’s point of view, the main work of the great scientist was the voluminous creation "Obituaries to the departed, a testament to the descendants", which consisted of six volumes in which Sh. Mardjani considered history as the result of human activity. There was also biographical information about the scientist himself in that work. But, as G.S. Gubaidullin thought, that work was not completed and not brought to its logical conclusion. Another important work of the scientist according to G.S. Gubaidullin was Sh. Mardjani’s "Sources on the history of Kazan and Bulgar", which reflected the medieval history of the Tatar people (Nasretdinova, 1997). In the second article, he proved that Mardjani was a person of progressive worldview, with a European outlook (Kulpin, 2004). His attitude to science, as G.S. Gubaidullin saw it, was formed under the influence of Ibn Khalid. As well as Ibn Khalid Sh. Marjani divided science into two categories: "nekiya", formed by the transmission of knowledge and "takeliya", which extracted knowledge through reasoning. He referred to the first group theological sciences, to the second one - all philosophical sciences. The content and subject matter of that article were extended in the article "From the history of Tatar thought" which was written by G.S. Gubaidullin later on and published in 1921 in the “Bulletin of Education”.

For the publication of the collection a significant contribution was made by G.S. Gubaidullin’s father, Salih Gubaidullin, who sponsored its publication. Gaziz did not have to persuade his father for a long time, since Sh. Mardjani had been his teacher.

The February revolution of 1917 brought wide opportunities for the development of national culture. As a result there appeared a lot of bureaus, committees, which were of nation-wide character.

G.S. Gubaidullin didn’t stand aside from public life. After the February Revolution, he immediately found himself in a whirlpool of events. Arriving in Kazan, on April 20-27 he took part in the first All-Russian Congress of Muslim teachers, at which he was elected chairman of the Central Bureau of Muslim Teachers. After that he was appointed the head of the courses organized by the Kazan Muslim Committee, which were due to open in May. Anyone could register and listen to lectures on problems of a scientific, social and political nature (Nasretdinova, 1997). Besides in May he was elected a deputy of the executive committee Milli Shura.

It is noteworthy that G.S. Gubaidullin completely returned to Kazan with his family only after the end of the school year. This indicates his conscientious fulfillment of his duties.

After returning to Kazan G.S. Gubaidullin did not forget about pedagogical work. In 1917, at his own request, he was appointed the director of the Sviyazhsky Muslim Teachers’ Seminary.

As a member of the executive committee of Milli Shura G.S. Gubaidullin actively joined the work of the National Assembly, which was convened on November 20, 1917. He became a deputy of that meeting as
well, and then joined the board for the creation of the State of Idel-Ural, which included I. Alkin, G. Sharaf, F. Saifi, F. Mukhamedyarov, S. Attagulov, I. Khalfin and others. Together they began to implement the project to recreate the national statehood of the Tatar people (Nasretdinova, 1997). But soon in early 1918 G.S. Gubaidullin, along with I. Khalfin, resigned from the collegium as they were against the provisions that management of the states should adopt the system of the Soviet rule. After that he didn’t participate in the further work of the board. It could be seen that G.S. Gubaidullin though being actively engaged in social activities tried to avoid politics.

Returning in 1917 to Kazan from Troitsk, where he worked as a school teacher, G. Gubaidullin again found himself at the center of the turbulent Turkic world. He actively participated in public life and was even elected to the City Duma. As it might have been expected, the former socialist was very wary of the October coup. In 1918, he actively cooperated with the bourgeois, nationalist newspaper “Kurultai”, where he published quite daring articles on the essence and tasks of the national movement. However with the final strengthening of the Soviet government, he somehow quietly went into the shadows, completely devoting himself to scientific and creative activity. In 1919-1925 the scientist was trained as a postgraduate, taught at higher educational institutions in Kazan, wrote fundamental works on the history of the Tatar nation and made literary studies. Together with his cousin Gali Rahim, they created “History of Tatar Literature”, the first scientific work of this kind.

Gaziz Gubaidullin can be considered as the first Tatar professional historian who objectively outlined the past of the Tatar nation, using the methods of European science (Gubaidullin, 1925).

Gubaidullin’s socio-political views and philosophical perception of life changed in that uneasy period of time. Many of his works, full of revolutionary ideas and thoughts about the essence and objectives of the national movement, were published in the “Kurultai” newspaper (Gubaidullin, 1917, 1918).

Among the educational works of that period there is an article published in the “Sharek kzyz” journal in 1918 and textbooks in the Tatar language – “Ancient History” and “From the World History”.

The scientist ambiguously experienced the events in October 1917. It was not surprising as he was not sure of the future. Salih Gubaidullin even offered his son to leave the country but G. S. Gubaidullin refused, saying that he would share the fate of his countrymen. After Kolchak and the Czechs had been defeated, he changed. D. Validi wrote: “... he was already confident in the revolution. He was almost cheerful as if he had got along with the revolution” (Validi, 1996).

The scientist was provided with housing. The Soviet authorities gave two rooms out of the apartment in G. Tukai Street. Gubaidullin lived next to the family of a prominent teacher and politician Iskhak Kazakov, a cousin of Rabiga Gubaidullina. G. S. Gubaidullin consulted him on many issues. I. Kazakov supported Gaziz in his pedagogical activity, and considered his work important for the Tatar nation. Thus, we can say that the first stage in the pedagogical and social activities of the future scientist had already been completed by 1919. During the following five years G. S. Gubaidullin became an excellent teacher and organizer. He began his teaching career as a History teacher in the madrasah, and then he headed the schools and became the head of the teacher’s school. Gubaidullin’s achievements are the convincing evidence of the right choice of the profession. So the initial period of pedagogical and scientific activity of G. S. Gubaidullin ended and a new life stage began.

Despite his successful career he ended his life tragically. In 1937 he was accused of participating in the “anti-revolutionary pan-Turkist organization”, which allegedly had the goal of “armed separating the national republics inhabited by the Turkic-Tatar peoples from the USSR to create a unified pan-Turkic state.” On October 13, 1938 he was sentenced to death. In March 1957 the sentence against Gaziz Gubaidullin was vacated and the case was dismissed for lack of evidence (Gubaidullin, 2002), (Gubaidullin, 2010).
Conclusion
Gaziz Salikhovich Gubaidullin had great energy, inexhaustible creative potential, tireless search for scientific truth, and breadth of views. He shared the fate of many figures of science and culture during the total Stalinist terror of the 1930s. However, there is no doubt that his creative heritage in the field of Humanities, social Sciences, as well as teaching activities is of great importance. There are more and more adherents and researchers of his activity.

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Psychology of the Existence of Children’s Mythological Stories (Bylichkas)

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Abstract
The article deals with mythological stories which are common in children's folklore. Children's folklore means spoken verbal creativity of children themselves and adults, especially creating works for children, or individual genres (or plots, characters) of adult folklore, borrowed by children. This genre of 'bylichka' was borrowed by children from adults, and is presented in the oral repertoire as a scary story. Particular attention is paid to the genre features, the system of characters, expressive means and psychology of the children's mythological story, the distinctive features of which are seen in poetic borrowings from the fairy tale genre. Hence, there appears an impression of two worlds that are built on binary relations, which in their turn constitute a ternary structure. In addition, the article presents psychological aspects of performance and existence of children's 'bylichka'. The authors reveal the mythical and cultural world of children, which embodies a complex combination of children's psyche laws and their specific perception of the external world. The appearance in a child's imagination of a scary story arises as a reaction to the ancient pagan fear of surreal entities. Mythological perception of the world is formed under the influence of the nearest cultural environment of a child, language stereotypes, texts of traditional folklore, works of fiction, etc. This unknown world, which is forming mythological thinking, is for a child a unique means of cognition of reality, of acquaintance with culture, a means of psychic self-regulation and strengthening of will.

‘Bylichkas’, existing in the children's environment, are a means of overcoming fears. It is an effective struggle against one's own unconscious, satisfying the need to demonstrate the strong sides of an individual, such as his courage and willpower. It is this way that self-affirmation and self-rating of a child are formed, his cognitive-research instinct is developed. Thus, there takes place a kind of training of the sense of personal boundary and the instinct of self-preservation.

The sources of this article are investigations in the fields of folklore, psychology and pedagogy. The authors of the work relied on the idea of dialectical development, which was the basis of such principles of folklore and psycho-pedagogical research as psychological insight, objectivity and systematic approach.

Keywords: bylichka, a scary story, poetics, genre feature, mythical-cultural world, overcoming fears, suppressed emotions, children's world perception, mechanisms of psychological protection, children's imagination, the unconscious.

Introduction
Children's folklore is oral word-based creativity of children themselves and of grown-ups who create special pieces of work for children, or separate phenomena of adult folklore that are adopted by children. This opinion is shared by V.P. Anikin (Anikin, 1957), E.V. Pomerantseva (Pomerantseva, 1977), V.A. Vasilenko (Vasilenko, 1978) and a number of other researchers. The constantly changing public
conditions impacted the contents and structure of children's folklore (about the genre variety of children's folklore see: Grakhova, 2012). From the second half of the 20th century, we are observing «the invasion» of urban culture into the rural culture; there is taking place conceptualization and new mythologization of urban and rural space. This phenomenon has its own background: the significance of mythological ideas in different eras of cultural development cannot be doubted, and only the area of their spread changed, and so did the character and the degree of their presence, while the daily routine of being of the old and the formation of new myths stayed unchanged. So even today, the mythology (urban, professional, everyday and so on) is widely represented in the modern folk culture, in particular, in the folklore of children that is the object of our special research.

Methods
To conduct exploratory study we used historiographic, literary, and folklore resources and materials. We relied on the idea of dialectical development, which was the basis of such principles of historical and literary research as historicism, objectivity, and system.

Results and discussions
1. Bylichka in children's folklore: for the theory of the genre

Bylichka is the genre of non-fairy tale prose folklore, a story about the meeting with a fantastical creature of people's demonology. Children's bylichkas correspond to all of the folklore rules: oral free-form performance, perception understanding of it, dynamism of the subject, simplicity of the language. It is also important that the story-teller chooses the memoir-illustration style of speaking, the peculiarity of which is the transfer of the history of either personal or heard recollection. The basis of mythological stories is the fantasy and mysticism (Grakhova, Belyaeva, 2018).

Let us note that in the children's folklore in the poetics of bylichka there are borrowings from folk fairy tales. Different types of fairy tale narrative structures are often used (cumulative and closed chain of themes); epic tripling (for example, the situation of meeting with a creature from the parallel world is repeated three times); in the compositional structure fairy tale formulas are quite common («once upon a time», «once upon a time in one house there lived...»). The main thing is that children's bylichkas are copying the tradition of favorable endings of fantastical stories.

For example, «Once upon a time there lived a girl. Her parents bought a new house. The whole family moved. The house was beautiful and comfortable. The girl was happy about the move. Now she had her own room. However, on the very first night in the house, in the room a large fluffy cat came to the girl. The cat was black all over, and its eyes were flashing with green sparkles. The girl was surprised as they didn't have a cat. She called the cat quietly, «Kitty, kitty, kitty». However, it only snorted and disappeared in the darkness.

On the second night the cat came back to the girl's room again. It sat again across her bed and looked at her with its green eyes. This time the girl asked, «Kitty-cat, where are you from? Whose cat are you? Why don't I see you in the afternoon?». She stretched her arm to it as she wanted to pet it. However, the cat snorted and disappeared in the darkness.

In the morning, the girl told her mother about this story. The mother thought and said, «My daughter, I think I can guess why the cat is coming to see you. We left a hobgoblin in the old house. It is mad. That is why it is snorting. We need to correct the mistake». They called the grandmother and told her the story. The grandmother taught them how to get at peace with the hobgoblin and how to invite him in the new house. To do that it was necessary to buy a new basket, a warm handkerchief, a fresh pie and milk. Then they needed to go to the old house. They had to set the basket with the pie in the middle of the house and...
cover it up a bit with the handkerchief, only leaving a small hole, and say, «Master hobgoblin, take the

gift, and our invitation to a new house. Be the keeper of our house and our protector». They had to leave

the basket in the house for some time. Then they needed to come back to get it. Without looking inside,

they needed to cover the basket with a handkerchief and move it to the new house. They had to leave

the basket in a warm, distant corner of the new house, and leave a saucer with milk at the house of the

hobgoblin overnight.

That is just what the girl and her mother did.

On the third night, the cat with green eyes came over again. This time it was not squinting its eyes

menacingly. It arched its back and softly moved around on its paws. It walked over the whole house. It

mewed affectionately and disappeared in the darkness.

The girl realized that the hobgoblin pardoned them, took the invitation, came to the new home and

accepted the household. Now everything was going to be fine and good» (Grakhova, 1995–2017).

The genre peculiarity of both traditional and modern mythological stories, the world duality, is also

typical of children's bylichkas. The world duality in mythological stories is, first of all, expressed by

the world picture and an imaginative system. The reality and the person's life are breaking into the

phenomenal world, and the noumenal world, that is, the real, visible world and the imaginary,

otherworldly world.

The world duality of children's bylichkas is built on binary relationships that, in turn, make up the

ternary structure. Within the ternary-binary relationship the imaginative system is implemented, the

main conflicts take shape (the situation of the «meeting» with a representative of the parallel world), the

characters are named or are conventionally denoted; the symbolizing of the object-natural world is

performed (Grakhova, 2013).

Thus, the system of images of children's bylichkas due to the peculiarities of their artistic image can be

classified into three groups:

1) the main character (that is usually and most of the time the children themselves — a girl or a boy; a

man or a woman, an old man or an old woman; the main character can be called by his/her occupation: a

schoolchild, a student, a driver, a doctor, a teacher, etc.);

2) the main character's helper who, unlike in fairy tales, is not fantastical, but realistic (a mother or a

father, a he-friend or a she-friend, a grandfather or a grandmother, a policeman, etc.);

3) an opponent (a spirit of darkness, a wood spirit, a hobgoblin, a witch (a sorcerer), a white woman (a

woman in white), a corpse, a poltergeist, etc.).

The basis of bylichkas is a situation of a «meeting» with an otherworldly being. Often in children's

bylichkas the meeting of the main character with someone mythical can be repeated three times

(according to the fairy tale tradition). All three meetings are filled with different psychological meaning: a

shock, terror pressure, a desire to get rid of fear. The vector of the story is the victory over evil, the

restoration of harmony between the external and the internal world.

Often children's bylichkas borrow the playing function from another genre of modern children's folklore

— scary stories which are playful stories the task of which is to scare with the last phrase that is screamed

out (for example, «Give me your heart!», «Pray, the scared one!»). The more terror it produces, the more

fun it is to laugh over the situation that caused it.

2. The psychology of the narration of bylichka

Bylichkas are usually narrated by children of eight to fifteen years old. This deliberate retelling of the

story has the goal of accurately transmitting the content and getting a specific reaction from the listener,

i.e. making him feel scared. Perceiving the chilling story, the listener usually psychologically relives and

is victorious over fear (often through laughing). This way, bylichka can be considered as one of the forms

of personality self-affirmation.
Bylichka is usually told at different times of the day (of course, more often late at night, before bedtime), when possible, together with other narratives of this type. The narration is done at a slow speed, with long pauses, in a whisper or at half-tone that allows to keep the principle of the traditional demonologized story — to scare.

The listener learns from the narrator about the fact of the meeting with a representative of folk demonology, about the impressions and the emotional stress experienced. If the narrator himself is not a witness of the event, he refers to the convincing for the listener facts, the details of the «contact», asks in detail what the main character felt at that point. All this strengthens the belief of the listener in the livelihood of what is being told.

Sometimes narrators of modern bylichkas and byvalshinas do not strive to make the listener feel fearful and believing in the supernatural case that took place. Their narrations sound «when appropriate», in the context of a conversation as stories about unusual events from people's life that they have heard at some point in time. Together with the setup for truthfulness, the warning is lost, and so is the didacticism of such stories. The narrator takes up the position of «you may want to believe it or not» towards the listener.

3. The psychology of the life of bylichka in the children's environment

Stories about mythical beings appear due to the principles of the formation of children's consciousness, the sources of which should be found in the childhood world. The mythical and cultural children's world is formed through a complex combination of peculiarities of children's psychology and a specific perception of the outside world under the impact of the closest cultural environment of the child, language stereotypes, texts of traditional folklore, fiction, etc. This unknown world that forms mythological thinking is a certain way of learning the reality for a child, of his involvement in the culture, a way of psychological self-regulation and will development. “Children’s “scary” folklore that is full of dramatic collisions reflects the psychological state of the child who realizes the difficulties of the surrounding world and feels worried and disturbed. Children's scary stories are ways through which a child overcomes his own fears the best way. This is an effective fight with the child's own subconscious, the satisfaction of the need to show strong personality features such as bravery, willpower and courage. This is exactly how self-affirmation and inherent worth of the child, the development of his cognitive and research instinct are formed. Therefore, there is a certain training of the feeling of his personal borderline and the instinct of self-preservation that take place (Cherednikova, 2005).

Despite the fact that children's oral prose is represented by simple images, psychological and emotional feelings are found there of those subjects that are the ones that create something bigger in a child's imagination that has special psychic energy. Scary stories appear as a response of a child's psyche to an ancient pagan archetype — the fear of death, fear for the unconscious terror of beings from the world of unfound people and dislocated souls. By the middle of the pre-school age, a child realizes that he/she is mortal. Various childhood fears, whether that is a fear of ghosts, night fears, being scared of white robes, dogs, etc. can be considered to be as a scaled fear of death. Due to the peculiarities of age-related development, a child does not keep these worries inside, but talks about them. That is why exactly children like it so much to listen to and tell children's scary stories, intuitively making them into a psycho-correctional medicine from fear. That way children learn to overcome their fear.

Usually children learn to get used to scary stories from five-six years old. At that age children start realizing that the world surrounding them had existed when they were not alive yet, then that means that there will be a moment when they will not exist again. These thoughts are scary not only for adults, but for children whose everyday life is filled with happy discoveries and feelings of novelty these thoughts are simply torturous. «In an old, old house, in a dark, dark room there is an old, old grand piano
standing. On the old, old grand piano, there are very, very black candles, and when the night comes, then …».

Scary stories from the point of view of reasonableness seem to adults something irrational, that is why children prefer to listen and tell them in a friendly children's group and far away from adult attention. Dreadful, scary stories are a launching mechanism of subdued emotions that with screams and yells of children come out from somewhere inside, from the very unconscious. Often times, being scared of punishment and anger of the elder generation, children tend to hide emotions of the negative spectrum such as offence, despair, disappointment, etc. Any professional psychologist knows that subdued emotions are similar to a bomb of slow effect: it is not known when they will get out, and it is not clear what can happen. Deep mechanisms of the unconscious make a child at the instinctive level get rid of the negative feeling of fear and, therefore, live and relive their own fears. Getting rid of a personal fear happens based on a cognitive scheme: at first a child relives the fear pretending, and then he transforms it in the imagination and then projects it into a reality. That is a surprisingly simple psychological means used by children from generation to generation. «If telling scary stories happens in a group, in some dark place, in the environment that is inclining to it», we can be talking about the psychological meaning of this certain ritual that was in the joint reliving of fear and joint overcoming it.

However, in order for scary stories to have a strong psycho-correctional impact, children have to reach nine-ten years of age. According to M.P. Cherednikova, this is related to eras in the dramatic history of overcoming fear. Thus, at five-six years of age the perception by a child of scary stories can be characterized as naive, as a small listener feels true fear from what he hears. As the child gets older (from eight to twelve years old), the attitude to such stories changes: scary stories narrate not in order to scare, but to make people around laugh. Thus, stories with a clearly comical ending, the so-called anti-scary stories, become the most favorite genre among teenagers. These narrations have two parts: the beginning that is scary and the ending that is comical, «There is an old man and an old woman sitting in front of a TV-set. All of a sudden one of the channels shows, «Get rid of a microwave and other sources of harmful energy». The old man and the old woman all «dangerous» objects. They sit and shake from fear. What is actually going on? And the program on TV says, «You listened to two versions of Russian folk fairy tales» (Grakhova, 1995–2017). Laughing over their fears is the only good way to take off the elevated emotional anxiety, worry and fear.

The feeling and perception of the environment for children has a correlational similarity with the perception of the world by a caveman (Frazer, 1966). Many thousands of years ago the life of ancient people was too full of various fears. What are the strange and unclear sounds? Can a wild hungry animal be quietly prowling? Whimsical glow of the burning fire puts terrible shadows on cave walls, in the dances of which one can see a hateful enemy, a crazy animal or a punishing deity. By the way, the surrounding reality did not provide a primitive man with quiet and careless existence, making him live under constant pressure and feeling danger (Jung, 2001). The body that has to react to such a psychic state starts producing adrenaline in the blood. Centuries and millennia evolutionarily came one after another! People built houses, separated their residences with fences, put curtains on the windows, locked doors with latches and started living without constant fear for their safety. However, the human body is persistently asking for adrenaline. The specific feature of the children's age, little life experience, not enough anticipation makes a lot around strange, and, therefore, dangerous, and in order to understand and comprehend the surrounding reality it is necessary to use personal resources, and come up with a more accurate way of dealing with it.

The system of mechanisms of psychological protection is an irreplaceable antidote and unconscious way of refining their worries into scary stories. Telling, listening to scary stories tells about the degree of psychological maturity of a child, the level of development of his mechanisms of personal protection and
self-preservation. As a result of the cultural-historical processing of irrational human experience, as well as that at the instinctive level, scary stories similarly start reflecting deep events that take place in human psychic and protect it from harmful impact of their own fears. Dead people who scare with their appearance, unrealistic animals, ghosts and monsters impact children's imagination, make them have associations that are in the depths of the human unconscious, and wake up dual feelings of the unknown and panic internal worry and anxiety. Glass dolls, white slippers, crawling curtains (the possibilities are endless) demonstrate the feeling of fear that rises from the depth of the unconscious. Dark spots, black stains project and are associatively connected with the fear of death. That is a certain exit into the complex, strange, often aggressive world that worries the imagination of a child. Events of every new day for a child who hasn't studied his own thoughts, feelings, and worries well enough bring in a lot of discoveries in his world. The made up character of a scary story animates these worries, helps to believe in them for some time and, therefore, overcome his own fears, see his own actions of his emotional feelings and comprehend his own behaviour (Osorina, 2000).

Conclusion
Therefore, as real life events and pedagogical-teaching practice show, scary stories (bogeyman stories) project children's fears and have to be relived and rationalized specifically in childhood. They are a way to understand the world around, the ability to speak about what worries a child, an attempt to test himself, raise his self-esteem, feel the generality of suffering from fear (knowing that other people are also scared like him, the child realizes that he is not alone in his emotional experiences of fear) through forming his life experience, a certain training for sudden life events.

References
Learning the Freestyle Swimming at Physical Education and Sport Subject in the Higher Education of Other Profiles

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Abstract

The main purpose of this paper is the effective use of the algorithmic diagram of the linear and branching programmed learning of the freestyle swimming method by the first-year students in higher education of other profiles during the physical education and sport classes. This scientific approach led to the organization of an experimental study in „Carol Davila” University of Medicine and Pharmacy of Bucharest during the academic year 2015-2016. The subjects of the research were 70 students of first-year (24 from the Faculty of Dental Medicine and 46 from General Medicine) who choose to learn the freestyle swimming method during the physical education and sport classes. Methods of research used: bibliographic study of the specialized literature, pedagogical observation, pedagogical experiment, method of tests, method of linear and branching programmed learning, statistical-mathematical method and graphical representation method. The lessons were intended to improve the muscle strength in the control tests for arms, legs and abdomen. Specific exercises were used in each class during the off-water training of the students. The preparatory, aiding and control exercises performed during the on-water training helped to learn and improve the freestyle swimming method. The results of the study highlight the level of arms, legs and abdominal strength in both girls and boys under study, their attendance at classes, participation in sports activities and the final grade. The efficient use of the preparatory, aiding and control exercises within the algorithmic diagram for learning the freestyle swimming method at physical education and sport subject for first-year students contributed to the improvement of technique and successful participation in sports events.

Keywords: swimming, freestyle, algorithmic learning, test events, performance.

Introduction

Physical education in the higher education of other profile is or should be a major concern of the society aiming at the development of students’ physical potentialities and capacities (Ionescu, 2010). The practice of swimming is considered to be the healthiest and most relaxing sport. The lack of proper facilities in the entire country and the very few swimming pools open in schools and faculties is the reason why an important number of young people do not have a minimum level of motor skills, abilities and knowledge for practicing this sport. It was noticed however a general interest in practicing the swimming, in academic environment too. But there are not enough scientific and methodical concerns in the higher education of other profiles meant to introduce and study thoroughly the fundamental elements of swimming technique and also the methods to learn and improve these elements (Urichianu-Toma, 2004; Sima, 2011).

As a result of the systematic practice of physical exercises, the students feel the benefic effects of the physical education classes by the improvement of their motor skills; so the students acknowledge unanimously the importance of the physical education in daily life and they are interested in sports life in general (Voinea, Iacobini, & Iacobini, 2013). Thus it is necessary to revise the concept of physical education, of test events and norms necessary for students’ evaluation at physical education subject in
higher education of other profiles and the practice of a more attractive swimming (Urichianu-Toma, 2003; Lupu, 2009; Marinescu, Bălan, & Ticăla, 2010).

The learning of the fundamental elements of swimming technique is highly important in terms of metabolic, physiologic and mental adaptation of the body to the specific conditions of the environment. The instruction process for consolidation and improvement of the motor skills and abilities required by the swimming styles available in higher education (freestyle, breaststroke and backstroke) (Onoprienko, 1961; Kistjavskij, 1972; Hal'jad, Tamp, & Kaal, 1986; Makarenko, 2000; Ruben, 2013) will focus on the following elements: technique of floating and breast slipping, movement of arms and legs – their coordination, improvement of breathing, start and turns etc. (Shhavlev, 1969; Urichianu-Toma, 2004; Marinescu, & Bălan, 2007; Sima, 2011; Sima, & Potop, 2018).

Any type of learning implies the procedure of transmission of the motor skills, abilities and knowledge from teacher to student and vice versa, elaborated for obtaining a result as qualitative as possible. The review of the specialized literature regarding the seek of efficiency in pedagogic field and improvement of the learning process highlighted the appearance of technologies, namely the programmed learning (Gaverdovsji, 2007). Didactic technologies are performed during the instructional-educational process, such as (Boloban, 2013; Potop, 2015): pedagogical functional equations, pluridisciplinary particularities of motor skills creation, technology of transfer, algorithms of the linear and branching programming of the instructional material, biological reverse connection in learning.

**Purpose of the study:** efficient use of the algorithmic diagram of linear and branching programmed learning of the freestyle swimming style by the first-year students in higher education of other profiles than sports during the physical education and sport classes.

**Hypothesis of the research:** the effective use of the preparatory, aiding and control exercises in the algorithmic diagram for learning the freestyle swimming style by the first-year students during the physical education and sport classes will contribute to the technique improvement and successful participation in competitions.

**Methods & materials**

This scientific approach entailed the organization of an experimental study in the „Carol Davila” University of Medicine and Pharmacy of Bucharest throughout the academic year 2015-2016. The research methods used in this paper were: the bibliographic study of the specialized literature, pedagogical observation, pedagogical experiment, method of tests, method of linear and branching programmed instruction, statistical-mathematical method and graphical representation method. The subjects of the research were 70 first-year students (24 from the Faculty of Dentistry and 46 from General Medicine) who chose to learn the breaststroke swimming style at Physical Education and Sport discipline.

The swimming lessons aimed at improving the muscle strength for the test events as follows: abdominal strength evaluated by torso raise from supine position in 30 sec.; arms strength (upper limbs) evaluated by continuously executed push-ups; legs strength (lower limbs) evaluated by jump squats in 30 sec. These exercises were used in each class during the off-water training of the students (Potop, 2014).

The water-training used exercises to learn and improve the chosen swimming styles (freestyle, breaststroke and backstroke) and to assess the technique of the start and return, the work of arms and legs and their coordination with breathing. Students’ attendance at classes and their participation in competitions were also monitored (Sima, 2011).

**Results**

Tables 1 and 2 show the comparative results of the female and male students at swimming lesson in “Physical Education and Sport” discipline de la Dentistry Medicine and General Medicine of Faculty at „Carol Davila” University of Medicine and Pharmacy of Bucharest.
Table 1. Results of the female students at swimming lesson in “Physical Education and Sport” discipline in the higher education of other profiles

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Attendance (no. of lessons)</th>
<th>Improved Freestyle style (sec)</th>
<th>Test events (reps no in 30 sec)</th>
<th>Final score (pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM</td>
<td>11.8</td>
<td>20.0</td>
<td>49.48</td>
<td>60.08</td>
</tr>
<tr>
<td>GM</td>
<td>22.5</td>
<td>19.33</td>
<td>17.17</td>
<td>18.0</td>
</tr>
<tr>
<td>DM</td>
<td>14.33</td>
<td>11.78</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>GM</td>
<td>15.8</td>
<td>13.65</td>
<td>11.76</td>
<td></td>
</tr>
</tbody>
</table>

Note: SEM – standard error mean, SD – standard deviation, Cv – coefficient of variation, N – number of cases, t - t- Parametric Test (Assuming Equal Variances) Unpaired Comparison for Means, DM – Dentistry Medicine, GM – General Medicine, CAI – Championships of first year, CCD – “Carol Davila” Championships, CU – University Championships, reps no - number of reps, Legs – Lower limbs, pt. - points.

Table 2. Male students’ results at swimming lesson in “Physical Education and Sport” discipline in the higher education of other profiles

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Attendance (no. of lessons)</th>
<th>Improved Freestyle style (sec)</th>
<th>Test events (reps no in 30 sec)</th>
<th>Final score (pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM</td>
<td>10.8</td>
<td>18.8</td>
<td>50.1</td>
<td>47.11</td>
</tr>
<tr>
<td>GM</td>
<td>25.67</td>
<td>23.67</td>
<td>29.67</td>
<td>25.86</td>
</tr>
<tr>
<td>DM</td>
<td>20.67</td>
<td>20.51</td>
<td>20.51</td>
<td></td>
</tr>
<tr>
<td>GM</td>
<td>20.51</td>
<td>21.85</td>
<td>20.85</td>
<td></td>
</tr>
</tbody>
</table>

Note: idem table 1.
Figure 1 presents the comparative results of the attendance in swimming classes of the first-year students according to the number of girls and boys from Dentistry Faculty and General Medicine Faculty.

Fig. 1. Comparative results of the attendance in swimming practical lessons of the students-subjects of the study

Figure 2 presents the comparative results of the performances obtained in freestyle style by the first-year students in terms of average time achieved by girls and boys of the Dentistry Faculty and General Medicine Faculty.

Fig. 2. Comparative results of the performances achieved in freestyle style by the students-subjects of the study

Figure 3 shows the comparative results of the test events of the first-year female students of the Dentistry Faculty and General Medicine Faculty regarding the average values achieved at abdominal strength, arms strength and lower limbs strength (legs).

Fig. 3. Comparative results of the test events of the girls under study
Figure 4 presents the test events comparative results of first-year male students of Dentistry and General Medicine faculties as for the average values in abdominal strength, arms strength and lower limbs strength (legs).

![Graph showing comparative results of test events for Dentistry and General Medicine faculties](image)

Fig. 4. Comparative results of the test events of the boys

Figure 5 shows the algorithms of linear and branching programmed learning of the swimming style by the first-year students in „Carol Davila“ University of Medicine and Pharmacy of Bucharest in terms of purpose of learning, pedagogical tasks, parts of the instructive material with preparatory exercises, additional preparatory-aiding parts, control, correction of the learning process per each technical element of the swimming style and results of the learning.

![Diagram of linear and branching programmed learning algorithm](image)

Fig.5. Algorithm of linear and branching programmed learning of freestyle swimming style by first-year students

Note: PL – purpose of learning, PT – pedagogical tasks, P1-P4 – parts of the instructive material (preparatory exercises): P1- technique of floating and breast slipping, P2- coordination of arms, P3 – coordination of arms and legs, P4 – coordination of arms and breathing; P1.1-4 –supplementary preparatory-aiding parts of the instructive material meant to improve the contents of the fundamental elements of freestyle technique; CC – control and correction of the learning process for each technical element of the swimming style; RL – result of learning.

Discussions

The most important methodical-scientific materials related to the research on the front crawl swimming style (freestyle) refer to the detailed learning of the technique (Butovich, & Chudovskij, 1968). Along with these ones, the biomechanical analysis of the front crawl swimming style was carried out, sustaining the idea of the stroke in straight lines (Butovich, 1962); variants of the front crawl stroke mechanism in the “eight horizontally elongated” shape were supported in a more rational way; the trajectory of the „eight-shaped” spatial image (Rybjakova, 1990) – specific to the execution of the high level elements in synchronized swimming, the motion of the palm in transverse plane (Grinev, 1972) contribute to a more
efficient travel of the body. The best swimmers in forward displacement use predominantly the transverse stroke and the hydrodynamic lifting force instead of the longitudinal stroke and the force of any resistance (Jetuotter, 1982); the execution of the zigzag motion with palm trajectory parameters from the longitudinal plane was confirmed as a priority (Gilev, Lomonosov, & Malinovskij, 1976; Gilev, Ratov, & Beljaev, 1985). The rational stroke is characterized by Grinev, et al., 1990 as a slight movement of the palm forwards – backwards and its displacement in a plane close to the front trajectory of the zigzag movement (Grinev, Pogrebnoj, Kostjuk, & Zvjaginceva, 1990); one has revealed the unitary execution of the stroke in diagonal plane during front crawl which meets the principles of biomechanics and hydrodynamics (Chudovskij, 1973). Also, in the studies of Petrenko (1986) it is pointed out that the tall elite crawl swimmers execute the strokes almost in straight line in horizontal plane, while the strokes executed by the swimmers of average height are more on „S” trajectory (Petrenko, 1986; Petrenko, 1986). The rotation movement of the crawl swimmers’ spine is studied in detail; this movement oscillates between 32-16 degrees according to Ivanchenko, (1967) or even more as shown in the research of Safarjan, (1968). Attention is paid to the learning of front crawl swimming style by effective ways meant to improve the maximum traction force (Issurin, 1975). The swimming speed can be really increased by reducing the oscillation range while maintaining the traction force. The studies of Issurin, et al., (1978) also highlight that there are 4 phases in the crawl strokes: hitting the water up to 37 degrees, traction – up to 73 degrees, push – up to 157 degrees and getting off the water. It was shown that the maximum speed in crawl swimming style is developed at the end of the third part of the stroke, when the arm is at an angle of 120 degrees; the maximum force is reached in the position with a hand at an angle of 30 – 40 degrees and the other hand passing through the air.

The analysis of the comparative results in the swimming class between the first-year female students of Dental Medicine (DM) faculty and General Medicine (GM) faculty (table 1, figures 1, 2 and 3) highlights the following matters(mean; ±SEM): regarding the attendance at practical lessons, there are differences in the total number of hours per semester at DM 11.83; ±1.14 no of lessons out of the total of 14 lessons / semester, while at GM – 20.0; ±1.17 no of lessons out of the total of 28 lessons per semester and significant differences between faculties at p<0.001; the performance achieved in competition at 25 m crawl style shows a value of 49.48; ±3.65 sec at DM while at GM – 60.08; ±9.23 sec and insignificant differences between faculties at p>0.05; the test events show an abdominal strength in DM with a value of 22.5; ±2.09 reps while in GM – 19.33; ±2.36 and insignificant differences between faculties at p>0.05; arms strength in DM has a value of 17.17; ±2.09 reps while in GM – 18.0; ±1.40 reps and insignificant differences at p>0.05; legs strength in DM has a value of 14.33; ±2.44 reps while in GM – 11.78; ±1.58 reps and insignificant differences between faculties.

The analysis of the comparative results in the swimming class between the first-year male students of Dental Medicine (DM) faculty and General Medicine (GM) faculty (table 2, figures 1, 2 and 4) point out the following matters(mean; ±SEM): in terms of attendance at the practical lessons, there are differences of the total number of hours per semester at DM 10.83; ±0.70 no of lessons out of the total of 14 lessons / semester while at GM – 18.84; ±0.65 no of lessons out of the total of 28 lessons per semester and significant differences between faculties at p<0.001; the performance achieved in competition at 25 m crawl style shows a value of 50.14; ±3.28 sec at DM while at GM – 47.11; ±1.53 sec and insignificant differences between faculties at p>0.05; the test events at DM highlight a value of 25.67; ±1.48 reps as for the abdominal strength while at GM – 23.67; ±0.89 and insignificant differences between faculties at p>0.05; the arms strength at DM has the value of 29.67; ±2.26 reps while at GM – 25.86; ±0.86 reps and insignificant differences at p>0.05; legs strength at DM has a value of 20.67; ±0.97 reps while at GM – 20.51; ±0.74 reps and insignificant differences between faculties at p>0.05.
In sports exercises learning methodology, the specialized literature uses the concept of “macro-methods” (as in women’s artistic gymnastics), which involves a dynamic system of theoretical and methodical-instructional materials in the process of sports training; the priority structural element is the long-term learning program based on the logical-structural diagrams and the algorithms of the linear and branching programming, required by the scientifically-based distribution and instructional material accomplishment (Boloban, 2013; Potop, 2015).

Therefore a linear and branching program for learning the freestyle swimming was created for the first-year students of „Carol Davila” University of Medicine and Pharmacy of Bucharest. The development of the algorithms of the linear and branching programming was based on the concept of Prof. Boloban, V. (2013) and adapted to the specific character of swimming (Chistova, 1996; Volegov, 2000; Marinescu, & Bălan, 2007; Marinescu, et., al 2009; Sima, 2011; Urichianu-Toma, 2004). There are three levels: 1) the central level: purpose of learning, pedagogical tasks, parts of the instructional material (preparatory exercises) concerning the floating and breast slipping technique, arms coordination, arms and legs coordination, arms and breathing coordination and the results of learning; 2) the higher level – supplementary preparatory-aiding parts meant to improve the contents of the fundamental elements of freestyle technique and 3) lower level – control and correction of the learning process for each technical element of the swimming style (Lopuhin, 1991; Fomichenko, 2001; Potop, 2015).

Conclusions

The study comparative results point out differences in terms of total number of lessons per week and semester; there are also differences between students and better performances achieved in competitions by the female students of Dental Medicine and the male students of General Medicine. The comparative analysis of the test events highlights significant differences between students in terms of abdominal strength, a different level of training between faculties and students and a positive influence upon performances and final grade obtained at physical education subject.

The effective use of the preparatory, aiding and control exercises within the algorithmic diagram for learning the freestyle swimming by the first-year students contributed to the technique improvement and to the successful participation in competitions, which validates the proposed hypothesis of the research.

Acknowledgements

We are grateful to the first-year students of the academic year 2015-2016 from the Faculty of Dental Medicine and the Faculty of General Medicine, in the 9th Department -Medical Recovery, discipline of Physical Education and Sport, from “Carol Davila” University of Medicine and Pharmacy of Bucharest, for their agreement to participate in the conducted study.

References


Bilingualism and Comparison of the Attitudes of the Learners towards Foreign Language Learning

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Abstract
Bilingualism elicits debates on its importance or disadvantages. Opinions vary based on language orientation of people, their nationality and the perceived opinions. This research was done to look at the opinions of scholars on bilingualism. There are several dynamics that this research takes on. They include the Factual Feelings about Social bilingualism, Psychological Considerations and the personal considerations. The research was done by administering questionnaires to International Hoca Ahmet Yesevi University and Balıkesir University respondents. After the respondents made their contributions, the responses were analyzed and documented. A detailed discussion is given based on the compiled responses. The major conclusion of this research is that there is a positive attitude towards bilingualism among learners.

Keywords: Monolingualism, Bilingualism, Multilingualism, FL Learning

Introduction
Bilingualism is the ability of a person to speak in two languages, where one is normally a native language and the second is an acquired foreign language. There have always been varying attitudes about bilingualism among people. This is in regard to the benefits or the shortcomings that are associated with bilingualism. The opinions have varied based on the respondents that were asked about bilingualism. This paper presents a research that was done on Hoca Ahmet Yesevi international Turk-Kazakh University and first year Balıkesir University students between 2016-2017. The objective of the study was to determine the attitude of the learners towards bilingualism.

Theoretical background
Previous research has shown that to enhance integration in a country, there is a need to have a unified language that will be used by all people. This enhances integration among the various races in the country. As such, a national language is a symbol of unity in a country. Bilingualism undermines the development of a national language (Burnham & Pina (1990). This is because, people becomes more interested in the other nationality and pays little attention to their nationhood. Another research that was conducted by Hoover states that students that are bilingual have greater cognitive abilities than those students with only one language (Hoover, 1982). This includes the ability to use language as well as other abstract cognitive abilities. Greater cognitive ability according to Hoover is attributed to overcoming challenge in learning the second language. Another advantage of being bilingual that has been highlighted is that they are usually open-minded (Fernald, 2006).This means that they have an ability to look at issues from more than one dimension.

There are also many social opportunities for people who are bilingual (Ellinoora, 2016). This is because they can interact with many different people who belong to their first language and the second language that they have learnt.

Though there are many benefits of being bilingual, it must be noted that it is not easy to acquire a second language. People who are learning a second language usually lag behind for a short time behind other people, but they soon overtake them. This is most common among children (Raguenaud, 2009). Though many researchers do applaud bilingual education, there are some challenges that face bilingual
education. Some of the challenges include the lack of local support, limited application and lack of curriculum development learning institutions (Willig, 1985).

Research Methodology
This research was conducted through the use of questionnaires that were developed Cook. The questions covered three main areas that are influenced by bilingualism. These are social sphere, psychological sphere and personal spheres. The questions required that the students responded to questions on bilingualism. There are some general believes and postulates that exists about bilingualism. These postulates and general believes were used as the basis for the questions that were in the questionnaires. There were 350 prep-class students in Hoca Ahmet Yesevi international Turk-Kazakh University and first year Balikesir University students who responded to the questions that were asked. Of the students that were interviewed, some were monolingual and some were bilingual students. Both the monolingual and bilingual students had varying attitudes about bilingualism. The responses that were given by the students were compiled into percentages and documented. The results gotten are documented in the results data sheet. A discussion of the results is presented.

General Factual Feelings about social bilingualism

<table>
<thead>
<tr>
<th></th>
<th>BAU</th>
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<th>AYU</th>
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<tbody>
<tr>
<td></td>
<td>The Most</td>
<td>%</td>
<td>The Most</td>
<td>%</td>
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<tr>
<td></td>
<td>Frequent</td>
<td></td>
<td>Frequent</td>
<td></td>
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<tr>
<td>1- In my country people have</td>
<td>Disagree</td>
<td>32.7</td>
<td>Agree</td>
<td>38.6</td>
</tr>
<tr>
<td>an advantage who use one</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>language every day rather</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>than more than one language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- In my country people who</td>
<td>Disagree</td>
<td>36.0</td>
<td>Disagree</td>
<td>32.4</td>
</tr>
<tr>
<td>speak only one language every</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>day have more friends than</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>people who speak more than one</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- In my country most people</td>
<td>Agree</td>
<td>50.5</td>
<td>Disagree</td>
<td>35.3</td>
</tr>
<tr>
<td>use only one language every</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- In my country people who</td>
<td>Strongly</td>
<td>58.2</td>
<td>Strongly</td>
<td>58.1</td>
</tr>
<tr>
<td>use two or more languages</td>
<td>Agree</td>
<td></td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>every day get better jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>than those who use only one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- In everyday life in my</td>
<td>Disagree</td>
<td>50.9</td>
<td>Agree</td>
<td>47.0</td>
</tr>
<tr>
<td>country most people need to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak more than one language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- People who live in my</td>
<td>Agree</td>
<td>29.8</td>
<td>Agree</td>
<td>27.2</td>
</tr>
<tr>
<td>country should all speak the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>same language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The general feeling about bilingualism is not unified among bilinguals and among monolinguals. The attitude towards bilingualism is split based on who is the respondent. The reason is because, only some
of the people speak a first and second language with the divide being an even split. Based on the results table above, there is an agreement about being some benefit in learning a second language. According to bilinguals and monolinguals, a country that has a bilingual population is more successful than a country with only one language. Success is a function of what the people do for their living and the economic resources that are available. The results also show that it is not necessary for all people to speak the same language. If a country has many language speakers, there is a creation of cultural diversity. Diversity of people also leads to diversity in social stratification and the consequences are economical in nature.

Similarity between the bilinguals and monolinguals opinions

Table 2: Similarity between the bilinguals and monolinguals opinions

<table>
<thead>
<tr>
<th></th>
<th>BAU</th>
<th></th>
<th>AYU</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Most Frequent Response</td>
<td>%</td>
<td>The Most Frequent Response</td>
<td>%</td>
</tr>
<tr>
<td>1- In my country people have an advantage who use one language every day rather than more than one language.</td>
<td>Disagree</td>
<td>32.7</td>
<td>Agree</td>
<td>38.6</td>
</tr>
<tr>
<td>2- In my country people who speak only one language every day have more friends than people who speak more than one language.</td>
<td>Disagree</td>
<td>36.0</td>
<td>Disagree</td>
<td>32.4</td>
</tr>
<tr>
<td>3- In my country most people use only one language every day.</td>
<td>Agree</td>
<td>50.5</td>
<td>Disagree</td>
<td>35.3</td>
</tr>
<tr>
<td>4- In my country people who use two or more languages every day get better jobs than those who use only one.</td>
<td>Strongly Agree</td>
<td>58.2</td>
<td>Strongly Agree</td>
<td>58.1</td>
</tr>
<tr>
<td>5- In everyday life in my country most people need to speak more than one language.</td>
<td>Disagree</td>
<td>50.9</td>
<td>Agree</td>
<td>47.0</td>
</tr>
<tr>
<td>6- People who live in my country should all speak the same language.</td>
<td>Agree</td>
<td>29.8</td>
<td>Agree</td>
<td>27.2</td>
</tr>
</tbody>
</table>

There is an agreement between monolinguals and bilinguals about some of the benefits of being bilingual. In the study, both monolinguals and bilinguals stand a chance of being better in life if one is a bilingual and not a monolingual. One inherent factor is that bilinguals usually get better jobs than monolingual people. In the most prolific jobs, one is needed to be communicating with different stakeholders, some of whom have different languages. A second language is therefore normally a requirement. Sometimes, a second language is just an added advantage if two people are deemed to have the same qualifications. A bilingual person also has a larger variety of job options as opposed to a person who is monolingual. Opportunities could be domestic and could also be oversees for them. The other major finding is that there is not any benefit for all people to be speaking the same language. This is because, prosperity is normally found in diversity. The final similarity is that both monolinguals and
bilinguals agree that it is not necessary that all people living in the same country have to speak the same language.

Psychological Considerations of Bilingualism

Table 3: Psychological Considerations of Bilingualism

<table>
<thead>
<tr>
<th>BAU</th>
<th>Percentage</th>
<th>AYU</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1- People who speak more than one language have less psychological problems than people who speak only one.</strong></td>
<td>Neutral</td>
<td>Agree</td>
<td>28.7</td>
</tr>
<tr>
<td><strong>2- People who speak one language think less clearly than those who speak two or more.</strong></td>
<td>Neutral</td>
<td>Agree</td>
<td>40.7</td>
</tr>
<tr>
<td><strong>3- People know more if they speak two languages.</strong></td>
<td>Disagree</td>
<td>Agree</td>
<td>47.3</td>
</tr>
<tr>
<td><strong>4- People who speak one language get more confused about their identity than people who speak two or more.</strong></td>
<td>Neutral</td>
<td>Disagree</td>
<td>41.2</td>
</tr>
<tr>
<td><strong>5- People who speak one language are less openminded than people who speak two or more.</strong></td>
<td>Neutral</td>
<td>Agree</td>
<td>27.1</td>
</tr>
<tr>
<td><strong>6- People who speak one language are more trustworthy than people who speak two or more.</strong></td>
<td>Disagree</td>
<td>Disagree</td>
<td>42.3</td>
</tr>
<tr>
<td><strong>7- People who speak one language are more emotionally stable than people who speak two or more.</strong></td>
<td>Strongly Disagree</td>
<td>Neutral</td>
<td>32.6</td>
</tr>
<tr>
<td><strong>8- Speaking two languages at home is a handicap for a child.</strong></td>
<td>Neutral</td>
<td>Disagree</td>
<td>38.5</td>
</tr>
<tr>
<td><strong>9- People who use one language all the time usually succeed at their careers more than people who speak more than one language.</strong></td>
<td>Disagree</td>
<td>Disagree</td>
<td>40.3</td>
</tr>
<tr>
<td><strong>10- People who speak one language every day are more relaxed than people who speak more than one language.</strong></td>
<td>Disagree</td>
<td>Disagree</td>
<td>35.4</td>
</tr>
<tr>
<td><strong>11- People who speak one language every day have worse memories than those who speak two or more.</strong></td>
<td>Disagree</td>
<td>Agree</td>
<td>30.4</td>
</tr>
<tr>
<td><strong>12- People who speak two or more languages think more quickly than those who speak one.</strong></td>
<td>Neutral</td>
<td>Agree</td>
<td>39.2</td>
</tr>
</tbody>
</table>
When it comes to psychological considerations, there is a general agreement in the opinions that are given by monolinguals and bilinguals. First, both sides do not think there is a relationship between language and psychological problems. An opinion on the same yields even statistics among all people. It is safe to say that psychological problems are independent of being monolingual or bilingual. Communication clarity is not affected by the virtual of being monolingual or bilingual. Clarity in communication is a function of an individual’s masterly of language and subject matter. One can exhibit clarity in one language or multiple languages. One can also fail to do so in one language or in multiple languages as well.

When it comes to issues of virtue, there is no effect of a single language or a bilingual identity. Virtues like trust, politeness, patience, love and mercy are a function of a person’s personality and learning a second language or remaining with a single language has no influence on them. The same case applies to vices. A person will be rude, narcissist, evil or indecent based on their intrinsic value degradation and not as a function of language ability.

Emotional stability is another important psychological indicator. The emotional stability of a person is in no way linked with their first language, second or both. A person can only be fluent in one language and be psychologically stable or be psychologically unstable as well. The same case applies for people that are fluent in two languages.

The psychological effects of having two languages are also similar for children or for grownups. However, it must be noted that when children are taught a second language at an early age, they become more fluent by the time they are adults. The effect is that they become more confident when talking in their later lives than people who learn the language as adults and did not gain total fluency in the first language.

<table>
<thead>
<tr>
<th>Table 4: Gender comparison of statistical analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Factual Feelings about Social Monolingualism</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>Psychological Considerations of Monolingualism</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>Personal Feelings about Monolingualism</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>Opinions about second language learning</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>Type of motivation</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>Attitudes toward second language learning</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>M</td>
</tr>
</tbody>
</table>

First, male and female subjects have almost the same statistics when it comes to bilingual education. There are as many women as men who have acquired a second language. Both men and women believe that there is a career benefit that comes with learning a second language. In process of learning a second language, both men and women faces the same apprehension in the learning process. The disparity
between them comes when it comes to profiting from the second language. Women do profit more from second languages as compared to men. This is because; women are able to get involved in tertiary enterprises that need second language as opposed to men who seek more solid jobs. Most of the careers that deal with language are largely dominated by men. Women also have a more positive attitude towards bilingualism am opposed to me.

2.5. Personal Feelings about Bilingualism

Table 5: Personal Feelings about Bilingualism

<table>
<thead>
<tr>
<th>BAU</th>
<th>AYU</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Most Frequent Response</td>
<td>%</td>
</tr>
<tr>
<td>1- It is important for me to use my first language well rather than to speak other languages.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2- I will always feel more myself in my first language than in another language.</td>
<td>Agree</td>
</tr>
<tr>
<td>3- I would like to be considered a speaker of two languages rather than just a speaker of my first language.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4- I would feel more at home with people who speak two or more language than with people who speak only my first language.</td>
<td>Neutral</td>
</tr>
<tr>
<td>5- I would prefer to use one language every day rather than two or more.</td>
<td>Neutral</td>
</tr>
<tr>
<td>6- I would be happier if I spoke one language every day than if I spoke two or more.</td>
<td>Neutral</td>
</tr>
<tr>
<td>7- I would feel a less confident person if I spoke one language every day than if I spoke two or more.</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

Overall Discussion

The responses given by the two groups are based on either being bilingual or monolingual. This applies to the accrued benefits and the shortfalls of being bilingual. However, there are some opinions that are similar for both Yesewi University students and Turkish students.

Both Yesewi University students and Turkish students responded that they do not have any identity crisis that is inherent of their language orientation. Early conditioning is usually the source of identity and not language acquisition. Mastery of language may lead to identity crisis and this can happen to either a monolingual or a bilingual individual.
Yesewi University students believe that they are more knowledgeable than those students who are monolingual. Turkish university students also responded that they think that bilingual students are more knowledgeable. Empirically, Yesewi students are more exposed to greater variety of viewpoint points and knowledge in the first language and the second language. Their judgements therefore more open minded as opposed to that of Turkish students.

From the research, it was conspicuous that the Yewesi students were more positive about their abilities than the Turkish students. For instance, the Turkish students thought that the bilingual students thought more clearly than them. Yewesi students also responded that they have more clear thought process owing to their bilingual orientation.

Another area is the memory capacity, where Yewesi students responded that they think that their memory capacity is greater than that of monolinguals. The Turkish students also believe that a person who has one language has a lower memory capacity than those with more than one language, which is empirically true. The consequence is that a person with more than one language is better at recalling than a person with only one language. A person with two languages is usually a quicker thinker than a person with only one language. People with two languages also exhibit greater mental strength and intelligence than the people with one language. (Burnham-Massey, & Pina, 1990) The reason for the above difference is because, learning a second language opens up the mind, increases its capacity and makes one to be able to process more through the use of the existing mental faculties.

Conclusion
The views presented by the students were dispersed based on whether they were bilingual or they were monolingual. Both monolingual and bilingual students are positive towards bilingualism but the significant result of the study show that bilingual students gave more positive replies towards foreign language learning. Based on this research and the background knowledge that was investigated, it is beneficial to learn a second language. The benefits are manifested in the social sphere, the psychological sphere and also at a personal level.

References
Willig, A. (1985), A meta-analysis of selected studies on the effectiveness of bilingual education; Review of Educational Research, 55, 269-316
Ellinoora T, 2016, The advantages and disadvantages of bilingualism: the story of two families, University of Jyväskylä
Cognitive-Perceptive Features And Communicative Orientation Of Nominative Meaning Of The Verbs Of Olfactory Semantics In French

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Abstract
The article deals with systemic-structural possibilities of the verbal nomination of the French language in the field of description of a smell as a result of the olfactory perception. Sensory level of cognition is the basis for all cognitive activities of the individual, and the ways of its linguistic objectification are of a special interest for cognitive linguistics. Close attention of contemporary scientists to these issues is also due to the importance of reflection in the language that information world picture which is formed in the process of cognition. The system of physical perception operates through five senses: sight, hearing, touch, smell and taste, each of which play a leading role in establishing mechanisms that determine the way of conceptualization of reality. As a result of the study, semantic processes in the olfactory field are analyzed and nominative and functional potential of verbal meanings is determined on the basis of detailed elaboration of conceptual content and the establishment of the patterns of knowledge about the olfactory phenomenon of reality reflected in the language.

Keywords: nomination, verb, semantics, conceptual content, functional relevance, linguistic objectification.

Introduction
In modern linguistics, with the incoming of cognitive direction, linguistic units are regarded as units of sign systems, which is based on the system of knowledge about the world emerging in the consciousness of person as a result of his cognitive activity – that is a conceptual system. Research interest to the problems of reflection of knowledge in the language puts in the focus of cognitive linguistics such issues as: the ways of mental and linguistic representation of knowledge, types of linguistic rendering of a certain conceptual content, the relationship of language and conceptual structures of consciousness and their organizational basis in systematization of human experience.

Theoretical Analysis
Studying the problem of language representation of perceptual information as a result of the special, primary level of knowledge of the world, justifies urgency of studies of language units that reflect such sphere of human activity, as physical perception. Sensory level of cognition is the basis for all cognitive activities of the individual, and the ways of its linguistic objectification are of a special interest for cognitive linguistics. Close attention of contemporary scientists to these issues is also due to the importance of reflection in the language that information world picture which is formed in the process of cognition. The system of physical perception operates through five senses: sight, hearing, touch, smell and taste, each of which play a leading role in establishing mechanisms that determine the way of conceptualization of reality. The concepts of each type of perception contain information about the objective sensually perceived phenomenon as a result of this perception.

In this work, we study the predicative ways of objectification of smell in the French language through olfactory naming of olfactory semantics. Linguists have noted the heterogeneity of the verbs of sense perception [Apresyan, Y. D., 1995]. A. Verbitskoj’s research works show that the complexity of semantic interpretation of verbs of sense perception consists in the features of the perceptual stimulus itself, the perception of which is described by the following lexemes: “...in order to represent accurately the...”
meaning of words associated with perception, it is necessary to mention the initial stimulus, coming from the outside world and forcing some part of a body to send a message to the owner of this body, and that thereby will cause him some information about that part of the world, which acted as the initial stimulus” [Verbitska, A., 1996].

Parts of speech’s feature of verbal semantics is the ability of this class of words to express the way of existence of objects of the surrounding world. That is, the linguistic meaning of the verb is determined through its relationship to subject names. Research approach to the study of the verb is based on the fact that the meanings of the given parts of speech are determined by the syntactic properties of verbal lexemes, i.e., the ability to identify variables in their interpretations with the help of syntactically dependent words. It’s also considered that the verbal units are classified as predicative words – vocabulary, the basis of its nomination is the designation of the situations. While designation of a concrete situation the meanings of a verb implicit the structure of the situation and the character of its participants. Therefore, an integral part of inherently semantics of the verb are semantic valences, which attach to him the name of subject entities - actants of the situation and are semantic to the verb, as they are derived directly from its lexical meaning. The characteristics of the verbal meaning, relating it to the cognitive level units, are identified by the information or knowledge structure which stands behind that value and which conventionally is called a situation.

We need to discuss the specifics of the language reflection of contextual knowledge about the world. The linguistic meaning is associated not with all knowledge that forms the denotative situation, but only with a certain aspect of it. The aspects of the situation are variable and the need for their separation produces the basic property of a verbal meaning - to reflect a particular aspect of the model situation, the so-called perspective [Arutyunova, N. D., 1999]. Language units, therefore, demonstrate the nature of the reflection of situations that arise in the objective world – their modelling in human consciousness. According to G. I. Kustova, “different verbs can “cut” from one and the same situation different aspects, present its different models, because the content of the situation is more than the content of the verb” [Kustova, G. I., 1999].

Today in cognitive linguistics there is quite an established term in describing the situational knowledge - the notion of ‘scene’[Arenstein, V. M., 1986]. H. Fillmore in his concept of situational semantics explains that the notion of ‘scene’ includes both “drawn from real-world experimental data” and “individual memories about all of this” [Filmore, H., 1999.]. In relation to ‘situation’ the term ‘scene’ is regarded as a functional mechanism that represents the situation both as a fragment of extralinguistic reality and its cognitive model – epistemic world reflected in the human consciousness.

Main Part.
The semantics of verbs, reflecting the considered conceptual fragment, is directed at a denotation of actions of “participants” of the situation of perception of smell, in the main complement of which, except the participants of “initial situation of perception”: one who perceives and what is perceived [Smirnova, T. Y., 1999 ], there is the subject as a source of the odor, the environment or the site of smell spread [Zolotova, G. A., 1982]. The relationships established between these elements of the situation of perception of smell, get verbalized expression by using verbs of different semantics.

If the language representation of the conceptual relationship between the source (subject, place, environment) and smell verbs of olfactory sphere actualize the interaction only between these participants of the “stage” of olfactory perception, the position of the perceiving person in these scenes is from the point of view of an observer, while the semantic valence of the selected verbs are distributed between the object-source (locative) and smell.
In the French language the following group of verbs is allocated, the meanings of which express the processes occurring between the object of reality and its odor: dégager, émettre, exhaler, produire, répandre, rendre, fleurer, sentir. In this semantic unit the sign "movement" is mandatory, by means of which the understanding of native speakers on how the process of allocation, distribution, evaporation, expiration of smell is assigned in the meanings of verbs. "Cet escalier detesté ... exhalait une odeur de vernis ..." [Proust, M., 1976]. The actual olfactory (lat. olfactivus: smell) predicates, i.e. verbs containing this "smell" (the result of olfactory perception), among these units are the verbs sentir and fleurer, the rest of the tokens serve this area due to its secondary (indirect) meanings, capable of displaying a functional aspect of existence of volatile substances, which is the smell. This lexical-semantic association in the field of olfactory perception can be referred to the type of functional predicates, the nominative potential of which covers the field of denoting the functioning of the subject as a way of existence [Zolotova, G. A., 1982].

The specific feature of reflecting the following sense in the olfactory field is that only the olfactory verbs sentir and fleurer are 'qualifiers', i.e., the units, specifying in the subject area common component 'way of existence', which is typical for many parameters of objects (color, shape, taste).

The following example shows that when you reflect such a situation in the semantics of the verb itself olfactory perceptual component is, as if, erased, indicating that sphere described by the verb potentially, to the fore in representations of this scene goes the way of the movement of odor.

"La rue fleurait les odeurs usuelles d'eau, d excréments, de rats et d épluchures" [Süskind, P., 1986]. The noun "odour" - "les odeurs", ranking the object valence of the selected verb shows that there is not an olfactory component in its meaning, but sema "the spread (of smell)".

Thus, the nominative meaning of the verbs, representing the stage of display by the objects of the external world their olfactory properties, that is, happening between the subject (the place) and smell, is formed due to the ability of verbs to denote 'movement, going from something'. The verbs in this meaning represent a way of existence of smelling substance in the world, namely: the separation in the form of volatile particles from its source.

It should be noted that, such situation of perception of odour can be represented from the point of view of smelling of stimulus itself. In the French language for the representation of smell "actions", konzeptualised in relation to its source, the same nailingatory verbs are used, containing this 'movement', which are capable of expressing the selected meaning with the help of its pronominal syntax form. In addition, labeling the scene of smell movement from their subject, verbs se dégager, se détacher, s échapper, émaner, exhaler s, se produire, se répandre, se rendre lose the signs of functionality, their nominative value is formed to describe the direction of movement of an odorous substance: odour ← source:

"...je senti tout d'un coup, en me relevant, s échapper une odeur des aubépines amère et douce d'amande..." [Proust, M., 1976]. As it is shown in the example, semantic valence of verbs in this group belong to a noun meaning "a smell" (subjective valence) and a noun, denoting the subject-the source of the smell (object valence) that updates in the semantics of the verb this "direction of movement".

In the French language to reflect the scenes of movement of smell in space a group of olfactory verbs is detected: embaumer, "fill with fragrance", parfumer “to fill with scent”, empuantir - “to fill with stench”, empester - “to spread stench”, empoisonner - “to infect the air”, infecter - “to fill with stench”. Dictionary definitions show that French verbs are rather a specific way of denoting olfactory scenes of spreading of smell in space, as, for example, in the Russian language, such situations of perception of smell are denoted by verbs from other semantic fields.

Naturally, the meanings of selected group of olfactory verbs are realized if these units have object valence, which is a noun denoting the site of smell spread.
“Malgré la propreté, une odeur d'oignon, cuit, enfermée depuis la veille, empoisonnait l'air chaud, ...,
toujours chargé d'une âcreté de houille” [Zola, E., 1968].

Besides, while the analysis of the semantic structure of sentences the nominative properties of these
lexemes show variation in olfactory scene of filling the space with smell. While expressing the selected
meaning from the position of subject-source it is implicated that subject-source is in a place that is
denoted by the object valency of these verbs, for example “La rose embaume la chambre” [Micro Robert,
1987]. That is, smelling the subject-the source is in the space where the perceived odor is detected.

When expression of the same kind of sense from the standpoint of odor, the presence of the latter in this
place is not obligatory: “L'odeur de tabac empeste ce compartiment” [Le Robert, 1980]. As it is shown in
the example, the smell of tobacco has reached a certain locative from an uncertain starting point. Both in
the first and in the second cases, the locative is the final point of its movement, and a place of its finding
by the perceiving person.

Conclusion.

Thus, the cognitive interpretation of language data describing the meanings of lexical units on the basis of
those behind them structures of knowledge, is the processes of conceptualization of the olfactory
phenomena of reality in their linguistic reflection, explaining the nominative potential, existing in the
given semantics, which is used by native speakers in the field of indicating the perception of smell. A
detailed study of the conceptual fragment, reflecting the processes of olfactory perception of the French
nation, and establishing the type of olfactory mental representations helped to identify language
characteristics of the actual olfactory vocabulary and units from other semantic fields, as well as to set the
direction of their transference and specific of functioning in a given subject area. The following semantic,
conceptual and communicative features of verbal nomination may be used in further studies of ways of
language representation of the results of the olfactory perception of a person.

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Concept formation as a method of developing creativity in the "Tourism" branch students in the process of foreign language learning

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Abstract
Creativity acts as one of the forms of reality cognition. Creativity is seen as a personal property of a modern specialist. The semantic frame facilitates the modeling of human experience, knowledge, information in the form of linguistic units, texts, the activation of general knowledge, providing understanding in the course of language communication, including in the process of intercultural communication.

Keywords: Creativity, semantic field, frame, language competence.

Introduction
The solution of various communicative problems of various nature is aimed at achieving results that can be obtained based on the business mutual understanding in the professional field. As a result of communicative activities for the creativity formation, it is considered the specialist formation with the professional and language competencies.

Methods
The study includes various integrative methods, namely, cognitive and constructive, within the overall communicative approach. The creativity formation by means of foreign language in the tourism branch on the basis of cognitive and constructive approaches means not only the formation of interest in general cognition in this field, but is also a means of forming a specialist in the professional field, since the
cognitive approach is provided by the interaction of conceptual and verbal systems, and a constructive one contributes to the construction of its information and sense area on the basis of their own experience. The involvement of students in an active creative activity or in other words the development of their creativity is recommended by using cognitive tasks of a search nature. The maximum development level is achieved by setting tasks, being not a simple set, but a system of tasks with an increasing difficulty, having individual nature conditioned by the student's abilities.

In our opinion, teaching a foreign language is one of the means of forming and developing creativity. The language functions in texts of all kinds and teaching a foreign language are traditionally and inextricably linked with reading and analysis of these texts. However, now the students have difficulties with perception and sometimes even understanding of coherent, linear texts, respectively, the traditional methods based on text work are becoming more and more ineffective. The difficulties in text perception are associated with changes in the cognitive style, as the modern world, saturated with the electronic communications, forms a type of perception, which is completely different from the text, the so-called mosaic thinking, a notion of which has recently become part of modern science. The main features of such thinking are usually considered the ability to quickly switch between the isolated meanings, high speed of information processing, preference for non-textual, imaginative information, as well as inability to perceive a long linear sequence, that is, the homogeneous and single-valued information, including a book text (Frumkin, 2010). A person with mosaic thinking is able to quickly find the necessary information by viewing a number of links on the Internet, but it is very difficult for him/her to understand the place of this information in the world’s picture, to interpret it, to link it with the cause-and-effect relations with other information units, to draw some conclusions or generalizations. Another danger of mosaic thinking is the violation of the transfer mechanism for cultural and ethnic values from generation to generation, the inability to generalize information, to draw some conclusions and to create something new on its basis. The practice of teaching a foreign language clearly shows that the availability of any kind of information carries a paradoxical risk as the students can use various translation applications, quickly (and often mistakenly) find and choose the values of unfamiliar words in the electronic and incomplete dictionaries, etc. The speed of extracting the necessary information distracts and makes it unnecessary to learn the grammatical rules, the rules for correct sentence and phrase construction, to learn the new words and expressions. It is clear that the modern methods of teaching foreign languages should respond to the needs of students with a new type of thinking.

The concept formation, which is key to the mentality of native speakers, as well as a particular foreign language speaker, is one of the methods meeting the needs of modern students. This method will contribute to an increase of creativity in vocational training in general and a foreign language training in the professional field as part of the development of general cognitive abilities. According to the scientists, the concept formation occurs step-by-step and is based on information processed by each individual speaker, focused on some aspects of the perceived phenomenon and related to certain cultural, psychological and linguistic factors. A set of factors leading to any utterance production in which the information associated with the concept is updated through the various meanings and elements of a specific discourse in the tourism branch in our case, where it is used a lexeme associated with this concept verbalization (Karasik, 2002). There are basic approaches to studying the conceptual picture of the world, consisting of different conceptospheres and frames. For our study, the most relevant is the interdisciplinary, discursive method, that is, based on the concept specific use in various areas of knowledge and exploring the discourse and linguistic features of communication (in our case, communication in the field of tourism industry) (Karasik, 2002; Slyshkin, 2000; Chudinov, 2003; Navitskayte, 2012). The followers of the cognitive approach hold the view that the concept is a consciousness unit reflecting human experience emerging in the process of perceiving the world and can
be structured by singling out different conceptospheres (for example, "tourist industry"), frames (for example, "tourist or hotel service") and slots (for example, "tourism types"). The cognitologists consider the concept as "term designed to explain the units of mental or psychic resources of our consciousness and that information structure that reflects the knowledge and experience of a person; as an unit of operative memory, mental lexicon, conceptual system and linguamentalis, the whole picture of the world reflected in the human psyche" (Kubryakova, 1996).

The concept work can begin with analyzing the actual language unit (or units) as a kind of nucleus around which it is build its periphery, including related concepts, their interrelationships, their combining abilities taken from various sources, ordinary book texts, as well as from various search engines, whose goal is to create a professional picture of the world created in the language studied in the form of a diagram, a table, a mind-up, and any other way of generalization and systematization. Thus, a student with a mosaic thinking will be able to implement his/her strong side - the ability to find the necessary information within its most diverse sources, while at the same time mastering the ability to systematize, interpret, find stable links and associations, and understand the features of using and compatibility of particular language units (Novikova, 2011) in a foreign language, creating a professional language picture of the world and forming a professional language identity. Thus, the features of modern mosaic reflection with its diversity and non-linearity of information obtained from the Internet can be used by creating a certain frame from a disjointed concept, where the cause-effect relationships become clear and understandable, so that their perception becomes qualitatively different, more complete and structured, systemic, which will lead to a more conscious understanding and reproduction in a foreign language. The concept is understood as “a unit of collective knowledge/consciousness, which has a linguistic expression and is marked by ethno-cultural specificity” (Vorkachev, 2001).

We are primarily interested in the cognitive and culturological modern approaches to understanding the concept. The concept in the form of mental education is the link with a social conceptosphere, that is, a cultural unit, fixation of the common human experience and knowledge, of a given individual. The cognitive approach reflects the transition from the private to the general, from the individual cognition to culture, whereas the culturological approach reflects another vector - from the general culture to the individual consciousness. The supporters of the cognitive approach understand the concept as the global thinking unit or the "quantum of structured knowledge" (Popova & Sternin, 1999). The structured knowledge is reflected in the language units of different levels. The concept is also viewed as a discrete operational unit of human memory, a common conceptual system and a language system that also has ethnonational specificity. The concept content reflects the ethno-cultural world of native speakers. From the linguistic point of view, all the vocabulary and special terminology used in the tourist branch can be designated as a semantic field, that is, a group of words united by a common theme, various semantic and associative links, which corresponds to the frame, that is, the organization of representations stored in the memory; the organization of the processing of these representations. The words denoting these representations are naturally related. Thus, the frame semantics explores the interaction of linguistic meanings of the words and structures of knowledge, which are designated by certain linguistic units. That is, we want to say that in the process of studying the professional content of the "tourism" branch by means of a foreign language, the latter ceases to be only the language of study, and becomes the language of instruction in some way. Thus, by studying the profession as a system of interrelated concepts forming a frame structure and using the foreign language means, we improve our foreign language competence along with mastering the profession itself.

Our approach to creativity formation includes the cognitive-educational level and the communicative-activity level, where the professional activity is carried out. The cognitive-educational level is aimed at a motivated cognition process. The main motive for the creativity formation is the awareness of changing...
the requirements for a modern specialist, the cornerstone of which is the demand for a high level of professional, language and communicative competencies. At this stage, the student should familiarize himself/herself with the system of organizing tourism as one of the components of the modern world, one of the most important ways of intercultural dialogue and intercultural communication, serving to exchange the ideas, cultural and national traditions, which generally leads to the formation of a complete personality. Acquaintance with other countries, cultures, representatives of other ethnic groups influences the emergence, formation and development of cognitive interest in foreign language linguistics, and the effect of comparison deepens the interest in their own culture and language, there is a desire to be a worthy representative of their ethnos, culture and country. Tourism is an effective means of protecting nature and cultural traditions, since they are the basis of the resource base of this industry on an international scale. By identifying the goals of tourism, we can reduce them to the main ones, namely: humanitarian, socio-political and economic.

Thus, the result of cognitive activity at the initial level of creativity formation should be the creation of a holistic system vision of the peculiarities of its future professional field, which will allow a student, a future specialist, freely navigating the essence, goals and tasks of his/her professional activity, the subtleties of its content and the organizational work.

The educational materials that stimulate creativity are used as a teaching means at this level. It is the professionally and culturally oriented texts in a foreign language, creating a broad professional and cognitive background, revealing at the same time the key moments of this field of human activity. For this purpose, it is also used the communicative-cognitive exercises in a foreign language that orient the students to master the basic tourism concepts, goals and objectives. Consequently, in accordance with the developed pedagogical model of creativity formation on the first cognitive-educational level, which introduces a student into the world of tourism - internal and external, - it is used the methods of conversation, description, explanation, text analysis, performance of communicative and cognitive exercises in the studied language. For this stage, it is important to recognize the language role as the basis of education, to consider language as a means of promoting cognition, world vision and understanding.

Speech communicative activity finds its embodiment in two main forms - oral and written texts, - which reflect the conditions of professional activity, personal characteristics of the activity subjects, their needs and intentions. Consequently, the content of the communicative-activity level of creativity formation within the framework of the approach proposed is represented by a communicative interaction in the process of solving professional problems based on the students' awareness of their personal cognitive needs aimed at forming the cognitive and linguistic abilities ensuring their competitiveness in the services market. As a result of this stage, we understand the creativity formation and development on the basis of understanding the tourism branch as a frame, a conceptual field.

A special feature of our approach is the awareness of the tourism branch as a conceptual field and a semantic conceptual field consisting of various segments - nuclear and peripheral cognitive features - at the linguistic level. The frame is the cognitive context of a culturally conditioned knowledge that is common to a particular speaking community or part thereof. Thus, we offer to consider the tourism branch as a frame structure, which is represented by a certain semantic field of lexemes, connected by certain semantic relations, in the language. The frame concept often correlates with the scenario concept, which denotes a typical situation that goes back to the prototype. For example, the students are encouraged to form the frame “Tourist Kabardino-Balkaria” based on the material of a foreign language. The students create a conceptual field covering almost all the professional tourism branch, which includes such segments as: customers, that is, the tourist product consumers, stay in the country/region, type of accommodation (hotel, hostel, camping, tourist base), types of transport, main tourist destinations (mountains and ski stations, national parks, cities, etc.), various types of tourist activity (hiking and
horseback riding, rafting, bike rides, alpine skiing, mountaineering, recreation), gastronomy, tourist product price. The students are offered a set of exercises, where the professional vocabulary is given in the form of conceptual groups thematically united in the frame "Tourist Kabardino-Balkaria". The first type includes exercises forming the basic skills of interaction of the concept form and content, that is, its graphic representation, utterance and semantic content. For example, it has studied the topic "place of residence" within the created frame. The students should determine the content of the corresponding lexemes - hotel, apartments, camping, base, cottage in Russian and find their analogues in French and German. The second type of exercises includes the development in structuring the thematic groups united in a frame, consisting in forming the skills for establishing various semantic links existing between them, for example, the issues of logistics and hotel arrangement, route selection, etc. The third type of exercises is aimed at developing the skills in the field of professional communication, including business correspondence (access via the Internet, telephone conversations, hotel booking, publication of tourist booklets, memos, etc.).

A set of exercises, including certain types of them, grouped around various elements of the conceptual tourist picture, is aimed at the creativity formation with the students. Such a set contributes to firstly forming the interest in tourism realities, preparing students for international communication through lexical units, speech, linguistic, cultural and historical information relating to tourism linguistic culture. A set includes also the pre-text exercises with a task to extract information from the text, linguistic and cultural comments, text exercises, namely reading, understanding, comprehension of information about every tourist cluster object, and speech behavior. The post-textual exercises are designed to test the understanding of basic information embedded in the text, the level of knowledge gained on the topic, and creative exercises in the form of tests and maps to fill in relevant information, simulate language situations and communicate on a given topic. It seems to us productive to analyze the whole conceptual volume of a certain structured knowledge related to tourism, to develop this knowledge in the process of teaching a foreign language for the special purposes or professionally oriented in the tourism branch, thereby leading to increased student creativity, increasing their motivation for learning and personal growth as the specialists in tourism.

Conclusions
The study conducted allowed us to make the following conclusions. The analysis made indicates a continuing contradiction between the students' need for specialized knowledge of a foreign language for solving professional problems and the students' unwillingness to use their creative potential in learning their professional activities by means of a foreign language that should be formed and developed in the process of the educational cognitive activity.

Summary
The creation of a common information area in the professional field through the use of semantic tasks, semantic situations, having an independent search nature, oriented toward the solution of communicative tasks, is at the heart of forming the cognitive and creative thinking. The semantic formation initiates creativity as a property of a person, changing the value-semantic scope of a student, creating conditions for his/her competitiveness in the services market, which include tourism. We come to the conclusion that one more productive method of professionally oriented learning of a foreign language can be learning the key concepts united in frames in the professional activity.

Conflict of interest
The authors confirm that the data presented does not contain any conflict of interest.
References


Pedagogical reflection in the professional fine arts teacher training

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Abstract
During the last decade the problem of teacher’s professional reflection has shifted from the field of pedagogical theory into practice. The introduction of the Federal Educational Standard has changed the school didactics. There appeared methods that activate subject qualities not only of a student but of a teacher as well. Active forms of conducting classes, dialogue in teaching and compulsory reflection at lessons requires the teachers themselves to be able to analyze pedagogical process. Each knowledge domain develops its own reflexive toolkit. Teaching activity at lessons on fine art is a complex impact on a student’s sphere of knowledge, skills, attitudes with taking into account his age, abilities, interests. While acquiring artistic-pedagogical education a teacher’s mind integrates two fundamentals – an artistic-creative principle and a teaching one. Therefore self-analysis of pedagogical experience by a teacher-artist has some peculiarities.
The article reveals the direction of teaching a bachelor in the course "Theory and methodology of fine arts teaching" towards the formation of a professional personality, i.e. the one who is ready and able for the professional reflection. The development of this personal ability will allow a future teacher to overcome stereotypes in teaching and stimulate professional self-improvement. The article gives examples of student’s pedagogical reflection research.
Keywords: pedagogical reflection, future teacher of fine art, artist's reflection, the subject of teaching activity.

Introduction
The professional fine art teacher training in the pedagogical institution of higher education presupposes the development of a number of necessary competences. In the content of the discipline "Theory and methodology of fine arts teaching" one of the pedagogical key competencies is formed: readiness to recognize the social significance of their future profession and motivation to carry out professional activities.

Professional pedagogical student formation, the life acquisition independence is impossible without the development of his ability to self-evaluate his own activities without the ability to build a strategy for professional self-determination. The importance of gaining personal integrity factor was pointed out by S. L. Rubinstein: "The conscious, public attitude to work is the core on which the entire psychology of the person is reconstructed; it also becomes the basis and the core of its self-awareness " (Rubinstein, 2002). This ability of the individual relies on such subjective quality as a reflexive analysis of one's own practice, a system of values and relationships. Reflection is a rational thought process aimed at understanding and understanding oneself, one's actions, behavior, experience, relationships, states, life problems (The Big psychological dictionary, 2009). Reflection reveals the personality's ability to self-development, the transformation of its individual personal traits, a system of values, types of meaningful activity, professional experience.

Pedagogical reflection is a necessary condition for the teacher self-development as a subject of teaching activity (a carrier of knowledge and techniques). In the sphere of social relations, pedagogical reflection allows you to regulate emotionally, personally, motivational, communicative aspects of the teacher's activity.
The future fine arts teacher takes possession of two components of the profession: mastery in the field of visual creativity and pedagogical preparation for teaching the subject field "art" in different educational institutions. In our opinion, the professional fine arts teacher reflexion unites the pedagogical reflection and artistic one too. While student achieves the initial educational and pedagogical reflexive analysis of his own experience, pedagogical, artistic and creative practice in the university it includes receptions of reflection into his pedagogical arsenal and it acquires the ability to improve this professional and personal quality further.

Materials and Methods

Reflection of the fine arts teacher is the process of cognition by the teacher as a professional in the field of artistic didactics and methodology and as an organizer of the educational influence on the schoolchild in the process of his acquaintance with art. Teacher reflection presupposes pedagogical self-analysis knowledge, values, assessment of the general ability to work with children. The artist's reflection is a process of visual level self-analysis training, an awareness of the specifics of his own artistic thinking and creative experience, an understanding of the level of claims in art (his own style), self-esteem as a master. As can be seen from the definitions, the subject of reflexion of the first kind is the teacher's rethinking of his ideas about his own role in the educational process, its effectiveness. The professional activity results of the modern teacher are entirely correlated with the level of achievements, knowledge, competence of students.

The student is given the opportunity to model future pedagogical activity on the academic discipline practical lessons based on video lessons, case studies, and training. Theoretical study of the experience of outstanding educators-artists, methodologists, practitioners in this sphere creates the student in the standard image-model of the actions of the teacher of fine arts. In the process of reflection, the student can compare his achievements with the standard level. Another method of mastering the pedagogical technology is the self-analysis in the student's work (within the framework of practice) under the guidance of an experienced teacher, conveying his own experience of lesson self-examination, the student's achievements in school.

In this case, the teacher's reflection is an analysis of the achievement of the set pedagogical goals and their self-evaluation. When student performs practical tasks of the course (reflection map, teacher interviews) he takes possession of the skills of self-analysis, self-organization and self-correction of pedagogical work. In the preparation of a teacher-artist, emphasis is placed on mastering various forms, stages, and methods of pedagogical reflection.

To the general pedagogical reflection forms may be attributed various methods of lesson self-examination, the learning activities products, the analysis of the student's or class's performance. As part of the pedagogical practice, the student is obliged to perform a reflexive analysis of his lessons (notes, videotape) and independently discover pedagogical successes or mistakes in the lesson organization, its didactic equipment. The student should analyze the successes or shortcomings in the work of students, identify ways to correct them. It is possible to distinguish the stages: diagnostic, correctional, resultant, modeling in the professional reflection process of the beginning teacher. The diagnostic reflection stage makes it possible to identify the problem aspects of teaching activity (educational, methodological, educational, didactic, informative, technological, material). The correction stage involves the search for opportunities and reserves for changing pedagogical actions. The resultant stage is aimed at revealing the results of the changed
pedagogical impact (photo-report, analysis of progress). The modeling stage "fixes" the application of the updated ways of organizing the educational process (a new algorithm) in the teacher's practice. The pedagogical reflection methods can be divided into two groups. The first group of techniques is used by the teacher for self-analysis activity, experience, situation (psychological and pedagogical tools). The second group is the methods of reflection, which are used to study the lesson effectiveness by the students. To the visual pedagogical reflection means can be attributed various questionnaires, graphs and scales which allow us to present the analyzed phenomenon essence of pedagogical work.

For the self-assessment of the artist, in the opinion of researchers, it is important to publicly present their achievements when the opinion of spectators and experts is valuable. Artists are more personal, subjective manifestations of reflection. They doubt, experience, and have self-criticism. Observations show that in the structure of artistic and pedagogical activity the presence of artistic reflection "sharpens" the teacher's desire for novelty, for pedagogical and creative experiments.

**Results and discussions**

Psychological and pedagogical studies of the teacher's reflection (Vulfov, Kharkin, 1995) indicate the complexity and multilateral character of this personal phenomenon. Scientists offer various approaches to the description, systematization and typification of the reflective processes of the teacher. To the foreign education system, reflexive technologies are used in the teacher's skills development. M. Wallace writes that most teachers agreed that the pedagogical experience should gradually develop as you continue in the chosen profession, using methods of self-analysis and self-improvement (Wallace, 1998).

Researchers associate the ability to reflect with the pedagogical experience and work experience in different educational institutions. The necessity of the teacher to develop methods of reflection, various forms of professional introspection is justified in scientific research (Bolshakova, 2004). Data on the qualitative change in the educational process and the position of the teacher actively exploring the potential of his profession are given. Such a teacher avoids stereotypes, actively introduces innovative methods, expands educational cooperation.

Pedagogical reflection is a necessary condition for achieving pedagogical mastery. It presupposes a psychological readiness for creative solutions to emerging problems, the ability to analyze new material, conditions and technological possibilities of a professional context that is inevitably and very rapidly changing at the present time.

Dissertational research of Azbukina E.Yu. (2005), Bessonova I.G. (2007), devoted to the study of the pedagogical reflection of the student of a teacher training university, proves the need for a systematic approach to the formation of a professional reflection of the future teacher. Discover a professional resource in the phenomenon of reflexion. Bessonova considers reflexion within the framework of the "I-concept", determines the levels of pedagogical reflection of the student.

In the field of art pedagogy, observations and studies of the specifics of pedagogical reflexion of the fine arts teacher have been published. N.I. Pronina writes about the professional need for the teacher to develop an emotional sphere in the arts: "The creative development of the teacher is determined by an understanding of the problems and the presence of emotional responsiveness - qualities without which reflexivity does not develop" (Pronina, 2005). Teacher N.K. Nelyubina developed a technique called "Fine reflection on words" to develop a figurative vision of schoolchildren (Nelyubina, 2005) The speeches of fine arts teachers at university seminars and conferences testify to their practical interest in reflection and research in this field.

Within the framework of the 4th year students study, 35 teachers of fine arts (general schools, gymnasiuums, children's art schools) from different cities of Tatarstan Republic were interviewed. According to the survey results, 56% of respondents noted that they use methods of pedagogical
reflection in professional activity always; 34% sometimes; never – 10%. All the respondents noted the reference dependence and pedagogical experience. Among the methods of reflection, which teachers often use, they called: scientific and methodical developments – 14%; analysis of student performance in class – 75%; introspection of lessons – 11%. To the question: "Do you see your pedagogical activity" from the side 63% of the respondents positively answered, 37% of respondents "positively responded to the opinions of others?" As a result of professional reflection, the respondents named: the need for professional development – 32%; change in teaching methods – 40%; the search for reserves to improve the educational and creative effectiveness of classes – 16%; forecasting the results of pedagogical work – 12%. All respondents expressed an opinion on the need to include reflection in the teacher work and to study capabilities.

It should be noted that the artistic training of a fine arts teacher is currently subordinate to general pedagogical competencies. Teachers in the survey did not notice the importance of improving their visual level and creative preparation, perhaps it is the error of the survey. The students will conduct an additional study of the specifics of pedagogical reflection of teachers of additional education.

**Conclusion**

The preparation of the future teacher of fine arts is a complex multi-component process. It includes special artistic and creative components. The student personality in the studying process in the university is actively formed, one acquires additional individual and subject qualities. One of such intrinsic qualities that induce the personality to activity and self-development in life and profession is reflection. Pedagogical reflection encourages the student to analyze the knowledge, skills, primary experience of teaching work with children, the vision of himself in the future profession. The future teacher-artist has even greater opportunities for professional reflection since his teaching involves the development of artistic abilities, creative interests, always reinforced by the expanded spectrum of forms of self-knowledge, self-improvement and self-development.

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Educational technologies as an interactive form of students' teaching

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Abstract
Introduction of new pedagogical technologies makes it possible to significantly improve efficiency and effectiveness of pedagogical activity. The article deals with mastering of educational technologies in the course of future teachers' pedagogical training. Technologies are didactic devices that should be diverse. The aim of a university teacher is to provide conditions for these technologies understanding and mastering. The task of a student as a future teacher is to realize the importance of the diversity of interactive technologies, to learn how to apply them in real educational activities and later on to understand what technology is the best one, taking into account the abilities, inclinations and opportunities of school children and also the peculiarities of the subject matter in teaching of which an interactive technology is planned to be applied. A future teacher should be acquainted not only with new knowledge, but also with new methods of teaching that allow each learner to be involved in an active cognitive process, to work in cooperation, to solve various problems in team. That's why interactive technologies arouse such interest. They include: a project technology and educational quest, a technology of critical thinking development, case-technologies. They contribute to the development of cognitive abilities of both students and schoolchildren, to the activation of their thinking potential.

Keywords: educational technologies, project technology, case-method, technology of critical thinking development, educational quest, future teacher.

Introduction
In order to maintain continuity in the sequence "school - university" it is necessary to start preparing future teachers students for applying modern teaching technologies at their lessons. A student should be acquainted at the level of "I can apply" with the knowledge of different pedagogical techniques and methods of working with schoolchildren. These issues are treated by teachers of the university via such disciplines as "History of Pedagogy and Education", "Teaching Theory", "Pedagogical Technologies", "Psychological and Pedagogical Workshop".

However, a student should understand that in the work with schoolchildren, the aspiration of teachers to apply as many methods, techniques and modes known to them as possible is assessed as not effective. In the case of a "student - future teacher" chain, this diversity is productive. And in the chain "teacher - school student" it is hardly advisable. When such work becomes an end in itself, then there will be complete confusion in the heads of school students. But a good joint mastery ("teacher - pupil") using three or four techniques, will bring them to automatism and free use. Only in this case the techniques used at the lesson will become a means of developing and forming universal educational activities.

In the educational community, the technologies that are becoming most popular are a project technology, a case-method, educational quests, technologies of critical thinking development, etc. The relevance of these pedagogical technologies study is justified by the fact that this knowledge will raise the quality of educational activity. The application of interactive technologies aimed at revealing creative and research abilities in the course of learning will allow future teachers to establish themselves in their own profession.

Within the framework of the project "Pedagogical Workshop" the Chair of Pedagogy and Psychology of the Naberezhnye Chelny State Pedagogical University has worked out a plan for investigating the process of studying and applying interactive technologies by students in their practical activities.
The investigation included four stages. The first stage was a search one. At that stage there took place accumulation of theoretical data on the research problem. The second stage was an analytical one. It comprised analysis of the sources on the research topic, of the main research concepts. We also analyzed there the accumulated theoretical material. At that stage there were formulated the goal, tasks, object and the hypothesis of the investigation. The main attention was paid to theoretical problems. The third stage was experimental work. Meeting the requirements on the arrangement of an experiment and its carrying out we worked out a plan of research which comprised a starting, main and monitoring steps. The fourth stage of investigation was a final one. At that stage the obtained data were refined and edited and the results of the study were formulated. These stages are clearly reflected in the Federal State Educational Standard of Higher Education (FSES) and provide for the implementation of new technologies in practical activity with school children.

**Materials and Methods**

The methodological basis of the study is the activity approach in teaching, the theory of the step-by-step formation of mental actions by P. Ya. Galperin, proceedings on the technology of critical thinking development by D. Halpern, A.V/ Mironov, etc. The methodological basis for such educational technologies as a quest is observed in the writings of the following authors-teachers: S.A. Osyak, S.S. Sultanbekova, T.V. Zakharova, E.N. Yakovleva, O.B. Lobanova, E.M. Plekhanova. Project activity is reflected in the works of E.S. Polat.

We applied the following theoretical methods: analysis of scientific literature on the issue; empirical methods (testing, questioning, and experiment); quantitative methods of processing the data. So we will reveal the most basic definitions of interactive learning technologies. For example, the technology of critical thinking development is best suitable for humanitarian disciplines. When implementing such a technology, teachers should be familiar with the sequence of techniques used in it. Our task is to demonstrate in detail various positive and negative aspects of this technology, explaining to students-future teachers certain techniques, including the possibility of using at lessons only some elements of the technology of the critical thinking development. The basic version of this technology includes the following stages: a challenge (when students' knowledge is being activated, their interest in information is being awaken, when an independent setting of the goal of a lesson by a student is being presupposed); comprehension of the obtained new knowledge (that is, a student is immersed in the content of a lesson and qualitatively transforms through perception and comprehension the variety of new information chosen by the teacher for the students); reflection (when a student analyzes and evaluates the results of his educational activity and thereby "generates new knowledge", "sets new learning goals"). This technology involves implementation of these stages through the prism of the techniques of critical thinking development. This variant of work fully corresponds to the active approach of the organization of a lesson, because it includes appropriate elements of such a lesson (Halpern, 2014).

The project method is widely used in the world pedagogical practice. It was first described by American psychologist and educator William Kilpatrick, although it had been used much earlier. It is important to note that the goal of the project method is to solve a problem and obtain a concrete result, in the course of which a future teacher comprehends real objects and processes, phenomena and facts of reality. (Kilpatrick, 1927). Then for the project training it is necessary to select conditions that direct students' motivation for research activity, that is, develop their analytical and research qualities. When they solve new practical and cognitive tasks, they gain the necessary competencies in the field of project activities. Such competencies are also necessary for the implementation of project work at schools in the future. According to E.S. Polat's definition the project method is a method to achieve a didactic goal.
through detailed development of a problem, a technology, which should lead to a very real, tangible practical result, designed in one way or another. (Polat, 2008). This is a set of actions of students with a view to solving a problem significant for them, designed in the form of some final product. The main purpose of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems that require integration of knowledge from different subject areas.

An educational quest refers to a modern interactive form of teaching. The main thing in it is to stimulate students' interest in certain problems. Solving these problems requires them to have a wide range of knowledge, which they master in the process of their activity. It is possible to create and perform tasks that involve practical application of existing or newly acquired knowledge. Thus, an educational quest as a kind of interactive technologies solves the following problems: the educational one - through the involvement of students into active cognitive process (group and individual activities, the identification of skills and abilities to work independently for solving some problem); the developing problem - the development of interest in the educational process, the unfolding of creative abilities, students' imagination, formation of skills in research project activity, skills of independent work with information, erudition and motivation; and the moral problem - stimulating personal responsibility, fostering respect for cultural traditions, history, local history, etc.

As a result, this technology combines direct practical experience with theoretical knowledge. Educational quests can be organized and conducted both at an institution itself (university, school) and outside. For example, it can be conducted on the premises of the university (school); at a school museum, in the park of the university; "Running city" can be organized on the city site with a search for tasks in hiding places and elements of orientation and local history; mixed versions can combine a plot (a legend), tasks, relocation of participants, search, application of information technologies (Osyak, 2015).

Case-study is in line with the activity approach and therefore is introduced into the practice of pedagogical education. In modern pedagogy there are used several types of cases: some are aimed at solving pedagogical (didactic) situations, while others are directed at solving management tasks of lessons. The main task of solving a case-problem by bachelors is deducing what is the essence of the pedagogical problem. In the situation with pedagogical cases, it is detection of the meta-subject content of the assignment, because a case-solution can have several options and levels. (Garnisheva, Khafizova, 2017).

Results and discussions
Adoption of FSES (Federal State Educational Standard) at different levels of education entails reviewing of existing teaching methods. The FSES is based on the activity approach, which presupposes upbringing and development of personal qualities that meet the modern requirements of the society. The technology of activity-based teaching allows the most complete implementation of the tasks of the new generation FSES. This changes the requirements to the quality and results of the students' education related to the formation of such a level of professional competence that will allow them to orientate themselves adequately in what is interesting for children.

A future teacher should not only be acquainted with the new content, but also with new methods of teaching that allow each learner to be involved in an active cognitive process, to work in a team, in cooperation to solve various problems. Therefore, interactive technologies attract interest, because they focus on the purposeful activity of people in the interaction with the surrounding world in the process of solving problems that determine their existence and development. Interactive technologies in the teaching process are aimed at self-realization of creative and research abilities of students. They will help them to establish themselves as future teachers.
There were identified control and experimental groups of students. The results of the diagnostics at the acquaintance level showed good theoretical knowledge of the students about the technologies (high level - 66-72%, average level - 22-24%, low level - 4-12%), but the most of them were not sure if they would be able to use those technologies in their practical work. Only 12% from the control and experimental groups volunteered to conduct classes using the technologies they had learned. To conduct a formative stage of a lesson there were worked out classes (lecture and practical ones) with the application of the technology for developing critical thinking, project technology, case-method and educational quests. The result of the diagnosis after conducting lessons using these technologies in the experimental group showed that 29% of the students coped with the designing and application of these technologies at a sufficiently high level while working with school children, 34% used these technologies, but at an average level. The students mainly used the project technology and the technology of critical thinking development (67%). The case method was used by fewer students (19%). The students showed a great interest in educational quests, but faced material difficulties in organizing and conducting them with school children. In general, the hypothesis that modern educational technologies in teaching pedagogical disciplines contribute to their better adoption and to the acquisition of practical skills was confirmed.

Conclusion
When implementing the activity approach in teaching of pedagogical disciplines educational technologies as an interactive form of training lead to the following results: ensuring a good quality of education, developing educational potential, professional self-determination and creative self-actualization of a future teacher's personality, increasing competitiveness of a graduate in the labor market. They also lead to the formation of conditions for creative self-realization of a student (future teacher). The listed technologies are a didactic tool, with the help of which it is possible to involve students into an active cognitive process. And these technologies help to turn future teachers into organizers of cognitive activity and partners in creative search. Freely choosing the most optimal variant of a training method students should come to the conclusion that only in the process of trials and repetitions one can find the best way of learning. Teaching to choose an interactive technology does not mean imposing the only one point of view. This is the way to the synthesis of everything valuable that takes place in a variety of technologies. A higher education teacher while working with future school teachers should take into account that ultimately a thinking strategy develops when one realizes that it is necessary to begin with a conscious comprehension of the problem. When a student as a future teacher is in search of the best educational learning technology, he analyzes, exercises reflection and thus acquires new skills. The development of such reflexive skills will greatly enhance the personal and intellectual level of a specialist.

References
Application analysis of appraisal in the course of cooperative work with people with special educational needs

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Abstract
The relevance of the problem stated in the article is conditioned by the fact, that application of modern technologies and techniques into the work on the inclusive interaction requires specialists to have a high level of not only psychological and pedagogical but also of other professional competencies. It is necessary for the effective correction of psychoemotional, speech and cognitive functions of people with disorders in development. The goal of the article is working out techniques and arranging professional activities of speech pathologists, speech therapists and other teachers. The main method in the investigation of this problem is a modelling one which allows considering this problem as a goal-directed and regulated process for the improvement of professional and special expertise. The structure of the submitted work includes target, informative, organizational-procedural and productive parts. The purpose of the project was the arrangement of work of the creative platform at the Regional Vascular Centre of the Emergency Hospital and at the Child Care Centre which specializes in working with orphans for acceleration of psychoemotional and physical rehabilitation of patients by means of involving disabled people into volunteer work on an equal basis with healthy people. Consequently, the purpose of this project consists in elaborated study of the mechanisms of the compendium of volunteer support, in higher interaction that could cause better rehabilitation and comfort of both people with limited opportunities, and volunteers.

Keywords: correction, rehabilitation training, people with special educational needs.

Introduction
1.1. The research immediacy – currently the greater focus is being placed on drug-free modalities in the area of social engagement and psychoemotional support of children and adults with special needs (Nosov, 2001). Among such modalities there are methods which are successfully used in practice of a psychologist in correction and preventive care for the functional (social, communicative and psychosocial) patterns of dysontogenetic development (Kadykov, Chernikova, Shahparonova, 2008). However use of these methods is complicated and ineffective for social interaction. The reason of low efficiency of the methods is that the basic principle of these methods is the paradigm of close assistance when the task of simple care for a patient without mutual aid and without comfortable psychoemotional state is set for an expert (O’Sullivan, 2003).

1.2. In this work we put through the approbation of an example of interaction and assistance relating to children and adults with special needs. Social adaptation of patients in society is complicated, the illustrative of which are the increasing levels of socially dangerous actions, loneliness, unemployment. In this regard the need of development of rehabilitation programs and their implementation in practice of future experts training on the example of psychologists is keenly felt (Hussey, Sabonis-Chafee B, O’Brien JC, 2008).
Materials and Methods

2.1. Research methods: In the course of the research the following research methods were used: analysis of reference documents and artefacts, the mental experiment method, forecasting, systematization and generalization of the facts and concepts, studying and synthesis of experience, diagnostic techniques.

2.2. Experimental research base: Regional Vascular Centre at the Autonomous Public Health Care Institution of the Republic of Tatarstan at the Emergency Hospital of the city Naberezhnye Chelny and the specialized Child Care Centre.

2.3. Research stages:
The research can be divided into three stages:
- on the first stage – the preparatory stage – the current state of the studied problem in the psychological theory and practice was analysed; the program of a research technique was developed;
- on the second stage – the main stage – the condition of the psychoemotional, speech and cognitive sphere of children and adults with special needs was studied, priority diagnostic materials were selected; trial work on checking the project efficiency in practice of a prospective psychologist was carried out;
- on the third stage – the final stage – systematization, interpretation and generalization of the research results were carried out; theoretical conclusions were specified; processing and setting of the obtained research results were carried out.

Results

3.1. Structure and content of work:
The developed approaches in practical activities of prospective psychologists include target (purposes, tasks aimed at overcoming of a psychoemotional strain by people with special needs), methodological (approaches, principles), substantial (proximate conditions of the volunteer support organization), organizational and procedural (psychological and pedagogical mechanisms, organizational and pedagogical conditions, scientific and methodical provision) and productive components (effectiveness indicators).

3.2. Implementation stages:
The implementation of this technology assumed carrying out of the following stages of experimental work:
- Carrying out of diagnostics: gnosis, praxis, speech status, appraisal of an emotional state by means of the self-estimated SAM (State of health. Activity. Mood) test and the Spilberg–Khanin test, the Hospital Anxiety and Depression Score, MMSE, expert assessment of doctors and the psychiatrist - for adults. The additional components of assessment of a mental condition of patients: neurodynamic processes (understanding the instructions, execution time), attitude to carrying out of tests (diligence, negligence, passivity, apathy), emotional state;
- Development and implementation of scientific and methodical provision of practical bases. At this stage the experimental control of implementation of the project on support of people with special needs was carried out.

3.2.1. Summative stage
At the summative stage of an experiment diagnostics was carried out as follows: 36 children and adults (18 children and 18 adults) were examined. 98, 2% of the examinees had the coexisting diseases, both in control, and in experimental group. As a result of appraisal of the general emotional state the following was detected: condition of the general anxiety: 82% in the control group and 80% in the experimental group. The number of the patients complaining of derangement of memory was 44% in the control group and 49% in the experimental group respectively. The complaints of asthenoneurotic character, which were noted by almost all the examinees, the vegetative regulation by the examinees was generally caused...
by sympathetic dominance. There weren’t detected any significant distinctions in a condition of psychoemotional nature in the control and experimental groups for the beginning of a research. The key indicators are presented in the table 1.

Table 1 - Indicators of a psychoemotional state for the beginning and the termination of testing (M±m)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Experimental group (n=18/9:9)</th>
<th>Control group (n=18/9:9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before testing</td>
<td>After testing</td>
</tr>
<tr>
<td>Speech condition</td>
<td>53,9±3,4</td>
<td>53,8±4,2</td>
</tr>
<tr>
<td>State of health</td>
<td>172,6±5,8</td>
<td>176,8±6,1</td>
</tr>
<tr>
<td>Mood</td>
<td>149,6±5,7</td>
<td>156,5±6,8*</td>
</tr>
<tr>
<td>Motivation</td>
<td>67,8±4,3</td>
<td>81,2±4,8*</td>
</tr>
</tbody>
</table>

** - statistical significance (p<0,01), * - statistical significance (p<0,05).

3.2.2. Forming stage

At the forming stage of the experiment there was developed and implemented the scientific and methodical provision of the project, presented by the scientific and theoretical (the leading ideas and basic provisions of use of modern technologies in a psychologist practice), substantial (selection and structuring of the content of psychological correction) and methodical (methodical references) levels.

3.3. Content of work:

In the course of the project the following tasks were accomplished:

1. Establishment of conditions for performing the psychoemotional and physical rehabilitation of patients of the Regional Vascular Centre by means of:
   - forming the public interest group of students-volunteers capable to participate in work of the creative platform in the Emergency Hospital;
   - the organization of art therapeutic workshop sessions of joint creativity of children and adults with special educational needs, disabled people and volunteers with the further presentation of works;
   - carrying out diagnostics of a communicative component of an emotional background of children and adults with special educational needs involved in work on the project. To record the results dynamics.

2. Establishment of conditions for realization of the accumulated potential of knowledge and abilities of disabled people through their involvement in work of the creative platform by means of:
   - support and development of mental and creative abilities of children of young people with reduced capabilities;
   - involvement of disabled people in volunteer work on the social project by means of direct participation in workshop sessions on art creativity;
   - carrying out of diagnostics of satisfaction with living conditions and self-realization of the disabled people involved in work on the project. To record the results dynamics;
   - formation of the tolerant attitude of society in relation to physically disabled people;

3. Accumulation and amplification of the methodical material relating to the opportunities and the prospects of carrying out rehabilitation programs in hospitals be means of:
- organization of thematic events (exhibition of works of disabled people, monthly and final exhibition of artworks of the participants of work at the creative platform) promoting drawing attention of media and public to the project;
- accumulation of methodical framework in respect of socialization of disabled people by using art therapeutic techniques;
- making contacts with medical and pedagogical institutions in the cities of the Republic of Tatarstan for the purpose of transfer of the accumulated experience and acquiring of knowledge. In the course of work of the creative platform for patients of hospital the workshop session was held (on oil painting and the reverse applique using plasticine).

The disabled students of the Kazan (Volga) Federal University, lecturers and also the graduates, having necessary knowledge and skills were carrying out the workshop session. The workshop sessions had a unique feature: all participants were working, or, more precisely, were creating the pictures together with disabled people. 18 patients of the Emergency Hospital and 18 children and young people with physical condition (4 years) took part in the event. 10 – 12 students – were helping with work management.

The participants were paired up, everyone was painting his own picture, but each patient of hospital was working at one table with the disabled person. In the course of run of the project the city Naberezhnye Chelny was holding an exhibition of works of children with physical condition, a demonstration of the masterpieces executed on the creative platform. An exhibition of works of all participants of the creative platform was the finishing action of the project.

3.4. Experimental test of efficiency degree of an offered work content of a psychologist:
Consequently, as a result of our researches performance there was detected a positive influence of the rehabilitation events, which we've been held, on the process of recovery of cognitive functions and psychoemotional state of people with special educational needs.

The number of the selected neuropsychological and speech tests did not exceed the temporary limits of work with a patient, having, as a rule, a reduced working capacity, passivity of mental processes and an undue fatigability.

The neuropsychological research was starting with definition of an individual profile of hemispheric asymmetry (lateralization of brain function).

Gnosis, praxis, speech status, appraisal of an emotional state were subject to the research. For the appraisal of an emotional state we used the Hospital Anxiety and Depression Score, expert assessment of doctors and the psychiatrist.

The additional components of appraisal of a mental state of patients are: neurodynamic processes (understanding the instructions, execution time), attitude to carrying out of tests (diligence, negligence, passivity, apathy), emotional state (depression, mournful melancholy, an amimia, demonstrativeness, silliness, vocation for trifling jokes) (see Tables 2 - 5).

For the appraisal of the intergroup researches (for the beginning and the end of the research in the control and experimental groups) we used the t-test (the Student's t-distribution), and for the appraisal of the neuropsychological status we used the nonparametric Friedman test.

All results are put into tables (for the beginning and for the end of the research):
Table 2 - The emotional state dynamics of people with special needs during the pursuance of the research, experimental group (children)

<table>
<thead>
<tr>
<th>Index (points)</th>
<th>The observation stages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 for the beginning of the research</td>
</tr>
<tr>
<td>Anxiety</td>
<td>10,8 ±1,4</td>
</tr>
<tr>
<td>Depression</td>
<td>16,1±1,5</td>
</tr>
</tbody>
</table>

The integrated sum of points appraisal of functional recovery according to the Barthel scale and the emotional state appraisal after the project upon the above-mentioned criteria were the best and the most statistically significant methods.

For reliability of this research we used the following research scheme: appraisal of the neuropsychological and speech anamnesis.

Neuropsychological researches, based on the principles of the syndromic analysis of mental conditions of people with special needs, allowed to compare the impairment of higher mental functions by children and adults in the group and to estimate the dynamics when executing the project.

Table 3 - The emotional state dynamics of people with special needs during the pursuance of the research, experimental group (adults)

<table>
<thead>
<tr>
<th>Index (points)</th>
<th>The observation stages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 for the beginning of the research</td>
</tr>
<tr>
<td>Anxiety</td>
<td>11,8 ±1,3</td>
</tr>
<tr>
<td>Depression</td>
<td>13,1±1,4</td>
</tr>
</tbody>
</table>

In the neurotic status of children and adults with special needs prevailed the sensitive impairments of neuropsychological and emotional state.

Before the project began the statistically significant augmentation of emotional state severity was noted at stages of the follow-up observation.

Table 4 - The emotional impairment dynamics of patients beyond the project, control group (adults)

<table>
<thead>
<tr>
<th>Index (points)</th>
<th>The observation stages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 for the beginning of the research</td>
</tr>
<tr>
<td>Anxiety</td>
<td>10,3 ±1,2</td>
</tr>
<tr>
<td>Depression</td>
<td>12,1±1,3</td>
</tr>
</tbody>
</table>
The emotional impairment dynamics according to the Hospital Anxiety Score – according to the domain of anxiety ($\chi^2 = 3.386, n^- = 3, p < 0.05$) and depression ($\chi^2 = 4.376, n^- = 3, p < 0.001$). When comparing the points in groups before and after research we pointed out statistically significant differences according both to the alarm domain, and to the depression domain ($p < 0.05$).

**Table 5 - The emotional impairment dynamics of patients beyond the project, control group (children)**

<table>
<thead>
<tr>
<th>Index (points)</th>
<th>The observation stages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 for the beginning of the research</td>
</tr>
<tr>
<td>Anxiety</td>
<td>$11.4 \pm 1.3$</td>
</tr>
<tr>
<td>Depression</td>
<td>$12.8 \pm 1.4$</td>
</tr>
</tbody>
</table>

There was detected the anxiety expressed subclinically, whereby the index is significant. At comparative studying of points when conducting the neuropsychological research by the patients we pointed out the statistically significant improvement of recovery indexes of the lost functions: level of anxiety ($r=0.36$) and depression ($r=0.39$). The correlation relationship between severity of an apoplectic attack and mnestic factors wasn’t detected ($r = - 0.19$).

Diagnostics and rehabilitation weren’t limited to control of a neurologic symptomatology and were aimed at creation of optimum conditions for social functioning, improving the quality of life, ability to independent dynamic activity. At the same time we believe that in the current context this problem assumes particular prominence for in these latter days the rehabilitation work comes down to the supportive drug treatment. There is no standardized and clinically approved compendium of social interaction for the moment.

As a result of implementation of the project we obtained the following results:
- created the new course of volunteer work in a hospital which engaged in the charity movement new followers, pupils and students;
- organized the final presentation of works which had been created on the creative platform by patients of the Regional Vascular Centre at the Emergency Hospital for Naberezhnye Chelny and disabled people of the Children Order of Mercy, the students of the Kazan (Volga region) Federal University for Naberezhnye Chelny;
- promoted distribution of information on rehabilitation opportunities by methods of art and communication;
- improved cognitive functions;
- under realization of the Republican actions there were established conditions for interchange of views and development of progressive plans for the future in work of medical and educational institutions with coverage up to 15 municipal units of the Republic of Tatarstan;
- did the groundwork for fulfilment of intellectual and creative potential of children and adults with special needs from various cities of the Republic of Tatarstan.

**Discussions:**
The feature of the project is that children and adults are not assigned by any emotional or emotional-volitional challenges aimed at transformation of their state. A patient is just offered to take part
in the project. Herewith we believe that the modern volunteer concept face a range of particular difficulties:

1. Need of updating of procedures and methods of close support with use of modern technologies.
2. Creations of a complex and uniform system of possible support method.
3. Creation of guidelines, innovative technologies of close support for the purpose of improvement of the effectiveness of recovery and habilitation interaction.
5. Development of accurate criteria of preparation and training of volunteers for support of people with special needs.

Conclusion
The high clinical efficiency of correction of intense disturbance of the central nervous system using the methods of the project within support of children and adults with special needs is proved. The results of researches allow improving clinical training of psychologists and to optimize medical and diagnostic process. It is determined that application of the project techniques allows to overcome most effectively the main components of disturbance of a psycho-emotional state by people with special needs, and to find solutions of psychology and pedagogical and organizational and methodical problems of the recovery period, providing, thereby, information confidentiality and economic efficiency. The materials of the article can be practically useful for the experts and psychologists of medical centres, hospitals and in the course of individual practical activities. Taking into account the results of this research we've obtained it is possible to allocate a number of the scientific problems and the perspective directions demanding further consideration: deepening and extension of some provisions stated in article, connected with formation and accumulation of psychology and pedagogical experience. It is reasonable to use the obtained data in the course of rehabilitation of patients with brain damages, thereby to achieve effective recovery of lost functions as far as possible.

References
Formation of Multicultural Personality of a Preschooler in the Global Society

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Abstract
The article deals with the aspects of the formation of a multicultural personality of a preschooler under conditions of the global society in preschool educational organization. The purpose of this study is to identify the effectiveness of national culture in the preparation of preschoolers to interact with representatives of other cultures with a focus on humanistic values with the help of traditional and innovative educational methods.

Constant monitoring of national development and interethnic relationships allowed designing a conceptual model of the formation of a multicultural personality of a preschooler, which includes such components as target, content, activity, results. The levels, criteria and components of the formation of a multicultural personality of a preschooler in the global society are presented.

Preschool children’s activity according to the partial program “My world, my environment” directed the content of components to the qualitative change: basic knowledge and understanding of the features of multicultural world; capacity for sympathy, empathy, presence (absence) of positively colored emotions in communicating with coevals, regardless of their gender, race, nationality, interest to the process of intercultural interaction; the ability to reproduce the acquired knowledge and understanding in life.

The potential of folk pedagogy, research and design technologies as well as games contributes to the mutual enrichment and mutual penetration of material and spiritual cultures of peoples living in multinational regions.

Keywords: multicultural personality of a preschooler, cognitive, emotional, behavioral criteria of formation of a multicultural personality of a preschooler.

Introduction
There is a constant growth of a wide network of ethnic relations in the global world with a tendency of expansion of spheres of international communication. The presence of prognostic models of progress of these processes, the use of science-based tools promotes mutual enrichment of material and spiritual cultures of ethnic communities. Ensuring tolerant coexistence of nations in the leading world multicultural communities creates the need for multicultural education as an instrument and principle of educational policy (Dzhurinsky, 1998; Dmitriev, 2000; Glaze, 1997; Gorski, Shin, 2000; Banks, 1995). Preparing younger generation for living in a multicultural environment and for intercultural communication from early childhood has become a social order of the society.

The actuality of the scientific problem of the study is to determine the methodological fundamentals and working out the concepts of designing practice of multicultural education in preschool educational organizations leading to preschoolers’ perception of cultural images of their neighbors in the “global village” because of creative cross-cultural enrichment.

Modern scholars point out main strategies of development of multicultural education of preschoolers in view of modernization of preschool education in global society:

• determining the directions of multicultural education: informational saturation; emotional impact (it is important to evoke a response in the child's soul, “stir up” his feelings in the process of information saturation); behavioral norms (knowledge gained by the child about the norms of relations between nations; the rules of etiquette (they must be fixed in child’s behavior) (Danilchenko, 2015);
• design of the algorithm of multicultural education of preschool children: children’s introduction to the people of the nearest national environment; the formation a friendly attitude to coevals and adults of neighboring nationalities on the basis of familiarizing with customs, traditions, languages of another people; the formation of emotionally positive attitude to national and linguistic diversity (Danilchenko, 2015);

• working out models for justifying the opportunities, resources for multicultural education of preschoolers in regions with a multiethnic population and requirements for the selection of forms, methods of educational activity organization for children according to the socio-cultural situation and the levels of their development (Zaitseva, 2012);

• defining the levels of multicultural upbringing of preschool children, conditions of multicultural education of children of preschool age (Lantuh, 2017);

• modeling, operating integrative bilingual curricula in the system of development of preschoolers’ multiculturalism in the regions with a multiethnic population (Yusupova G.F., 2012);

• developing of methodological recommendations for multicultural education under conditions of the need to teach children several languages, including foreign languages (A. M. Gareev a., 2014).

However, the need to continue and to expand the range of research to identify new objective rules of formation skills of international communication in the process of multicultural education of preschool children in the global society remains urgent.

The central goal of the study is to theoretically substantiate and experimentally test the means that contribute to the formation of a culture of interethnic communication as a characteristic of a multicultural personality of a preschooler in a global society.

The objectives are:

1. to carry out a theoretical analysis of scientific literature on the problem of research,
2. to reveal the levels, criteria of formation of a multicultural personality of a preschooler in the global society,
3. to test experimentally the means that help to achieve the goal of research.

Materials and Methods

Different research methods were used to achieve the goal of the study, to solve the tasks and to verify the initial theoretical positions. Theoretical methods include 1) theoretical analysis and generalization of philosophical, cultural, psychological, pedagogical literature, as well as theses on the problem under study; 2) pedagogical modeling. Empirical methods involve questionnaire surveys, pedagogical supervision, conversations, studying and generalization of pedagogical experience, diagnostics, and analysis of products of children's activity. Forming methods comprise development and implementation of a partial program of pedagogical support, the use of active forms and methods of work with preschoolers. Statistical methods incorporate qualitative and quantitative analysis of the results of the pedagogical experiment.

Results and discussions

The formation of national multicultural education and its endorsement as a separate branch of Russian pedagogy ended overall by the end of the XXth century. Scientific and theoretical strategies of multicultural education in Russia revealed in the writings of the founders of the multicultural aspect in the national education (Dmitriev, 2000; Dzhurinsky, 1998; Khotinets, 2002) pointed out the need of knowledge about national cultures, upbringing of tolerant relationships between people belonging to
different ethnic groups. Significant scientific activity in the field of preschool education was focused on the idea of preschool children introduction to different national cultures as a way of tolerance, empathy inculcating in children (Bogomolova, 2003; Suslova, 1974).

Global changes in the world and Russian society required new approaches to the multicultural education provided by the creative development of the accumulated experience. The practical justification of the targets of multicultural education in the beginning of the third millennium against the background of domestic, ethical, aesthetic, educational standards unification to solve various problems of human existence, is the need to form interethnic communication skills: the ability to participate in intercultural communication, to understand a person of another culture, to realize the possibility of enriching native culture (Ivanova, Agranat, 2013).

The main goal of multicultural education of a preschooler in global society has become the formation of a multicultural personality of a preschooler. Multicultural personality of a preschooler is characterized by the presence of elementary ideas about the surrounding reality (native land, its nature); preschooler’s knowledge of material and spiritual culture (art, literature, traditions) of his own people, peoples of the nearest and remote national environment, his existence of knowledge of norms of behavior in everyday life in society, the ability to follow them and to reproduce the knowledge and ideas in real life; the possession of the skills of intercultural communication to enter interpersonal and social relations of people (Kaguy, Khabibullina, 2014).

The development of a preschooler’s multicultural personality provides the following areas of work: the introduction of children to the cultural national identity (language, literature, history); the focus on the preservation of national cultures; harmonious inclusion into the process of national heritage; human, cultural, moral values transmission to new generation; the development of communicative abilities to implement interpersonal, social relationships of people.

The objectives of a multicultural personality of a preschooler formation consist of the development of child’s ideas about the diversity of cultures in Russia and in the world, skills of positive interaction with native speakers; respect, tolerance to different peoples’ upbringing, patriotism inculcation, formation of the core of the cultural interethnic relations.

The global society requires new approaches to a multicultural personality of a preschooler forming. Universal values of paramount importance have put forward as the main ones to determine the interpersonal relationships. The attention to the accumulation of a child’s personal positive experience of interpersonal dialogue with representatives of different nationalities, the formation of ethics of interethnic communication are of great demand. The cognitive, emotional, behavioral criteria helped to diagnose the state of the process of formation of a preschooler’s multicultural personality in preschool educational organization. The cognitive criteria indicate the existence of elementary ideas about native land, peoples of the nearest and remote national environment, its socio-cultural peculiarities; knowledge of the norms of behavior in everyday society life, following them; a true notion about features of the multicultural world, as well as language, speech skills developing (native language). Emotional criteria show the ability to empathize the presence (absence) of positive emotions in communicating with coevals, regardless of their gender, race, nationality, interest, motivation in the process of intercultural interaction. Behavioral criteria reveal the ability to enter intercultural communication with any ethnic group representative, to reproduce the ideas of tolerance in everyday life, to keep to behavioral norms in society (Makhrova I.A., 2012).

These indicators allow determining the levels of formation of a multicultural personality of a preschooler (low, medium, high). One point corresponds to a rare manifestation of the criterion or its insufficient expression. If the criterion is often manifested, it is sufficiently expressed, the child receives two points. Three points show a constant manifestation of the criterion, its vivid expression.
Each of the diagnostic criteria was evaluated by the coefficient calculated by the formula:

\[ K = \frac{K_1 + K_2 + K_3}{3} \]

The average coefficient is calculated by the formula: \( K = \frac{(K_1 + K_2 + K_3)}{3} \). Three levels of formation of the multicultural personality of a preschooler of experimental and control groups were determined by the average coefficient.

High-level characteristic (3 points): a preschooler has complete, essential, specific information about other nations, he is able to communicate with other people, maintain good relationships, demonstrates positive emotions in the dialogue with coevals of other nationalities and the other sex.

Intermediate-level characteristic (2 points): a child possess complete, substantial, specific knowledge of other nationalities; however, the child cannot always communicate with other people, maintains good relationships, rarely displays positive emotions in communicating with coevals of other nationalities and the other sex.

Low-level characteristic (1 point): a preschooler does not possess any information about other nationalities, his ability to empathize are not apparent.

The conceptual model of the formation of a multicultural personality of a preschooler in global society includes the target, content, activity, effective components in the system of three-stage formation. The first stage presents the conditions for the formation of knowledge about a child as a representative of a certain nation, about the culture of child’s native people and the culture of other nations in order to educate valuable and emotional attitude to child’s own "I", to his nationality and to representatives of other nations. Various classes based on the activity-based approach, on speech development, acquaintance with surrounding world, on visual activities were organized. Acquaintance with national literature, oral folk art took place outside the class, during afternoon or morning activities. The second stage was devoted to the deepening, expansion and systematization of knowledge and skills in the work and different play activities. The consolidation and application of knowledge, ideas and skills took place in non-traditional activities (performances, holidays, etc.) at the third stage. At each stage certain pedagogical means of folk pedagogy to develop children’s multicultural abilities acted. Children participated in projects, games, talks to train the ability of cross-cultural dialogue. These lessons facilitate educational impact on preschoolers’ emotional sphere, their consciousness, behavior, thereby developed a multicultural personality of children.

The content of the technology (a partial program “My world, my environment”) was correlated with regional socio-cultural realities. Educational work occurred in the context of social, communicative, cognitive, speech, and artistic, aesthetic, physical evolution of preschool children in preschool organization.

The generalized results of diagnostics of levels of formation of a multicultural personality of preschooler at stating and control stages of the experiment testified significant positive changes in levels of formation of all its components in preschool children of experimental group in comparison with control group. 66% of preschool children in the experimental group demonstrated the high level, in the control group this figure was 38%. If at the stating stage of the experiment 31% and 25% of children from both groups had the average level, these figures were 40% and 32%, respectively at the control stage. The greatest changes appeared at a low level due to child’s transition to the middle and high levels.
Conclusion

1. The content of the concept of “multicultural personality of a preschooler” in global society characteristic to the requirements of global education.

2. The formation of a multicultural personality of the future global society citizen is extremely important. The process of formation of the multicultural personality of a preschooler in global society in preschool educational organization operates in a specially organized educational activity, aimed at a qualitative change in the content of the components of multicultural personality of preschool children.

3. This formation passes three stages from receiving knowledge and understanding to the development of elementary skills. The ability to intercultural communication is regarded as one of the most important criteria.

4. The implementation of conceptual model of the formation of a multicultural personality of preschooler in a global society contributed to a qualitative change in the content of the components of the multicultural personality of preschool children. The hypothesis is experimentally confirmed. The conclusions of the study do not pretend to be an exhaustive solution to the problem under study, only one of the ways of its solution is proposed.

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Role expectations and claims of spouses in mono- and inter-ethnic Russian and Tatar families

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Abstract
The relevance of the problem under consideration is due to the necessity of studying features of family relationship in mono- and interethnic families as a factor defining the quality and the contents of real expectations and claims of spouses in such spheres of family life as intimate sexual sphere, personal identity, household sphere, parental and educational sphere, social activity, emotional and psychotherapeutic sphere and external appeal. The relationships in the family depend mostly on traditions of communication, economic and social state of society, the participation of spouses in household activities. Moreover, it is necessary to consider the type of the family: families with many or no children, families with different leaders, personal qualities of relatives.

The article reveals the results of studying significant differences on the point of family values in Russian, Tatar and mixed families. The aim of the study is to reveal expectations and claims of spouses in mono- and multi-ethnic Russian and Tatar families.

The leading research method of studying this problem is "Real expectations and claims in marriage" (A.N. Volkova) that lets identify hierarchy of spouses' family values and make a conclusion about social and psychological interoperability of spouses in a family.

The outcome of the study presented in the article is the description of cross cultural differences in family values, role expectations and claims of spouses in marriage on the basis of analyzing the indicators of coherence of family values in a Russian family. Thanks to the survey among 75 women and men, aged 25-35 and 40-45, a rather significant specificity, mainly, in the household sphere was revealed.

The materials of the article are of practical value for considering some features of the role structure of the modern family, and defining main directions in counseling married couples.

Keywords: ethno-psychological features, mono-ethnic and ethnic Russian, Tatar families, family values, role expectations and claims.

Introduction
The interest for cross-cultural research in psychology is connected with searching solutions for political, social and economic problems, outbreaks in inter-ethnic conflicts and nationalism in daily life. In this regard, as well as regarding the growing tendency of the increase of the number of multinational families, the problem of studying features conjugal relationship in mono-ethnic and multinational families is considered to be very urgent.

The relationship in a family depend mostly on traditions of communication, economic and social state of society, family dependence on the society, the participation of spouses in household activities and the type of the family: families with many or no children, the leading position of spouses, personal qualities of relatives (Sakaev, 2016).

All these aspects are connected with the national culture and traditions of every spouse. Russian and Tatar people have lived next to each other for a long time, in modern Russia the both nations have a lot in common in the way of life and in history. However, as numerous surveys show these nations have a rather significant specificity in, mainly, household sphere. This specificity cannot but have impact on family relationship (Yusupov, 2014).
Materials and Methods

Choosing the subject of the research, we took into consideration the fact that violations in the relationship of spouses in multinational families may result from the contradictory nature of spouses' demands formed before the marriage on the basis of personal features and specificity of social and cultural environment (Shakhbanova, Zagutin, Kasyanov, Magomedova, Bineeva, Samygin, 2018). The aim of the work is to reveal expectations and claims of spouses in mono- and multi-ethnic Russian and Tatar families. The research method is "Role expectations and claims in marriage" (REC), elaborated by A.N. Volkova (Krisko, 2004).

Results and discussions

Let us analyze some indicators gained in the result of studying role expectations and claims in marriage, according to the method REC (Druzhinin V.N., 2002). In figure 1 there are indicators of significance of family values according to method REC in mono-ethnic Russian families.

![Figure 1. Indicators showing significance of family values in mono-ethnic Russian families according to method REC](image)

Note: 1 – intimate sexual sphere; 2 – personal identity; 3 – household sphere; 4 – parental and educational sphere; 5 – social activity; 6 – emotional and psychotherapeutic sphere; 7 – external appeal

Statistical differences in indicators of significance of family values between husbands and wives have been revealed on scale "external appeal" (p = 0.05), i.e. attractive look, compliance to standards of fashion, as well as a good-looking partner are more important for women than for men. Women are more willing to look nice and have fashionable clothes. There are no differences revealed on other scales.

Further there is an analysis of indicators showing the coherence of family values in Russian families (figure 2).
Analyzing the indicators, we need to point out that in all spheres of family life there is coherence between role expectations and claims of spouses in marriage, the rates of coherence of family values (CFV) are within 3 points. In this connection in sphere "external appeal" there is a slight disagreement, in comparison with the indicators of CFV of the other spheres (p = 0,05).

So, the study of family values, role expectations and claims of spouses in marriage in mono-ethnic Russian families points to the following: husbands, as well as wives appreciate high economic standard of living (p = 0,05) and achievements (p = 0,01). In contrast to women, men attach great importance to family and social life spheres (p = 0,01); unlike men, women attach importance to passion (p = 0,05) (Tereshchenko, Zakirova, Khamitova, Frolova, 2016).

We are proceeding to the study of the significance of family values in mono-ethnic Tatar families according to the data of method REC. Here are the results depicted in figure 3.

Statistical differences in indicators of significance of family values between men and women have been revealed on scale "external appeal" (p = 0,05), i.e. attractive look, compliance to standards of fashion, as well as a good-looking partner are more important for women than for men. Women have more desire to look nice and have fashionable clothes. No other differences between Tatar women and men have been found on the other scales.
Figure 3. Indicators showing significance of family values in mono-ethnic Tatar families according to method REC

Note: 1 – intimate sexual sphere; 2 – personal identity; 3 – household sphere; 4 – parental and educational sphere; 5 – social activity; 6 – emotional and psychotherapeutic sphere; 7 – external appeal.

Considering the data of coherence of family values in mono-ethnic Tatar families we can find the results in figure 4.

The coherence of family values is characterized by the difference in the number of points in indicators on scale "family values of the husband" and on scale "family values of the wife". The less difference is, the more coherence is observed in terms of spouses' ideas about the most significant spheres of family life. The difference within three points will not cause any problems in relationships; on the contrary, the difference in more than three points signals a rather high degree of conflicts between spouses.

Analyzing the coherence of family values in mono-ethnic Tatar families, we can make a conclusion that on all the scales, except for the scale "external appeal", the indicators are within the normal range (CFV does not exceed 3 points).
So, the likelihood of the outbreak of conflicts is insignificant in the sphere of social activity, in the intimate sexual sphere, personal identity, the household sphere, the parental and educational sphere, as well as in the emotional psychotherapeutic sphere. Tatar families are likely to have the outbreaks of disagreement and conflicts on the basis of spouses’ ideas concerning the external appeal of the partner. In this matter the expectations of one of the spouses (mostly husbands) do not coincide with the ideas of the other partner (mostly wives) in terms of his or her appearance. The subject matter is about following the fashion, willingness to have nice and fashionable clothes in order to comply with modern models of appearance.

Let us consider the data gained in the result of studying family values, role expectations and claims in marriage in multinational families according to method REC. In figure 5 there are indicators for multi-ethnic families (the husband is Russian, whereas the wife is Tatar).
Figure 5. Significance of family values in multi-ethnic families (the husband is Russian, the wife is Tatar).

Note: 1 – intimate sexual sphere; 2 – personal identity; 3 – household sphere; 4 – parental and educational sphere; 5 – social activity; 6 – emotional and psychotherapeutic sphere; 7 – external appeal.

The statistical analysis of the data conducted with the use of Student’s T-test results in the following conclusion. Statistical differences in the indexes of the significance of family values between men and women have been revealed according to the scale “external appeal” (p = 0.01) and households sphere (p = 0.05). Namely, for Tatar wives their own appearance, compliance to standards of fashion and a good-looking partner are of greater value than for Russian husbands. It’s typical for them to have nice and fashionable clothes. Household sphere for women is regarded as the degree of expectation of active fulfilling everyday duties on the part of the partner. Women increasingly make demands on the participation of the spouse in the organization of the welfare, so their partner’s skills in household activities are of great importance. Women take a more active part in housekeeping. According to the other scales there are no significant differences that have been found out.

Let us analyze the coherence of family values in multi-ethnic families where the husband is Russian and the wife is Tatar (figure 6).
Figure 6. The coherence of family values in multi-ethnic families
(the husband is Russian, the wife is Tatar).

Note: 1 – intimate sexual sphere; 2 – personal identity; 3 – household sphere; 4 – parental and educational sphere; 5 – social activity; 6 – emotional and psychotherapeutic sphere; 7 – external appeal.

Analyzing the indicators we can point out that in all the spheres of family life there is some coherence between role expectations and claims of spouses in marriage, as the rate of CFV is within three points. Nevertheless, we need to mention that in the sphere of external appeal the average indicator of CFV is 2.9, i.e. it is about to be in the field of disagreement. In this matter there can be some disagreement, irritation and conflict concerning the issues of the spouse's appearance. Expectations of Russian husbands about the appearance of Tatar wives are higher, they want their wives to follow fashion and wear pretty clothes. The main reason for the probable frustration with marriage on the part of Tatar women maybe hidden in emotional dissatisfaction with the level of claims of their spouses, concerning their appearance and a low evaluation of their external appeal.

Let us consider the data gained in the result of studying family values, role expectations and claims in marriage in multi-ethnic families where the husband is Tatar, and the wife is Russian (figure 7).
Figure 7. Significance of family values in multi-ethnic families (the husband is Tatar, the wife is Russian) according to method REC.

Note: 1 – intimate sexual sphere; 2 – personal identity; 3 – household sphere; 4 – parental and educational sphere; 5 – social activity; 6 – emotional and psychotherapeutic sphere; 7 – external appeal.

The statistical analysis of the data conducted with the use of Student's T-test (figure 7) shows some significant differences on scale “social activity” (p = 0.05). These differences are connected with the fact that Russian wives are active by themselves, or the expectations addressing their spouse's social (professional) activity are higher. They find professional demands very important for their stable relationships in marriage. On the other scales there are no significant differences in the indicators of family values between men and women.

Analyzing the coherence of family values in multi-ethnic families where the husband is Tatar and the wife is Russian we can find coherence on all the scales (figure 8).

Figure 8. The coherence of family values in multi-ethnic families (the husband is Tatar, the wife is Russian).

Note: 1 – intimate sexual sphere; 2 – personal identity; 3 – household sphere; 4 – parental and educational sphere; 5 – social activity; 6 – emotional and psychotherapeutic sphere; 7 – external appeal.
Conclusion

Summing up the cross-cultural comparison of role expectations and claims of spouses in marriage, we need to point out the following.

In intimate sexual sphere there is a difference between mono- and multi-ethnic families. Sexual harmony is considered to be an important prerequisite for a happy marriage to a greater extent in multi-ethnic families (the husband is Tatar, the wife is Russian) \((p = 0.05)\), whereas multi-ethnic families (the husband is Russian and the wife is Tatar) underestimate, to some degree the sexual relationship in marriage, in comparison with the other types of families \((p = 0.05)\).

Expectations of a community of interests, demands, values and ways of passing the time are greater in mono-ethnic families \((p = 0.05)\), spouses in multi-ethnic families are more likely to have personal autonomy \((p = 0.05)\).

Mono-ethnic Tatar families in comparison with the other families are characterized by a high-degree mindset to fulfill household functions of the family \((p = 0.05)\), whereas multi-ethnic families (the husband is Russian and the wife is Tatar) have a low degree of willingness regarding housekeeping \((p = 0.05)\).

The emotional psychotherapeutic function of marriage is considered to be important for all the families.

Common indicators of coherence of family values and the statistical comparison point to the fact that all the married couples on the whole are rather harmonious. However, in mono-ethnic Tatar and multi-ethnic families (the husband is Russian and the wife is Tatar) there is some disagreement in the aspect of the external appeal of spouses \((p = 0.01)\).

Taking into consideration all the mentioned above, we may conclude that there are some cross-cultural differences in terms of family values, role expectations and claims of spouses in marriage (Dodina, 2008).

References


Goal-setting and Ideal Activity Patterns as Basis for Children and Youth Vision of Future

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Abstract
One of the most important aspects of dealing with the high potential children and youth is defining their ideal activity patterns, that is detecting definite images that they aim at, the ideals that they pursue and compare their achievements with. The chosen ideal pattern becomes a basis for treating oneself and the environment. The benchmarks that are determined by the ideal activity patterns make the children and the young people choose their life path and behavioural strategies.

The research was carried out on the data received in the course of monitoring the availability of the high potential children and youth state support program and conditions for their self-realization. The conducted research proves the correlation between the goal-setting, the ideal activity patterns and the vision of a future. However, the investigation detected several problems within the investigated sphere: a) more than one third of the children and youth do not have any vision of a future; b) the vision of a professional future differs dramatically within the groups of the respondents; c) one fourth of the children and young people found it difficult to name their aims for the next year. The investigation also detected the dependence of the goal-setting on the presence or absence of the individual development plan.

Thus, the issue of the shaping the vision of a future is problematic for the children and youth. The authors of the article call upon all subjects of the educational process to pay greater attention to ideal activity patterns when working out a high potential children’s and young people’s individual development plan as well as their goal-setting.

Keywords: High potential children and youth, goal-setting, ideal activity patterns, individual development plan, the vision of a future.

Introduction
As many countries of the world the Republic of Tatarstan (Russia) considers the high potential children and youth (further on, HP children and youth) support to be one of the most important issues of the state. The program, realized in this sphere in Tatarstan, is based upon the “Concept of the HP children and young intellectual and creative development support in the Republic of Tatarstan “Perspektiva” (that in its turn was developed in accordance with the “Concept of the National system of the HP children and young detecting and support in the Russian Federation”). Together with the state program “Strategic Management of the Talents in the Republic of Tatarstan in 2015-2020” (further on “The State Program”) these programs are aimed at detecting, supporting the gifted children and young people and integrating them in the economics of Russia (State program “Strategic management of the talents in the Republic of Tatarstan for 2015-2020”, 2015; The concept of developing and implementation of the children and adolescents intellectual and creative development ‘Perspektiva’, 2015).

One of the most important objectives of the HP children support program realization is developing the Republican monitoring system.

In 2017 the research group of Naberezhnye Chelny Teachers Training University held a monitoring of the state support measures availability and the conditions for the HP children and young people self-realization in the Republic of Tatarstan.
Materials and Methods
The investigation was held on the questionnaire data. The respondents included the target groups of children and the young, mentors and parents from different regions of Tatarstan. Several monitoring indicators were aimed at reflecting the children’s and young people’s goal-setting and defining the ideal activity patterns.

The fundamental works by such scientists as K.A. Abulhanova-Slavskaya, N.A. Bernshtein, V.V. Vasilkova, E.I. Golovaha, E.N. Knyazeva, A.A. Kronik, S.N. Kurdyumov, A.A. Loginov, K. Obuhovsky state that the vision of a future is a factor that determines the present (Abulhanova, Berezina, 2001; Golovaha, Kronik, 1984; Obuhovsky, 1981).

“The vision of a future is a synthesis of the cognitive and emotional processes in which the past events and the projected future actions and conditions are realized and endowed with meaning and emotional colouring” (Bykova, 2002). Different people’s vision of a future can be considered through the dichotomic models ‘active - passive’ vision of a future, ‘definite – indefinite’ image. Vision of a future orientates a person in the long time perspective and makes the current events meaningful. Person’s wholeness lies in the system of his values that include ideal vision of his life as well as the ideal activity patterns (Iljin, 1994).

Choosing the course of life, behavioural strategies are in many respects determined by the ideal activity patterns. Conscious ideals become the patterns of treating oneself and the people around. Activity patterns encourage people to pursue them, to compare the present and the desired, make people improve their qualities and skills as well as develop and change. Thus, one of the most important aspects of working with HP children is defining their ideal activity patterns, i.e. some definite personages that may be real people as well as literary characters, contemporary or historic figures. The main thing is an ideal that the young strive for and compare their current achievements with the desired ones. The chosen ideal pattern often determines person’s development, goal-setting and later on his individual development plan.

Results and discussions
The questionnaire, which served practical material for the research, included the questions for children, young people, mentors and parents about goal-setting, ideal activity patterns and individual development plan (further on, IDP).

The respondents of the category "HP Children and Young people" answered the following questions:
- Where do you intend to realize yourself in the future?
- Who takes part in your development planning?
- In what way is your development plan created?
- What is planned for 2018? Where is it recorded?
- Whose development experience advances do you look up to?

The developed indicators revealed answers to the questions in the mentors’ questionnaires:
- Where will your mentees be top requested?
- Who is responsible for developing your mentees’ IDP?
- What is the percentage of children, who have IDPs, among your mentees? What is planned by your HP children for 2018? Where is it recorded?

In the questionnaires for parents the answers to the following questions were analyzed and interpreted:
- Where does your child intend to realize himself?
- Who, besides you, takes part in developing your child's IDP?
- Who is your child’s role model / ideal? Whom does your child pattern his behavior on?
The total of 1200 questionnaires were analyzed and interpreted. This includes 850 questionnaires of children and young people aged 12 to 30, 208 questionnaires of mentors, 142 questionnaires of parents. The results analysis made it possible to form the vision of goal-setting, ideal activity patterns and some aspects of the children and young people vision of a future. The following bar graph represents the vision of a future the way HP children and youth, their mentors and parents see it.

![Figure 01 The vision of future jobs in the children, mentors and parents responses](image)

The mentors being mainly the representatives of the education sphere see their mentees in the same sphere. Naturally, any professional delivers his own ideal activity patterns, in this case we deal with the ideal pedagogical patterns. However, according to the survey the parents don't consider education as a career for their children.

Creative professions and sports are equally represented as future career by the three categories of the respondents. Most likely they are children who do art and sports at the moment. In different parts of Tatarstan 8% of the parents, 8.7% of the children, 8% of the mentors definitely state the HP children choice in the sphere of arts such as music, choreography, theater. Even a more accurate coincidence in the responses can be traced within the sphere of sport: about 3% in all the categories of the respondents. Greater attention is drawn by the categories that don’t show such uniformity, for instance the spheres of IT, business, medicine and management. Moreover, it should be noted that these spheres dramatically lack mentors.

Thus, the vision of a professional future in the eyes of children, mentors and parents is seriously different, except for the field creativity and sports. IT sphere, entrepreneurship, management are especially problematic. This fact requires attention of the educational establishments and authorities. It is necessary to dynamically develop those areas which are directly related to professional activities in these areas. At the same time, it is necessary to expand the material and technical bases of the additional education.
institutions, invite specialists for cooperation from the professional fields which are popular among the children and young people.

No doubt, it is vital to separately focus on the issue of the goal-setting of children and young people. Speech reflects our consciousness and as a consequence it is reflected in patterns of behavior. When answering the question "What are your goals for 2018?" 60% of children and young people refer to procedural actions: to study, to try, to participate. In the answers of children and young people there is no wording in the goal-setting that could state for the vision of a future as a result rather than a process. The responses often go as ‘to become better’, ‘to expand the circle of acquaintances’, ‘to study well’.

25% of the respondents from the number of children and adolescents mention definite goals: ‘to develop a program ...’, ‘to write a book’, ‘to start a school of choreography’, ‘to start a bakery’, ‘to become Mr. Olympia 2018’, ‘to build a dairy factory’ and etc. Out of these 10% there are goals related to study but formulated as a result – ‘to enter the university’, to receive a grant for study abroad’, and so on. About 15% of the respondents found it difficult to formulate their goals.

Figure.02 The pie chart reflecting the children’s and youth’s goal-setting. Mentors’ responses are quite different. Answering the corresponding question 80 % of the mentors stated that their goal-setting is aimed at a result. The mentors mentioned the following goals: ‘to develop a project aimed at single-sex education and its implementation’, ‘to hold summer lectures in the parks’, ‘to win a grant’, etc. Only 18 % of the mentors consider process-like goals such as ‘to get acquainted with the new trends’, ‘to take part in a contest’, etc. 2 % of the teachers and mentors did not answer the question about their mentees’ goal-setting.
To sum up, the mentors’ responses show a more efficient approach to goal-setting, though it is not reflected in the children’s responses. On the one hand, mentors’ and children’s viewpoints should be different. On the other hand, small percentage of the goals aimed at the result indicates that goal-setting activity should be intensified. Probably, the issue of ‘goal-setting’ should become a part of the mentors’ extension courses.

The responses to the question ‘Whose example or experience do you follow? What are they?’ that reflect the ideal activity patterns indicate the current situation. That is the following: 30% of the HP children and youth name relatives as the ideal activity patterns, 14% of the same group look up to their teachers and mentors, 10% of the respondents mentioned internationally-known professionals or celebrities. 10.5% of the children and youth have no ideal activity patterns, here one can attach also 8.5% of those children and the young who rely on their own experience and 15% of those who enumerate indefinite activity patterns such as ‘artists’, ‘journalists, ‘successful people’. Therefore, proved by the numerous studies the existing connection between the ideal activity patterns and the goal-setting when developing the vision of a future suggests that one third of the children and adolescents do not have any definite vision of a future.
One can trace a certain dependence of the goal-setting on the absence or presence of the ideal patterns. 83% of the respondents who pointed to the absence of the ideal activity patterns have no definite goals for the next year.

Table 01. The example of the responses in the questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Whose example or experience do you follow?</th>
<th>What is planned for the next year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>No one’s</td>
<td>To improve my personal qualities.</td>
</tr>
<tr>
<td>Respondent 2</td>
<td>Nobody’s</td>
<td>To proceed to the 11th form at school.</td>
</tr>
</tbody>
</table>

In the group of the children who have defined their goals only 5% of them could not name the ideal activity patterns (the total number of such responses is 31.5%).

More than third of the children and adolescents name their relatives as ideal activity patterns. Among them they point out parents, sometimes siblings and other relatives. Most of such respondents (with their relatives as ideals) are aimed at their academic achievements. Their goals include ‘to complete a course work’, ‘to graduate with the strait ‘A’, etc. Several respondents mention that they find it important because they ‘want their parents to be proud of them’ or ‘want them to be happy’.

Analysing the responses of the children and young people who have chosen their teachers or mentors as their ideal activity patterns it was noticed that 96% of them set their goals in the sphere as their mentors.
Table 02. The responses of the children and young whose mentors serve ideal activity patterns

<table>
<thead>
<tr>
<th>Question</th>
<th>Whose example or experience do you follow? What are they?</th>
<th>What is planned for the next year (2018)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent 1</td>
<td>The Headmaster of the IT Lyceum of Kazan state University</td>
<td>To develop a wireless charger on the basis of the bracelet.</td>
</tr>
<tr>
<td>Respondent 2</td>
<td>My teacher of the Korean language</td>
<td>To pass an examination in Korean to get the third level.</td>
</tr>
<tr>
<td>Respondent 3</td>
<td>Nigmatullina Razina Ramazanovna</td>
<td>To complete a thesis.</td>
</tr>
</tbody>
</table>

L.S. Vygotsky defined the so called ‘distant dominant’ (great interest in the future) that is of great importance for teenage (Vygotsky, 1978). One of the essential factors of the conscious living arrangement is developing one’s own IDP. The data analysis by the indicator ‘Individual development plan (IDP)’ presents quite a contradictory picture. Most children (47 %) believe that they create this plan themselves. However, the parents (78 %) take the responsibilities for the development of the individual development plan, 76 % of the mentors state that it is up to them to work out the IDP for their mentees. The received data speak for the fact that the mentors realize their leading role in working out the mentee’s IDP and successfully set definite goals for them. However, the IDP is not always recorded; the IDP as a document is a rare thing. Thus, there is no systematic or structural approach to the IDP development by the above mentioned categories of the respondents.

Conclusion
Numerous research works prove that defining the vision of the future that is reflected in the goal-setting, IDP and ideal activity patterns has great influence on life choices, leisure time activities as well as selecting school or university subjects. Conscious choice of the life route with the orientation on the ideal activity patterns is an integral part of the child’s growing up. The investigation exposed a number of problems in the education background as well as in the mentors’ support system and the vision of a future by the children and young people. To conclude, it is vital to pay great attention to all the subjects of the educational system, on the value of the ideal activity patterns when working out an IDP and on the neat goal-setting.

References


Analysis of the linguistic and educational capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages

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Abstract
The relevance of the research in the article is determined by the need to analyze the linguodidactical capabilities of information and communication technology (ICT) tools for organizing and conducting project activities in teaching foreign languages at a university. The purpose of this study is to scientifically and practically substantiate the linguodidactic capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages. A special role in the article is played by the discussion of the essence of the disclosure of the linguodidactic capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages, as well as the revision of the paradigm of educational interaction between participants in the educational process and interactive learning tools. The scientific novelty of the research is that the scientific substantiation, essence and structure of the complex application of the linguodidactic capabilities of ICT facilities for the organization and carrying out of the project activity in the teaching of foreign languages in the university are presented in the article. The practical significance of the research results is that the main provisions and conclusions can be used: in the process of preparing scientific and pedagogical personnel; on the courses of professional development of university teachers; when organizing the international activity of educational institutions.

Keywords: computer linguodidactics, linguodidactical possibilities, the paradigm of educational interaction, information and communication technologies, organization and carrying out of project activities, teaching foreign languages, electronic means of educational purpose, components of software and methodological support, the formation of a foreign communicative competence, interactive teaching aids.

Introduction
The process of informatization of higher education in Russia requires new approaches to using the potential of ICT tools for the development of the personality of students, increasing the level of creativity of their thinking, developing skills to develop a strategy for finding solutions both for educational and practical purposes. The introduction of a new branch of knowledge - computer linguodidactics, where the computer is characterized as a didactic means, representing material in a special way and influencing the learning process of a foreign language acquires special significance. "Computer linguodidactics is a field of linguodidactics that studies the theory and practice of using computers in teaching a foreign language" (Zubova, 2001). Currently, methodologically, education is dominated by a traditional...
approach to teaching foreign languages with the resulting contradictions, due to the unrealized possibilities of ICT for the purpose of organizing and carrying out project activities in teaching foreign languages at a university. It is important that the project method is not used instead of systematic subject teaching in foreign languages, but along with it as a component of the education system. Work on the project method is a relatively high level of the complexity of pedagogical activity. A distinctive feature of the project activity in teaching foreign languages is the search for information, which will then be processed, understood and presented to the participants of the project team. The result of work on the project in teaching foreign languages is an educational product as the most acceptable means of solving the problem, which is significant for the training of university students.

Methodology
Scientific substantiation of the linguodidactic capabilities of ICT tools for the organization and implementation of project activities in teaching foreign languages in higher education.

As a scientific substantiation of the research, the article presents an analysis of the linguodidactical capabilities of ICT tools for project activities in foreign languages and the principles of organizing project activities using electronic teaching aids in the teaching of foreign languages. The basis for the development of the topic was the general-democratic and methodological principles of teaching foreign languages (Benoit, 2013; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Shchukin, 2007). One of the important oddodidakticheskikh principles of teaching foreign languages is the principle of personally oriented orientation of learning. The second obshdidakticheskim principle is the principle of consciousness. The third didactic principle: the principle of the creative nature of teaching, which consists in the fact that teaching foreign languages, aimed at developing the ability of students to intercultural communication, should be built as a creative process. The fourth didactic principle: the principle of the activity character of instruction in general and foreign languages in particular. The fifth didactic principle: the principle of autonomy, which consists in the fact that teaching foreign languages should be aimed at forming the autonomy of the student in the learning activity for mastering the specific language studied.

To the methodological principles that characterize the modern teaching of IJ acting independently of the language being studied, above all, the principle of the communicative orientation of learning. The study takes into account the principles of organization of project activities using electronic educational tools in the teaching of foreign languages (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004; Zubova, 2001). It was established that the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; prepared a plan for organizing the project and students for the implementation of projects; Provided guidance to the project by teachers - discussion of the selected topic, work plan and maintaining a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; It is mandatory to present the results of the work on the project in one form or another.

Characteristics of electronic educational tools for carrying out project activities when teaching foreign languages at a university.

Under the electronic means of educational purpose (ESUN) for carrying out project activities and developing a foreign communicative competence is understood "a set of applied and instrumental software tools and educational materials aimed at automating the processes of collecting, retrieving, archiving, transmitting, receiving, replicating information of another language" ( Smirnova, 2007). Among these ESUNS are: specially created, for carrying out project activities and teaching foreign languages computer programs, different shaped application, encyclopedias, reference books and other
programs that can be effectively used for training purposes. Russian and foreign scientists in the complex of programs used to study the language, mainly include the following varieties: -Programs specially designed for training: "drill and practice" (tutorial and practical exercises) and "tutorial" (consultations) and programs that model the language environment; -programs for self-study of language ("self-study package"); -programs intended for practical use-business correspondence programs, analogue programs and computer versions of phrase books (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova 2013; Shturba, 2004). In addition, it can be application programs - all the variety of existing commercial programs: from text editors and spelling checkers to archival and game programs; instrumental programs that allow the teacher to create computer didactic materials that target specific groups of students. Although the tools are primarily for the instructor-developer of educational materials, they can also be successfully used for learning a foreign language.

**Complex application of linguodidactic capabilities of ICT tools for the organization and conduct of project activities: when teaching foreign languages at a university.**

The comprehensive application of the linguodidactical capabilities of ICT facilities is considered in relation to the practice of using electronic educational tools for the organization of project activities on the basis of foreign languages and components of software and methodological support for carrying out project activities in the teaching of foreign languages. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills. It should be noted that the use of ESUN contributes to the acceleration of the learning process, the growth of students' interest in the subject, improves the quality of mastering the material, allows individualizing the learning process and makes it possible to avoid the subjectivity of the assessment. The most frequently used ICT tools in the educational process are: electronic textbooks and manuals, demonstrated using a computer and a multimedia projector; electronic encyclopedias and reference books; simulators and testing programs; educational resources of the Internet; authentic video and audio materials; multimedia presentations; Scientific research works and projects in a foreign language. Among the many factors that determine the possibility of learning when using ICT, the most important is the availability of special software and methodological support (MIP). In a broad sense, the program and methodological support of education includes: programs that allow computerizing the organization of the learning process (for example, databases for the organization of distance learning); programs used to prepare training materials; programs designed specifically for learning. The concept of "software and methodological provision of training" can be attributed to a complex of computer training tools and electronic educational tools intended for learning a foreign language.

**Experience of the implementation of program and methodological support, the structure and content of the course "Information and communication technologies in the formation of foreign communicative competence".**

According to the results of the research in Russian universities (FGBOU VO "Russian State Social University", FBBOUI VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after SP Korolev", FGBOU HPE "Togliatti State University") the course "Information and communication technologies in the formation of a communicative competence in another language" was developed. The authors distinguish three stages of work on the formation of a communicative competence that is foreign speaking: the first stage (the formation of lexical, pronunciation, grammatical and spelling skills); the second stage (improvement of skills acquired in the first stage); the third stage (the formation of skills
of foreign speech activity). To use the ICT tools in the formation of the communicative competence of students in other languages, the authors developed a block-modular structure of the methodical support of the course "Information and Communication Technologies in the Formation of Foreign Communicative Competence", which is a form of joint activity of the teaching, teaching and support staff of the university and students implementing subordinated functions on information, educational-methodical, technical support, training and monitoring. The block-modular structure of the methodological support of the course "Information and Communication Technologies in the Formation of Foreign Communicative Competence" includes: the "Organizational and Input Support" block; block 1. "Training course"; block 2. "Information and reference support"; block 3. "Results of application of the course" (Smirnova, 2007).

So, the presented possibilities of using ICT tools in the formation of foreign-language communicative competence and their advantages over traditional methods of teaching can be viewed as a tool for increasing motivation, developing strong language skills and improving the mastery of a foreign language. The use of ICT means allows not only to increase the effectiveness of teaching, but also to stimulate students to further independent study of a foreign language.

Results
As a result of the research, the article presents the analysis and scientific justification, as well as the nature and structure of the integrated application of the linguodidactic capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages at the university. Previously, the analysis of the linguodidactical capabilities of ICT facilities for the project activity on foreign languages was conducted, the principles of the organization of project activities using electronic means for educational purposes in the teaching of foreign languages, as well as the description of electronic means of educational purpose for conducting project activities in teaching foreign languages at the university. Then, the practice of using e-learning tools for organizing project activities on the basis of foreign languages, components of software and methodological support for carrying out project activities in the teaching of foreign languages and the experience in implementing methodological support, the structure and content of the course "Information and communication technologies in the formation of a foreign communicative competence". The methodology and diagnostics of the project activity on the basis of a foreign language are presented as a promising methodological plan. The materials and results of the research can be applied in the process of preparing scientific and pedagogical personnel, as well as in courses for improving the qualifications of university teachers and colleges. The results of experimental work are introduced into the practice of using e-learning tools for the organization of project activities based on foreign languages in Russian universities (FGBOU VO "Russian State Social University", FGBOUI VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after academician SP Korolev", FGBOU HPE" Togliatti State University").

Discussion
It should be noted that the problem of using ICT tools for teaching foreign languages on the basis of the project method in the university is mainly devoted to the theory and methodology of teaching a foreign language (Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018). At the same time, this topic is of increasing interest in the pedagogy of the design of educational systems and processes, sociolinguistics and knowledge in the field of information and communication technologies (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004). research in the article is the identification of socio-cultural and communicative approaches to the problem of organizing and conducting project activities on
the basis of a foreign language in the university. In linguodidactics, it is generally accepted that all the principles of learning and Austral languages on obschedidakticheskie and methodical (Levina, Apanasyuk, Yakovlev, Faizrakhmanov, Revzon & Seselkin 2017; Semenova, Bostanova, Tetuyeva, Apanasyuk, Ilyin & Atayanz, 2017). Discussion of the problem of interest to us allows us to assert that in the conditions of organizing the project activity using electronic means of educational purpose in teaching foreign languages, appropriate technological, information and methodological prerequisites are created, as well as opportunities for the full implementation of the principles of teaching foreign languages.

Conclusion
As a result of the work, the main conclusions are formulated:
1. An analysis of the linguistic and educational capacities of ICT facilities for the organization and implementation of project activities in the teaching of foreign languages. It was established that "the project is a didactic tool that allows to teach design, ie purposeful activities for finding a way of solving problems and tasks arising from this problem, when it is considered in a specific situation" (Ryabyshev, 1997). Linguodidactic Opportunities of ICT Tools in the project activity on foreign languages is that the project is a fusion of theory and practice, it encompasses not only the formulation of a certain mental task in a foreign language, but also its practical implementation on the basis of e ICT tools.
2. The main principles of organization of project activities using electronic educational tools in the teaching of foreign languages have been revealed: the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; preparation of students for the implementation of projects; provision of project management by teachers - discussion of the selected topic, work plan (including the time of execution) and keeping a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; mandatory presentation of the results of work on the project in one form or another.
3. Characteristics of electronic means of educational purpose (ESUN) for carrying out project activities in teaching foreign languages at a university are given. Electronic means of educational purpose are understood as a set of applied and instrumental software, educational and methodological materials. ESUN for carrying out project activities in teaching foreign languages already at the early stages of the development of computer linguodidactics included a set of programs, among which were not only teaching but also all kinds of applied, game, modeling programs.
4. The practice of using electronic educational tools for organizing project activities on the basis of foreign languages is considered. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills.
5. Components of program and methodical support for carrying out project activities in the teaching of foreign languages were revealed and established. 6. The experience of implementation of methodological support, the structure and content of the course "Information and communication

Acknowledgements.
The methodological basis of the research was the following: scientific works of Russian and foreign scientists, revealing the general laws of the pedagogical process, effective communicative technologies for teaching a foreign language (Grushevitskaya, Popkov & Sadokhin, 2002; Shchukin, 2007); modern approaches to teaching foreign languages: personal - oriented, communicative and sociocultural (Leontev, 1977; Safonova, 1996; Ter-Minasova, 2008; Schreiter, 2015); work on the theory and practice of informatization of teaching foreign languages (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova, 2007);
method of projects in education (Ryabyshev, 1997; Tyunnikov, Yakovenko, 2005). The analysis of literary sources made it possible to establish that the work on a project using ICT in teaching foreign languages at a university gives students the opportunity to show their talents and optimizes the learning process of foreign languages in general, and fosters the formation of communicative competence. The authors made a logical conclusion that the project activity is simultaneously aimed at the formation of all types of universal educational activities in foreign languages. Therefore, it is important for us to study the linguodidactical capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages at a university. The article is prepared on the basis of studies conducted in the above-mentioned Russian universities in Moscow, Samara and Togliatti. It should be noted that with the assistance of a number of scientists from these universities, further studies are being conducted in this direction (Apanasyuk, Soldatov, Kireeva & Belozertseva 2017; Smirnova 2013, Zubova, 2001).

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