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The Errors Kyrgyz Students Make in Learning Turkish Case Suffixes and Solutions

Ercan Petek¹ and Serdar Dağıstan²

¹ Lecturer of Turkish Language, Faculty of Preparation, Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan
² Lecturer of Turkish Language, Faculty of Philology, Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract

The most difficult topic for both foreign students and students of Turkish origin is the case suffixes. Turkish and English or French are not languages of the same language family. However, in the case of dialects in the same language family as Turkish, the situation is not different. The same applies to Kyrgyz students. Although most of the verbs take the same case suffixes both in Turkish and Kyrgyz languages, some verbs such as gurur duy- [to be proud of], beğen- [to like], kutla- [to congratulate] take different case suffixes leading negative transfer of native language, which negatively affects learning. There were 36 Kyrgyz students in total with A2 language level in Turkish, 26 of whom are at the Banking Department and 13 of whom are at Tourism Department. In the questionnaire applied to the students who learn Turkish through measuring the information, 24 sentences were given and it was stated that the participants should use only one of the four case suffixes (accusative, dative, locative, ablative). As a result of the questionnaire study, it was revealed that most errors were made in the dative case, and the fewest errors were made in the accusative case. It has been determined that the main cause of the errors made is the negative transfer from the mother tongue. In this study, we have identified the errors that Kyrgyz students made while using case suffixes, and we have discussed their reasons and suggested solutions.

Keywords: negative transfer, Turkish case suffixes, Kyrgyz students

Introduction

Different terms are used for case suffixes in Turkish and the classification of suffixes is also examined in some studies. In addition to the works of classifying by functional grammaticality, there are also studies which regard these suffixes at the suffix level in terms of form. Therefore, controversies continue over the category of Turkish case suffixes. Ergin (2009) gives the following information about the case suffixes: Cases are grammatical categories which express the relation between the words except for the nouns they are attached to. Cases usually indicate the relationship of nouns with the elements that are not subject to them. In his work “Türk Dil Bilgisi”, Ergin (2009) examines the subject under the title of “Case Suffixes (Genitive, Accusative, Dative, Locative, Ablative, Instrumental, Equative, and Directive Suffixes)” (Ergin, 2009, pp. 126-227).

It is understood from Ergin’s explanations that the main function of the case suffixes is to link nouns to verbs. In his work “Türk Dil Bilgisi”, Ergin (2009) examines the subject under the title of “Case Suffixes (Genitive, Accusative, Dative, Locative, Ablative, Instrumental, Equative, and Directive Suffixes)” (Ergin, 2009, pp. 226-243).

Gülsevin (2011) has examined the subject in his work “Eski Anadolu Türkçesinde Ekler” under the title of “Noun Case Suffixes (Nominative, Genitive, Accusative, Locative, Ablative, Instrumental, and Equative Cases)” (pp. 16-78).

Alyılmaz (2010) has indicated that the case category in Turkish essentially consists of the following subgroups under the light of semantic based functional perspective, which was started by Gemalmaz and maintained by graduate / doctoral students, about the case category:

The most difficult topic for both foreign students and students of Turkish origin is the case suffixes. Case suffixes have a large variety of usage areas in terms of function. Dative case, for example, demonstrates the direction of the verb, gives the meaning of “for” and “against”, gives the meaning “on something, onto something” and used with other prepositions. Also, it is used for the function of other nominal case suffixes. Dative case, for instance, can substitute functions of locative, accusative, ablative, genitive, and instrumental cases.

Mert (2003) illustrates the following examples as the functions of ablative case in his article “Türkçe’de Hâl Kategorisi ve Öğretimi”:
1. Ev+den çıktı [He went out of the house]. 2. Hastalık+tan öldü [He died of disease]. 3. Bu yol+dan gitti [He went from this road] 4. Onlar+dan biri geldi [One of them came]. As one can see, it expresses the ablative case in the first sentence, the causal case in the second sentence, the instrumental case in the third sentence, and the genitive case in the fourth sentence. In this regard, firstly, the case categories in Turkish and the task elements to be represented by these case categories should be determined. Otherwise, it will be difficult to learn and teach this topic at any level. (Mert, 2003, pp. 28-29)

Some studies in the Turkish Language Teaching Center (TÖMER) of the Ankara University have shown that the most errors are made in the use of case suffixes during teaching Turkish to speakers of foreign languages and other Turkic dialects. These studies show that the errors made by students of different levels and groups are the result of negative transfers from their own language. This situation reveals the importance of case suffixes in teaching Turkish. There are other studies that demonstrate most of the errors are made in the use of case suffixes in teaching Turkish. Yılmaz and Temiz (2015) noted that the most common problems in teaching the Turkish language occur in learning grammar and the main problem experienced in teaching grammar is the case suffixes. According to them, one of the reasons for this problem is that Turkish is an agglutinative language. According to Yılmaz and Temiz (2015, as cited in Aksan, 1989), one of the challenges that a foreigner experiences while learning Turkish is the use of noun case suffixes. As the task of the noun case suffixes is to make a direct interest between the verb and the noun, the verbs in Turkish are always used with a nominal case suffix. Which suffixes learners should use with the verbs is a frequently asked question.

It really seems difficult for a foreigner. For example, the verb “yardım etmek [to help]” is used with dative case in Turkish while it requires the accusative case in English, French, and Dutch. Thus, students who are based on their mother tongue might be mistaken in noun case suffixes used with verbs. (Yılmaz & Temiz, 2015, p. 144, as quoted in Vandewalle, 2000, p. 27).

Turkish and English or French are not languages of the same language family. However, for dialects in the same language family as Turkish, the situation is not different. The same applies to Kyrgyz students. A verb in the Kyrgyz language may be used with the accusative case while the same verb might require another case suffix şn Turkish; similarly, a verb that requires the dative case in Kyrgyz might require the locative case in Turkish. There is a fact that whether the verbs are abstract or concrete affects the use of case suffixes. In this regard, Güven states:

Noun case morphemes specify the object, becoming distant from the object, getting closer to the object, and being located in the object. However, this rule does not always apply if the influence of the mother tongue is also considered. For example, when it comes to abstract verbs such as "bir şeyden hoşlan- (to like something)", "bir şeyden nefret et- (to hate something)" etc., the situation becomes more complicated.
Therefore, it is useful to give the students a list with example clauses showing which verb to use with morphemes after all the case morphemes are given. (Güven, 2007, pp. 173-174)

The same applies to the other Turkish dialects. Although most of the verbs take the same case suffixes both in Turkish and Kyrgyz languages, some verbs such as gurur duy- [to be proud of], beğen- [to like], kutla- [to congratulate] take different case suffixes leading negative transfer of native language, which negatively affects learning. Moreover, two languages are spoken in Kyrgyzstan: Kyrgyz is the state language and Russian is the official language. It is seen that noun case suffixes are sometimes not used correctly due to the influence of the Russian language. The verb for congratulation in Russian is conjugated with the preposition “ile” (with). Similarly, the same verb is conjugated with the word “menen (with)” in the Kyrgyz language instead of the accusative case suffix. As a result of the negative transfer, instead of using the phrases “Bayramınızı kutluyorum” or “Bayramınız kutlu olsun.”, students use the expression “bayramınız ile”, which is not a correct expression in Turkish. In this study, we have identified the errors that Kyrgyz students made while using case suffixes, and we have discussed their reasons and suggested solutions.

Method

Participants

This study consists of the participants who learn Turkish as a second language. Suitability of sampling method was used. The participants were Kyrgyz students who studied at the University of Economy and Entrepreneurship Turkish World International Kyrgyz-Turkish Vocational School in the academic year 2015-2016 (Spring Semester). There were a total of 36 students of Kyrgyz citizen with A2 language level in Turkish. 26 of the students involved in the study were from the Banking Department and 13 of them were in the Tourism Department.

Procedure

In the questionnaire study applied to the students learning Turkish by measuring the information, 24 sentences were given. In these sentences, the places where the case suffixes have to be used are left blank. In the research questionnaire, it was stated that the participants should use only one of the four case suffixes (accusative, dative, locative, ablative) in places left empty in the sentence. The time given to students to fill in the gaps is 40 minutes. The data (the errors made about the use of suffixes) obtained from the case suffixes to be used in the sentences were analyzed by error analysis method and the analysis of the errors was made.

Results

It is seen that misappropriations related to suffixes are encountered when the data of this survey research, which was conducted to measure the ability of university students to use state suffixes that are part of Turkish written expressions, are examined. These errors are classified under the heading that is relevant to it.

The Accusative Case

The sentences that participants need to use the accusative case are: “Babası çocuk_ çağırdı [His father called him].”, “Duvar_ beyaza boyamış [He painted the wall white].”, “Annem biz_ eve götürdü (My mother took us to the house).”, “Bulaşıklar_ yıkadım [I washed the dishes].”, “Odunlar_ kestim [I cut the woods]”, “Şimdi sorular_ cevaplayın [Now answer the questions].”.

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Table 1. *The Errors Made in the Use of Accusative Case*

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<th>Another Suffix instead of Accusative Case</th>
<th>Negative Transfer</th>
<th>Lack of Accusative Case</th>
<th>Empty</th>
<th>Total (Error)</th>
</tr>
</thead>
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<td>37</td>
<td>11</td>
<td>7</td>
<td>-</td>
<td>55</td>
</tr>
<tr>
<td>Rate</td>
<td>74.53%</td>
<td>17.13%</td>
<td>5.09%</td>
<td>3.25%</td>
<td>-</td>
<td>25.47%</td>
</tr>
</tbody>
</table>

As can be understood from the Table 1, when compared with other case suffixes, the accusative case has the highest correctness percentage with 74.53%. Aydın (1997), in his article, has pointed out that in many studies, the errors are in the first place concerning the use of the case suffixes while learning Turkish as a second language. Smoke (2013) has also revealed the same fact by conducting a study in which the Kyrgyz students examine the case suffixes in written expression papers. In our study, however, there are six sentences that measure the accusative case suffix knowledge of students, and the majority of participants used accusative case suffix in all six sentences. Since the survey research method was used in our study, it can be assumed that the participants did not have to distinguish between the direct and indirect objects, which is why the percentage of correctness is high.

Among the errors made, it seems that the highest percentage is because of the use of another suffix rather than the accusative case. The second highest error percentage was found to be due to negative transfer. The type of negative transfer here is grammaticality. This means that the participant understood that he should use the accusative case suffix even though he chose to benefit from the phonetic variant of the suffix in their mother tongue. Unlike Turkish, there are twelve variants of the Kyrgyz accusative case suffix. In addition to this, there is an “n” which is added to the third-person singular in the position of the accusative case. If the last letter of the noun is a vowel, + ni, + ni, + nu, + nü; if it is a soft consonant + di, + di, + du, + dü; if it is a strong consonant + ti, + ti, + tu, + tü forms are used in Kyrgyz language. In the first three activities, there is one negative transfer for each; two negative transfers in the fourth one; three negative transfers for each in the fifth and sixth activities, which makes a total of 11 grammatical negative transfer of the accusative case suffix.

Dative Case

The sentences that participants need to use the dative case are: “Bizi karşılamak için kapı_ geldi [He came to the door to meet us].”, “Bu yaz Rusya'_ gideceğiz [We will go to Russia this summer].”, “Bu iş kaç para_ olur [How much will it cost]?”, “Bu iş sabah_ biter [This job will be finished till morning].”, “Yaz_ gelecekler [They will come in summer]”, “Beş bin lira_ aldım [I bought it for five thousand lira].”.

Table 2. *The Errors Made in the Use of Dative Case*

<table>
<thead>
<tr>
<th></th>
<th>Dative Case</th>
<th>Another Suffix instead of Dative Case</th>
<th>Negative Transfer</th>
<th>Lack of Dative Case</th>
<th>Empty</th>
<th>Total (Error)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>65</td>
<td>65</td>
<td>1</td>
<td>-</td>
<td>8</td>
<td>151</td>
</tr>
<tr>
<td>Rate</td>
<td>30.09%</td>
<td>30.09%</td>
<td>36.11%</td>
<td>-</td>
<td>3.71%</td>
<td>69.91%</td>
</tr>
</tbody>
</table>

As can be understood from the Table 2, when compared with other case suffixes, the dative case has the highest error percentage with 74.53%. A total of 78 negative transfers, one of which is grammatical and 77 of which is logical, is seen. Negative transfer is the most common error with 36.11%.
In the sentence "Bizi karşılamak için kapı geldi [He came to the door to meet us]", 20 of the 36 participants used the ablative case suffix. In Turkish and Kyrgyz languages, ablative case is used with the verb “gel- [to come]”. However, as can be seen in the example above, dative case is used in some cases. In the Kyrgyz language, “eşikke çıguu [to go to the door]” is used instead of “kapıya gelmek [to come to the door]”. Namely, if the verb of the sentence in this example was “çık- [to go]”, most of the Kyrgyz students would use the dative case suffix. As the verb is “gel- (to come)”, 20 students used the ablative case. One of the participants used the phonetic variant of the suffix in Kyrgyz language and made a negative transfer of the mother tongue: “Bizi karşılamak için kapıga geldi [He came to the door to meet us]”.

In the sentence “Bu iş kaç para olur [How much will it cost]?” , 17 of the 36 participants used the ablative case suffix. Participants acted with the logic of their mother tongue here and made a logical negative transfer because, in the Kyrgyz language, this sentence is not “Bu iş kaç paraya olur?” but “Bu iş kaç paradan olur?”. Namely, in Kyrgyz language, the interrogative adverb “kançadan” is used instead of “kançaga”.

In the sentence “Bu iş sabah biter”, 22 out of the 36 participants used the locative case suffix. Participants have acted also in this sentence with the logic of their mother tongue and made a logical negative transfer. If an adverb of time is used before the verb in the Turkish language, this type of time expressions sometimes takes the dative case suffix. In the Kyrgyz language, the situation is different. The locative case suffix is used for such cases in the Kyrgyz language. Thus, 22 of the participants used the locative case suffix in this example.

In the sentence “Yaz geleceklər”, 24 of the 36 participants used the locative case suffix as they did in the previous example “Bu iş sabah… biter”. Participants acted in this sentence with the logic of their mother tongue and hence made a logical negative transfer. The word "yaz (summer)" is also an expression of time and in Turkish, time expressions take the locative case suffix in order to establish a relationship with the verb they follow.

In the sentence "Beş bin lira aldım", 14 of the 36 participants used the ablative case suffix. Participants acted in this sentence with the logic of their mother tongue and hence made a logical negative transfer. In Turkish, dative case is added to the currency names that come before the verb satın almak (to buy). But the situation in the Kyrgyz language is different. In Kyrgyz, ablative case suffix is used for such situations. Namely, the same sentence in the Kyrgyz language is formed as “beş ming somnan aldım”. Therefore, 14 of the participants used the ablative case suffix.

### Locative Case

The following are the sentences in which participants must use the locative case suffix: “Çamaşırları el yıkıyor mus”, “Hafta… bir geliyor”, “Çocukluğu… çok yaramazmış”, “Saat üç… gelecek”, “Vali herkes ayak… karşıladı”.

<table>
<thead>
<tr>
<th></th>
<th>Locative Case</th>
<th>Another Suffix instead of Locative Case</th>
<th>Negative Transfer</th>
<th>Lack of Locative Case</th>
<th>Empty</th>
<th>Total (Error)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>128</td>
<td>73</td>
<td>-</td>
<td>13</td>
<td>2</td>
<td>88</td>
</tr>
<tr>
<td>Rate</td>
<td>%59.25</td>
<td>%33.80</td>
<td>%6.02</td>
<td>-</td>
<td>%0.93</td>
<td>%40.75</td>
</tr>
</tbody>
</table>

As shown in Table 3, the locative case has the second highest percentage of correctness with 59.25% after the accusative case. Most errors were made by using other suffixes instead of locative case suffix. Negative transfer has a percentage of 6.02 and all transfers are logical negative transfer.
In the sentence "Suyu bir yudum... içti ", 16 out of the 36 participants used the ablative case suffix while 11 participants used the locative case suffix. There is a special situation here. The linguistic task elements that are within the structure of verbal idioms and reduplications and which are the same as the task elements that indicate the case categories in terms of the form must be considered in a different category (Mert, 2003, p.30). That is to say, “bir yudumda içmek “[to drink at a draught] is an idiom, so, it is normal that most participants with a Turkish level of A2 have responded incorrectly.

In the sentence "Çamaşırları el... yıkıyormuş", 23 out of the 36 participants used the locative case suffix as it should be. However, the most commonly used case suffix after locative case is the instrumental case. Participants acted in this sentence with the logic of their mother tongue and hence made a logical negative transfer because the clothes are washed “elde [in hand]” in Turkish while they are washed “kolmen [by hand]” in Kyrgyz.

In the sentence “Hafta... bir geliyor.”, 31 out of the 36 respondents answered correctly. However, it was determined that two participants used the dative case. The reason for this is the negative transfer from the mother tongue. In Turkish, time expressions, which are used to describe how often something is done, take the locative case suffix such as iki günde bir (defa) [once in two days], haftada iki (defa) [twice a week], yılda üç (defa) [three times a year]. In Kyrgyz, however, time expressions that are used to describe how often something is done take the third-person singular suffix first, which is followed by the ablative case suffix such as aptasına bir (colu) [once a week], cılına eki (colu) [twice a year]. For this reason, it is thought that participants used the dative case even if it is small in number.

In the sentence “Valiyi herkes ayak... karşıladı”, 18 out of the 36 respondents answered correctly. However, after the locative case, the most commonly used case suffixes are ablative and instrumental cases, respectively. Negative transfer might be considered as the reason for the use of the instrumental case. It appears that some of the participants did not understand the sentence. However, “karşlamak” [to welcome] is a verb that requires the use of instrumental case after a noun. Participants felt the need to use the instrumental case at this point as it is used in the phrase “saygıyla karşılamanak” [to treat with respect].

Ablative Case
The following are the sentences in which participants must use the ablative case suffix: “Her taraf kâğıt... uçaklarla doluydu”, “Gece... yola çıkılm ki törene yetişelim”, “Yağmur hafif... yağıyor”, “Sira... insanları onlar”, “Baş ağrısı... hiç ders çalışamamış”, “Soruların cevabını sözlerim... çıkaracağınız”.

<table>
<thead>
<tr>
<th>Ablative Case</th>
<th>Another Suffix instead of Ablative Case</th>
<th>Negative Transfer</th>
<th>Lack of Ablative Case</th>
<th>Empty</th>
<th>Total (Error)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>83</td>
<td>108</td>
<td>1</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Rate</td>
<td>38.42%</td>
<td>50%</td>
<td>8.34%</td>
<td>-</td>
<td>3.24%</td>
</tr>
</tbody>
</table>

As can be understood from the table, the ablative case has the second highest percentage error with 61.58% after the dative case. Most errors were made due to the use of other suffixes instead of the ablative case suffix. Negative transfer has a percentage of 8.34. While one of the negative transfers is grammatical, the others are logical.

In the sentence "Gece... yola çıkılm ki törene yetişelim", 14 out of 36 participants used the ablative case while the 17 of them used the locative case, which means that the rate of wrong answers is higher than the rate of correct answers. Participants acted in this sentence with the logic of their mother tongue and hence made a logical negative transfer. If an adverb of time is used before the verb in the Turkish language, these time expressions sometimes take the ablative case suffix. However, the situation in the...
Kyrgyz language is different as they use locative case in such situations. Therefore, 17 participants used the locative case suffix in this example sentence.

10 out of the 36 participants used the ablative case in the sentence "Sıra... insanlardı onlar " while the 12 of them used the locative case. The rate of wrong answers is higher than the rate of correct answers also in this sentence as the phrase “sůradan insan” is an idiom. We mentioned above that the linguistic elements involved in the idiomatic expressions expressing the case categories in terms of form should be evaluated in another category. Therefore, the fact that most of the participants who speak Turkish at A2 level answered wrongly is normal.

In the sentence "Baş ağrısı... hiç ders çalışmamış [He couldn’t study because of his headache]", one of the participants made a negative transfer of grammar because of the mother tongue. In Turkish, when the ablative case suffix is added to the third-person singular possessive suffix, an “n” of pronoun appears in the middle such as “masanın alt+ı+n+dan”. This is true also in the Kyrgyz language; however, there are some phonetic changes. In the Kyrgyz language, the consonant of the ablative case suffix undergoes a regressive assimilation and then one of the double consonants undergoes consonant deletion and the suffix is written in the form of “+nan”. As a result, one of the participants used the suffix “+nan” as it is in the Kyrgyz language.

**Discussion and Conclusion**

Turkish language, which belongs to the Ural-Altaic language family, is an agglutinative language with regard to its structure and is flexible in terms of syntax. As the verb is located at the end of the sentence and it has some distinctive aspects such as emphasis, Turkish language is extremely difficult and complicated to understand, especially for those who are foreign to this language structure. Yet, the use of the Turkish language shows an increase across the world day by day. There is a difference in teaching Turkish to agnatic communities and to the speakers of languages with different origins and structures. Teaching the Turkish language to communities of Turkish origin is not a scientifically researched or examined topic. As a consequence, the curricula and materials to be used have not been prepared. Teaching Turkish to the learners of Turkish origin is still within the scope of “Teaching Turkish to Foreigners”, and the speakers of the Turkic language and the speakers of non-Turkic languages are still being subjected to the same curriculum. Our study, which we have restricted with noun case suffixes, reveals that a special curriculum and special materials should be developed for teaching Turkish to the learners of Turkish origin.

In our study, it is identified that the main reason for the errors of the Kyrgyz students with A2 Turkish level made is negative transfers from the mother tongue. There are two types of negative transfer from the mother tongue:

1. Logical negative transfer: In this type of negative transfer, noun case suffixes are added to the nouns before the verbs that are used in the same meaning in both Turkish and Kyrgyz languages as they are used in the Kyrgyz language.

2. Grammatical negative transfer: In this type of transfer, participants understand which noun case suffix to use in the sentence; however, they use the phonetic variants of the suffix they have in their mother tongue.

Our suggestions for eliminating these errors are:

1. A teacher who teaches the Turkish language to Kyrgyz students should be knowledgeable with the phonetic variants of noun case suffixes both in Turkish and Kyrgyz languages. The vowel and consonant harmonies in the Turkish language should be reinforced at the beginning of the language teaching.

2. Lists of example sentences showing which verbs are to be used with the suffixes should be prepared. In addition to this, it should not be forgotten that teaching a language also means teaching the culture at the same time. Therefore, the role of the texts that include the verbs correlating different case suffixes in Turkish and Kyrgyz should be increased. The grammatical structures students are to use should be made understandable through the texts.
3. In particular, the activities involving the verbs that confuse students as they take different noun case suffixes should be increased. Also, Mahmud al-Kashgari also followed the path of reaching the rule by moving from many samples in his work *Divânü Lügât-i-Türk* (Arabic: Compendium of the languages of the Turks), which was written in order to teach the Turkish language to the Arabs, and adopted the induction method in foreign language teaching.

4. Focusing on the similarities between the two languages at the beginning of language teaching, contrary to popular opinion, can lead students to think that the language the students are learning is same or similar to their mother tongue. For this reason, the learning motive of the student should be triggered by going through the differences.

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Social Activity Of Education As A Means Of Increasing Professional Mobility Of Students With Disabilities

Sergey A. Gilmanov¹, Vladimir A. Mishchenko², Olga A. Bratseva³, Olga V. Bulatova⁴, Vera A. Lobova⁵, Andrey V. Mironov⁶
¹ Yugra State University, Khanty-Mansiysk, Russia
² Yugra State University, Khanty-Mansiysk, Russia
³ Yugra State University, Khanty-Mansiysk, Russia
⁴ Yugra State University, Khanty-Mansiysk, Russia
⁵ Yugra State University, Khanty-Mansiysk, Russia
⁶ Yugra State University, Khanty-Mansiysk, Russia
*corresponding author

Abstract
The actuality of the problem stated in the article lies in the fact that the issues of vocational education and labor of persons with physical and health disabilities require new theoretical approaches to the study of professional mobility as a characteristic of the individual. The objective of the article is to substantiate the necessity and possibility of manifestation of specific social activity of education in relation to students with physical and health disabilities of higher education. The leading theoretical methods are analysis, synthesis and systematization; the empirical method is a survey of students with physical and health disabilities. Criteria, directions, ways of manifestation of social activity of education in relation to students with disabilities are offered: overcoming barriers to the formation of professional mobility; activation of environmental factors; development of effective educational technologies; updating of personal resources. Indicative levels of development of social activity of education are also outlined: adaptive; constructive; system-effective. The materials of the article can be useful for managers and specialists of universities, employees of regional education authorities in solving psychological, pedagogical, organizational and methodological problems arising in the organization of higher education of students with physical and health disabilities.

Keywords: social activity of education, professional mobility, students with physical and health disabilities.

Introduction
Experts note that the real scale of the target group of social policy in relation to persons with disabilities and persons with physical and health disabilities (hereinafter – PaHD) is very significant: "the Ministry of labor estimates it as 40 million people, referring to them all disabled groups of citizens." Herewith "Full integration of people with disabilities in a diverse socio-economic and political space – the strategic objective of social policy, which in recent decades has developed a global community" (Burdjak et al., 2017). Meanwhile, higher education in our country receives only a small part of the people with physical and health disabilities. In 2017, 3103 disabled people graduated from higher education institutions in Russia (in Khanty-Mansiysk Autonomous Okrug – Yugra – only 28). Herewith, not only the acquisition of a profession, but also the possibilities and abilities to be professionally mobile, are one of the conditions for the full life of a person, and for the people with PaHD it is also a resource to strengthen the vitality, the ability to increase the degree of freedom in society.

Although today in the national psychological and pedagogical science the problems of professional mobility as a personal quality are being studied quite actively (Goryunova, 2005; Zeer, 2014; Mishchenko, 2009; Levina et al., 2017; Davoudi et al., 2018), there are practically no studies of this problem in relation to students with PaHD. This category of students is studied only from the standpoint of improving the conditions of their education (primarily inclusive), life, employment. The priority for analysts is the
concept (philosophy) of independent life of people with disabilities (Tastan & Davoudi, 2015; Gerasimov, 2016; Ishmeeva, Gerasimova & Safina, 2015; Lukyanova, Shchukin & Fell, 2016; Mineva, Gadzhiev & Smirnov, 2017; Fartash et al., 2018; Yarskaya & Romanov, 2004, etc.). The concept of independent life "directs a person with a disability to the fact that he sets the same tasks as any other member of society", and "higher inclusive education is the most important resource for its implementation" (Gerasimov, 2016). However, even such a conceptual approach in its implementation assigns people with PaHD the role of the object for which the circumstances of life are improved, but not the role of the subject of their own life. E.R. Yarskaya and P.V. Romanov rightly note that "in a number of foreign and domestic publications, children and adults with disabilities are considered only as addressees of social support, objects of care, a generalized burden that has to be borne by their relatives, society, the state (Yarskaya & Romanov, 2004).

Thus, the socio-economic development of the country, and the need for full socialization of people with disabilities cause acute practical relevance of their professional education and work, and require new theoretical approaches to the study of professional mobility as a characteristic of the personality of students with disabilities.

We believe that one of the ways to solve the problem of inclusion of persons with disabilities and persons with disabilities in full professional activity, including professional mobility, is a specific manifestation of social activity of education as a powerful and holistic process in which education itself is the initiator of a system of actions that stimulate social development, including becoming a systemic means of increasing the professional mobility of students with PaHD.

The aim of this article is to substantiate the necessity and possibility of manifestation of social activity of education in relation to students of higher education with PaHD. To achieve this aim, the article solves a number of tasks: consideration of the concepts of professional mobility and social activity of education; based on the analysis of the results of empirical research, theoretical and practice-oriented approaches of foreign and domestic analysts, development of criteria, directions, levels of manifestation of social activity of education in relation to this category of students.

Methodological Framework and Methods

Methodological guidelines

We believe that in the process of education, while mastering professional competencies, PM should be formed as a personal quality that ensures readiness for meaningful construction of the future professional path. PM is connected, firstly, with social and cultural values and attitudes that allow a person to make informed and responsible decisions about the profession, and for this you need to be aware of yourself as a member of the community, a citizen of the country, to take an active life position, etc. Secondly, the PM associated with attitudes of professional conduct, including the general attitude towards profession, professional plans, and perceptions of professional success, the career possibilities, education and professional activities, the grounds of choice of work etc. Thirdly, it is necessary to highlight the students' ideas about personal qualities which necessary for their successful activity, in that number the self-attitude formed from these positions, including self-confidence and willingness to take responsibility for their actions, to change in the process of education and

The development of these qualities requires from the system of higher education to change approaches to the formation of the PM of for students with PaHD. In our opinion, education, which is a powerful source of socio-cultural development, can show specific social activity here. Social activity of education (hereinafter – SAE) in relation to students with PaHD is to expand the area of their educational social, professional opportunities, stimulating, forming educational messages and intentions, forming the material and spiritual prerequisites and conditions of PM.

The concept of social activity is most often used by sociologists, psychologists, educationists in relation to the personality (Andreeva, 1999; Abulkhanova & Berezina, 2001; Kvon et al., 2018), groups or certain communities (Doktorovich, 2009; Mordkovich, 1986; Malkovskaya, 1988), however, we can, in our
opinion, talk about the specific social activity of education which measured not only by the degree of initiative and subjectivity of the education system in the social space, but also semantic socio-cultural content. Education is the side of culture, manifested primarily in the maintenance of the existence and development of culture itself through a special activity in which a person acquires the meanings and potentials of self-development, forms the needs and abilities to act meaningfully, to live according to cultural guidelines, to maintain the existence and development of culture itself. SAE is aimed at the cultural development of an integral personality, capable of planning and implementing a free full life, and not at the formation of separate attitudes, abilities and competencies of a person. SAE is found in a purposeful, proactive and significant impact on human and social development, not in subordination to the instructions of external social institutions in relation to education. SAE can have "external" (on society and its institutes) and "internal" (on target, institutionalized, organizational, personal components of system of education) orientation, to be shown in relation to different objects (the personality, groups, organizational structures, etc.) the parties of activity, to rely on various ways and means (organizational transformations, educational technologies, methods and techniques of psychology, etc.), but its essential feature is going beyond education as a response to the current needs of society ("social demand") in the direction of education as a tool of cultural development of man and society. The activation potential of education as a social institution can be realized in the activities of educational and other organizations, communities, individuals, when their initiative influence is educational values begin to manifest themselves in the awareness of the values of education in public opinion, the activities of other social institutions.

To what extent do sociocultural values and attitudes, attitudes of professional behavior and understanding of personal qualities necessary for successful activity of students with PaHD to use the activation potential of education correspond?

Method of Survey
In the spring of 2018, we conducted a survey of six out of nine students with PaHD at Yugra state University. We used a questionnaire designed to study the professional mobility of young people in the Khanty-Mansiysk Autonomous Okrug – Yugra, including questions about life values, professional plans, personal qualities, evaluation of the educational process. Age of respondents ranged from 22 to 40 years (average – 28.5), 5 female and 1 male, in Khanty-Mansiysk five live from 2 to 20 years, one men lives in another city. Respondents receive education in the field of philology, biology, social work. Due to the small volume of sample we included in the analysis only those responses that with a considerable degree of probability can serve as a basis for reasoned judgment. Among the answers to the questions that provide several answers, we ranked the selected options by the number of elections.

The Results of the Survey
Among the values of life, all respondents named their health and the health of relatives; three answers scored values such as respect, kindness, understanding of mutual understanding in the family. None of the respondents included the desire to improve the world, love for the Motherland, the opportunity to work among the values of life. We can say that students with PaHD are inherent values and attitudes that characterize the majority of students, and that the prerequisites of PM expressed little: respondents are aware of themselves as members of only their family, but not other social groups and communities, their life position in relation to society is not manifested.

Speaking about attitudes towards professional behavior, it should be noted that the readiness for PM is expressed to a small extent. Thus, professional plans for the future of five people are to work in the specialty, two – to continue training in the same profession, one has desire to go abroad to study or work. At the same time, the change of profession, work not in the specialty, the desire to open a business is not included in the choice of none of the respondents. The question "do you think that you need to get a few professions?" "Yes" was answered by four people, indicating the possibility of increasing their PM.
Among the external factors that may affect the change of profession or place of work, respondents indicated the amount of wages (4 people), working conditions (3 people).

At the same time, respondents take a conscious position in relation to the place of the learning process in their future professional activities. When answering the question "Are you satisfied with the training in your school?" "Yes" was answered by three people, "Yes rather than no" – two, "no more than Yes" – one.

In order to strengthen the connection of vocational training with practice, respondents propose to conduct field sessions, pay more attention to the organization of internships (three people), more often invite practitioners to conduct classes (two people).

It is possible to speak about some social activity concerning professional activity and a place of work. Three of the respondents combine study with work, while two people have work related to the specialty completely, one – only partially. Choosing the sphere of activity in which respondents would prefer to work in the future, respondents pointed to the areas corresponding to their educational programs: state and municipal management, education and science; science-intensive production. Describing the motives that will guide the choice of place of work, respondents indicate personal preferences (5 people), high wages (5 people), good working conditions (3 people), the prestige of the future profession (3 people). At the same time, four people are ready to work all their lives to work in one workplace, one – is not ready, one – found it difficult to answer.

Choosing answers to the question "What will you do to get a job after graduation?" respondents indicate that they will search for work (4 people), systematically visit the employment service and the youth labor exchange to obtain information about vacancies (3 people), use information from the media (2 people).

Among the most important for the employment of personal qualities, respondents called efficiency (4 people), communication, initiative, the desire for self-education (3 people), only one respondent called the important quality of flexibility of thinking. The respondents did not choose such qualities as rationality, creativity, readiness to change profession, optimistic attitude to reality. To achieve professional success, respondents consider personal entrepreneurship (3 people) and level of education (2 people) to be the most important.

Thus, socio-cultural values and attitudes, attitudes towards professional behavior, ideas about personal qualities necessary for a professional, shown by students with PaHD, indicate a lack of grounds to assert that they have formed PM as a personal quality, although the prerequisites for this are available. PM, becoming a personal quality at the level of attitude, must be supported by the means, content, technologies of education in order to become a full readiness to change occupation and the ability to perform actions leading to the finding and implementation of new activities.

Discussions
Analysis of the survey results, theoretical analysis and generalization of educational experience of students with PaHD allowed us to systematize and specify the areas that are dictated by the need for an integrated approach to the awakening of full-fledged professional behavior, and, therefore, to PM. Such directions are presented to us: educational technologies, methods, forms, means; environment as a system of activating factors; overcoming barriers to the development of PM students with disabilities; impact on the identity of participants.

Overcoming Barriers to the Formation of PM
Characteristic features in the organization of the learning process, the educational environment, and the formation of PM are manifestations of the heterogeneous factors that for students with PaHD become barriers to professional development, to the ability to build a balance of their own life and place in it professional activities. The researchers identify such types of barriers as spatial-environmental, organizational, social-status, educational, medical, psychological, information, political, employment barrier (Kabakovich & Polezhaeva, 2015), communicative barriers of emotional rejection of students (Frolova, 2017).
We believe that in terms of professional development, and, therefore, for professional mobility of students with PaHD, there are three main groups of barriers: space-locomotive, related to the availability of premises, overcoming obstacles and distances; socialization barriers, including communicative, organizational, legal and other, concerning interactions and relations with the social environment; barriers of the profession: those difficulties that are associated with physical, psychological, spiritual and other qualities required to perform professional actions and operations. In each type of barrier there are specific objective and subjective factors, sometimes strictly individual. For example, among the socialization barriers specific is the unwillingness of the participants of the educational process to interact with students with disabilities. Although the students themselves with PaHD strive for inclusion, to learn on an equal footing, "but not always coincides with the opinion of others and the conditions of the environment" (Voevodina & Gorina, 2013). Only a quarter of respondents of the survey conducted at the Tyumen state University among the participants of the educational process feel themselves professionally and psychologically ready to work and cooperate with students with ovz (Volosnikova & Efimova, 2016). Finding effective ways, techniques, means of inclusion of all participants of the educational process in the interaction and support of students with disabilities is an important area of SAE.

SAE can be expressed here in the organization of the search for such ways to overcome barriers that are not associated with economic and organizational costs of state bodies, but are expressed in stimulating the actions of individuals and public organizations, in structural and substantive reorganization within educational and other organizations and interactions between them, in the transformation of the educational field itself—methods, forms of organization, learning technologies, educational work of universities, in creating an environment of communication, in relations with professional communities.

The Intensification of the Environmental Factors

The central place of application of SAE for students with PaHD is the organization of an environment in which not only creates favorable conditions for the organization of life, learning, interaction with participants in the educational process, but also stimulates the development of professional qualities. It is important to note that "the experience of integration of disability in the University environment for and experience of social integration as such, and therefore, the University should provide individuals with disabilities the social «simulator» with which they have mastered the relevant mechanisms operating in the social scale" (Kantor & Murashko, 2002). It is proposed to use a variety of technologies and inclusive education (Mineva, Gadzhiev & Smirnov, 2017), the establishment of a system resource of the University portal for support of disabled persons and persons with disabilities (Polutin, Zakhryapin & Rodnikov, 2005), formation of additional training departments at universities for students with disabilities (Postnikov, 2016).

Foreign researchers suggest similar measures to support students with PaHD. So, D.V. Leake and R. Stodden (2014) point out that the General norm should be realized, when the environment of the student campus should become free and hospitable, a place, "where disability is not seen as a marker of membership in a “special” group virtually nobody wants to be a part of but is, rather, accepted and appreciated as an element in a valued range of diversity" (Leake & Stodden, 2014). It is noted that the experience of training people with mental disabilities for educational organizations in inclusive conditions "achievable by adapting the general curriculum and learning outcomes to individual needs, flexible teaching methods and the cooperation between academic faculty members, programme coordinators, student mentors and the diploma students themselves" (Björnsdóttir, 2017), promotes the expansion of professional contacts and a sense of belonging to the profession.

Innovative, having the potential for manifestations of SAE is the organization of a virtual, electronic-based environment, developing on the basis of information and communication technologies (ICT). Today, the virtual environment is not an information and communication tool, but practically a social space. It is a full-fledged social environment where educational resources can function, a communication environment can be created, professional activities can be carried out, and opportunities to influence the
expansion of other environments and communities – professional, leisure and industrial. ICT allows to create an environment of life, allowing to be professionally mobile.

For students with PaHD it is important to organize links with professional communities, with groups emerging in social networks. The ability to enter different communities allows them to define the boundaries of their own PM. It is not necessary to create a community of students with PaHD in the education system, engaged in the unification of its members and the struggle for their rights, and the opening of social isolation of persons with PaHD, the formation of opportunities for them to enter into professional communities as full members.

In general, the problems of formation of the environment that supports the development of PM in students with PaHD remain a wide field for the manifestation of SAE.

Development of Effective Educational Technologies

A manifestation of SAE there can be the formation and theoretical reflection (systematization, generalization of experience, the formation of models) of all arsenal of methods of development of educational disciplines and industrial practices, with the subsequent efforts of their introduction in educational process of universities. Today there are a lot of directions, methods, tools, technologies to enhance learning of students with special needs and disabilities. The analysis shows that mobile technologies are very promising. Experts point to their important role in involving students in learning and professional development (see for example, Anand, Chhajed & Hong, 2014). For the persons with disabilities effective, implemented and demanded form of organization of the educational process is distance learning. A.I. Zagarina believes that it is necessary "at the transition stage from complete isolation in the education system and correctional pedagogy, to inclusive education, which combines and meets all the principles of inclusion" (Zagarina 2015). Important today are approaches towards integrated learning environments, combining learning, practice, creation of own products of creativity. A. Moríña and V.H. Perera (2018) emphasize the necessity of training teachers in inclusive education to create a "universal design" for learning and "the importance of redesigning learning environments to make them more accessible" (Moríña & Perera, 2018). Improving SAE in this direction is associated with the creation of opportunities for people with disabilities and people with disabilities not only to choose, but also to create their own forms and methods of education.

Actualization of Personal Resources

SAE, aimed at enhancing the personal resources of students with PaHD with a focus on the development of PM, is primarily concerned with the formation of professional attitudes related to the role of the profession in their lives. Alienated attitude to professional activity is associated with "obtaining" a profession and turning it into a source of income. Personal attitude is manifested when the profession becomes a way of meaningful living life, self-improvement, self-realization.

For the PM to take a worthy place in the fate of a person, he must have a position of his own life, ready to take responsibility for his behavior, for decisions, readiness to make mistakes and correct them. Here, one of the effective ways is the work of psychologists in the form of trainings, consultations, individual classes, which is carried out not only to facilitate the processes of adaptation, but also to work with the life plans of students in order to overcome the psychological barriers of the individual (fear, inertia, pessimism a.o.), nurturing in them the subject of making vital decisions. PM here develops as a variable component of building plans for self-realization in the profession, a means of achieving personal goals, rather than adapting to life circumstances. For a conscious attitude of the PM, a person needs an interest in the cultural mission of the profession, an awareness of what it brings to the culture, what a person can do in this regard, take into account the possibilities of self-development when changing professions. Not accidentally A. Broderick (2018), relying on the work of M. C. Nussbaum and M. Sen offers criteria for the movement to equality of opportunity, in addition to academic skills including: life skills and social development; individual autonomy, including the freedom to make their own choices, and

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independence; respect for the evolving capacities; respect for inherent dignity; voice and participation in learning; identity preservation; formation of adequate self-esteem (Broderick, 2018).

Conclusion

Thus, one of the ways to solve the problem of inclusion of persons with PaHD in the socio-economic development of the country is the manifestation of social activity of the education system as a purposeful and holistic process in which education is the initiator of the system of actions that stimulate social development. In the end, education is not the transfer of experience, but the formation of the position of a person of culture, and SAE is the awakening of activity in the understanding and enrichment of culture. What is needed is not a reaction "according to the available opportunities" to the peculiarities of "those who came" to receive education of people with PaHD, but their purposeful involvement in educational activities and the formation of their potential for self-realization in professional activities. SAE manifests itself in innovative approaches, creative developments, theoretical models, etc., in products that affect human development.

The stated approach to the social activity of education as a means of increasing the professional mobility of students with PaHD allows, in our opinion, to distinguish at least three levels of SAE.

Adaptation, when education is one of the tools, directions, tools for inclusion of persons with PaHD in the process of education and work. Landmarks of activity are set by society and the state, from the outside. This is the creation of conditions, but not the inclusion of personal and social mechanisms of movement to the PM.

Constructive. Education becomes the initiator of guidelines and activities on the basis of the promotion of constructive ideas, including active ways of interaction with the individual and society. Ideas born in the education system or scientific community should be original (new, clearly distinguishable from other ideas, author's) significant (as far as the implementation of the idea can have an impact on the development of professional mobility), technological (complete and holistic so that they can be embodied in the activities of various actors). Initiatives and innovations are born by "people and groups of education", those who act on the basis of the ideas of spreading the values of education, are associated with the formation of the properties of the social environment in which to carry out professional activities for people with PaHD.

System-efficient. SAE is manifested in the socio-cultural, systemic-institutional, personal activation resources of education as a system of all interrelated components. One can find not only variability in the selection and design of ways to overcome barriers and improve the properties of the environment, but also the effectiveness of working with the students themselves in the formation of ways of self-realization, in which the PM becomes a means of development for them, and not a forced act or an end in itself.

Of course, the allocation of such levels is rather conditional: the creation of a system of criteria for assessing a level is an almost impossible task due to the lack of a single center for the organization of SAE, the inability to accurately assess a particular manifestation of SAE. However, in our opinion, the proposed approach allows us to outline the logic of SAE manifestations as a means of increasing the professional mobility of students with disabilities.

In Yugra State University within the framework of the scientific school "Social activity of education" the search for improving SAE, associated with all participants of the educational process and aimed at updating and improving the environmental, educational, personal resources of education, including the development of professional mobility.

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References
Student Project Culture Functionality: Focus On Creation Of Innovative Educational Reality In University Educational Space

Alexey D. Chudnovskiy1, Tatiana B. Lisitzina2, Natalya A. Solovyeva3, Vadim A. Zhukov4, Marina A. Zhukova5, Galina V. Mokhova6, Tatiana I. Golubeva7, Lyudmila I. Eremeeva8

1Department of Management in International Business and Tourism Industry, State University of Management, Moscow, Russia
2Department of Social and Cultural Activities and Tourism, Gzhel State University, Elektroizolyator, Russia
3Department of Criminal Procedure and Criminalistics, Volgograd State University, Volgograd, Russia
4Department of Management in International Business and Tourism Industry, State University of Management, Moscow, Russia
5Department of Management in International Business and Tourism Industry, State University of Management, Moscow, Russia
6Department of Transport and Expeditionary Service Management, State University of Management, Moscow, Russia
7Department of English Language, State University of Management, Moscow, Russia
8Department of Pedagogy and Psychology, Yugra state University, Khanty-Mansyisk, Russia
*corresponding author

Abstract
The article reveals the structure and content of the project culture of a University student as a socio-pedagogical phenomenon; the priorities of the values of the innovative educational reality in the educational space of the University are established, important for the implementation of a multifunctional model of project culture. On the basis of the study results, the development of theoretical and methodical approach to the substantiation of the multifunctional model of project culture as the methodological basis of the innovative educational reality of the University educational space is carried out. The effectiveness of the established priorities of values of innovative educational reality in the University educational space with the help of motivational, cognitive, axiological, activity-based and reflexive criteria is proved. The results of the research proposed in the article can be useful for the practical activities of managers in University and production, teachers, Methodists, undergraduates of the University.

Keywords: project culture, multi-functionality, model of project culture, pedagogical monitoring, educational reality, educational space of the University, values, projects, project modules, project technologies.

Introduction
The study relevance. Changing of the requirements for the training of modern specialists poses challenges to the system of higher education, requiring its rational transformation and renewal (Bourdieu, 2001; Slobodchikov, 2009; Kvon et al., 2018; Tastan & Davoudi, 2015). Increasing importance in the preparation of the student belongs to the project activities on the basis of large scientific and industrial complexes and research centers. An extensive network of inter-state student scientific associations, centers, and techno-parks has been created, in which students are engaged in creative research projects along with leading experts. In the activities of these associations the trends of contemporary design are justified, defining its focus not so much on the developed object itself as to what is happening in the course of its mastering and using in production, distribution and consumption, that is the transition from designing of individual objects to the creation and appropriate maintenance of all stages of functioning of socio-technical systems (Levina et al., 2017). The need to develop such systems...
entails continuous improvement of methods, tools and organizational forms of project culture (Dvoretzky, Puchkov & Muratova, 2003). These trends have a direct impact on the educational space of the University and cause: 1) a change in the ratio of learning functions. In the emerging socio-pedagogical conditions, the priority previously educational and cognitive function fades into the background, giving way to the functions of design, construction, and modeling. While maintaining their constant conjunction, the teacher simultaneously performs the functions of a broadcaster of information - designer - specialist - researcher (Kolesnikova, 2007; Masyukova, 1999); 2) the expansion of joint training and professional activity of students in the space of scientific - industrial centers, laboratories, international student scientific associations, technology parks and others (Novikov, 2006); 3) active mastering and use by teachers in educational space of information and communication technologies (multimedia presentations in the classroom, work in a virtual laboratory, design of quasi-activity, etc.), contributing to the formation of student competences, allowing to work in the modern information educational space (Kirsanov & Kochnev, 2005; Klarin, 2002; Manuylov, 1997); 4) stability of hypertext and hypermedia structural forms of teaching material (Turkle, 1995); 5) modification of teaching-methodic materials: electronic textbook, electronic tools for modeling of educational material, training and software tools, etc. (Yashin, 2007).); 6) transformation of the University educational space into a full - fledged "participant" of training, as a result of which the nature of information interaction between the teacher, the student and the interactive source of educational information resource undergo changes; the traditional didactic relation "educational activity - pedagogical activity" is modified and a new "triad" is formed: "educational activity - information and educational space - professional activity" (Stenina, 2011; Yasvin, 2001). The established poly-functionality of student project culture is actively carried out in the innovative educational reality of the University educational space, which is formed in the process of integration of individual elements of the pedagogical process with the educational and production processes in the space of industrial centers, laboratories, techno-parks. This reality determines the imperatives and norms of transformations of the specialist model, curricula and educational programs, innovative design technologies that reflect the content of educational - production and research activities. The identified directions of development of a University student project culture require correct and scientifically based approaches to their solution. In this regard, the priority attention in this article is given to the establishment of theoretical and methodical approach to the implementation of a multifunctional model of project culture in the innovative educational reality of the University educational space, integrating with the educational and production space of industrial centers, laboratories, technology parks. The article reveals the structure and content of a University student project culture as a socio - pedagogical phenomenon; the values' priorities are identified of the University educational space's innovative educational reality, determining the implementation of a multifunctional model of project culture. On the basis of the study results, the development of theoretical and methodical approach to the substantiation of project culture multifunctional model in the innovative educational reality of the University educational space is carried out. The efficiency of the established priorities of values with the help of activity-based, cognitive, axiological, creative and reflective criteria is proved.

The State of Study of the Research Problem in the Literature

Many works of philosophers, sociologists, psychologists, teachers, culture experts are devoted to the study of the phenomenon of design culture (Bourdieu, 2001; Genisaretsky, 1987; Zapesotsky, 2003; Kagan, 1996; Kirsanov & Kochnev, 2005; Kolesnikova, 2007; Manuylov, 1997; Masyukova, 1999; Matyash, 2000; Novikov, 2006). Philosophical ideas and conclusions of the authors (Bourdieu, 2001; Zapesotsky, 2003; Kagan, 1996) about the essence, structure, features of project culture development as a result of spiritual and transformative activity, make a methodological basis of this research. From the point of view of psychology, this phenomenon is considered through the internal state of the individual (Kirsanov & Kochnev, 2005; Klarin, 2002; Matyash, 2000). Project culture is studied in the context of the concept of "social technologies" (Zapesotsky, 2003; Klarin, 2002; Manuylov, 1997). In modern pedagogy, the
development of society is determined by "all-embracing project nature" (Novikov, 2006), in which the surrounding reality requires the individual to solve various design problems. This is especially true of professional activities, where in today's tough competition the design skills, high level of project competence and culture become valuable ones (Ansoff, 1999; Berger & Lukman, 1995; Kolesnikova, 2007; Stenina, 2011). In most educational research the approach to the definition of project culture is traced as a way of creative self-realization of the person, including values and meanings based samples of the projected object space; the value orientations of design entities; imaginable, sensual and tangible values of General and professional culture, and the achievable values-based condition which are necessary for the personal realization in the design process (Kuznetsova, Mezhuev & Shaitanov, 1995; Novikov, 2006; Rutven, 2012; Filimonyuk, 2008). Based on this approach, the authors prove the importance of project culture, guided by its multifunctional nature of its manifestations. The established trends allow to determine the key concepts of the student project culture, to justify the modern processes of reproduction of its values in the University educational space and in the space of research or scientific – industrial complex and to prove the effectiveness of the mechanisms of their transformation in the context of the University educational space. Therefore, most recent research focuses on the problems of value transformation of project culture in the context of creating the student new educational reality in the integrated educational space of the University and the enterprise (institution). It is proved that this integration smooth the existing contradictions in student adaptation to the future professional space, adapts the individual to the new educational reality. Manifestations of student antinomy in this process, by this group of researchers is associated with the renewal of the reserves of the value system, as a modern student is considered by them as a "man of information culture", thinking through the iconic space of Internet resources. To date, these problems in most studies are given the main importance. In the course of the research it is proved that, despite the rather extensive array of scientific works on various aspects of the project culture, the questions of using its multifunctional model in the innovative educational reality of the University educational space and substantiation as imperatives and norms of transformation of a specialist model, curricula and educational programs, innovative design technologies that reflect the content of educational, production, research, practice-oriented activities remain open. In this regard, to date, the need is relevant to justify the theoretical and methodical approach to the development of a multifunctional model of project culture, focused on the innovative educational reality of the University educational space, integrating with the educational and production space of industrial centers, laboratories, technology parks.

Results and Discussion

Project Culture of a University Student as a Socio-Pedagogical Problem

It is established that the modern context of design, taken in its integrity, by the majority of specialists is referred to the field of project culture (Kolesnikova, 2007; Lavrov, 2008; Stenina, 2011). In its structure, specialists a priori include:

- Value-significant images of the designed object space, within its limits, or arising at the will of the designer;
- Creative and scientific concepts that are the content of creative and theoretical consciousness, as well as activity programs that reflect the creative direction of the designer;
- The values necessary to develop a personal attitude to the implementation of the project process (Novikov, 2006).

Spatial correlation, iconic - image belonging to a specific environment form the environmental component of design culture (Genisaretsky, 1987). Theories, methods, heuristics, in the categories of which creative ideas are operationalized, represent the conceptual component of the project culture. The circle of values forms an axiological component. Together, these areas form the basis of conceptual approaches to the implementation of project-based culture in modern pedagogical practice:
Module and competence-based approach. It is aimed at the design and implementation with a variety of specially designed constructs of training modules that act as structural components of the didactic system that provides the implementation of specific activities or several activities taking into account the General cultural and professional competencies of the University student (Klarin, 2002; Novikov, 2006);

- project-target based approach. It is characterized as a set of interrelated approaches focused on the transformation of a certain object from the existing state to the desired one, being predicted for a clearly defined time. The target project has its customer. Each such project has its own life cycle, existing from the problem statement to the evaluation of the results and completion of the project as a whole (Klimova, 2001; Masyukova, 1999);

- Design and software based approach. It is focused on the implementation of a set of projects within a single program. For example, the program for creation of new types of educational space, expanding the possibility of choice in training (Kolesnikov, 2007; Novikov, 2006; Yashin, 2007).

It is established that in modern conditions the development of society is characterized by "all-consuming design nature", in which the surrounding reality requires the individual to solve various design-based problems. This is especially true in the areas of professional activity, where project abilities and skills, high level of project competence and culture remain competitive. Not by chance in most educational research the approach to the definition of project culture is traced as a way of creative self-realization of the person, including values and meanings samples of the projected object space; the value orientations of the of design entities; imaginable, sensual and tangible values of General and professional culture, and the achievable values condition necessary for the personal realization in the design process.

The Structure and Content of the Innovative Educational Reality of the University Educational Space

In the course of the research it is established that in the conditions of project culture priorities’ domination, the integration of the University educational space with the space of basic enterprises (institutions), research and scientific - industrial centers is carried out as a key condition for the formation of innovative educational reality (Davoudi et al., 2018; Fartash et al., 2018). This trend was first revealed by A.M. Novikov (2006), who proved the simplest way to integrate the University educational space and the educational and production space of the enterprise- the establishment of equivalence relations of objects, the identical classification of their elements. He considers the classification as a systematization of classes of objects and as a means of establishing a connection between them (Novikov, 2006). The application of the classification in order to streamline the task of implementing the designed system allows allocating tasks as ordained, the equivalent elements, making clear communication between them. It is established that the bases of classification in each case may be different. It is important to accurately define the contexts of considering the project as a subject of integration. For example, personal (each with its own position); self-organizing (within a given system); theoretical (based on existing conceptual approaches); professional (taking into account General trends), etc. The importance of spatial self-determination in design, which can be external, internal, interpersonal (inter-subject), is proved. During the classification of integration elements, the following parameters must be selected:

- The physical space of the project (geographical and territorial range of issues and applications of the product, the spread of project activities’ impact on the environment);
- Social space (the possibility to cover by the project’s influence of certain groups of the professional community, social or age groups);
  - Paradigmatic space (priorities of technical or humanitarian characteristics);
  - Cultural space (monoculture, bipolar, cross-cultural);
  - Value-semantic space of technologies’ content, diagnostics of the project results, due to the subjective preferences of its participants;
- information space. It is formed on the basis of the database volume of information sources necessary for the implementation of the project;
visual space. It arises in case of expediency of use during design of computerized, simulation modeling and network communication:

- Within the framework of the integration space, alternative quality transformations are possible. It is established that the size of the space within which there is a need for transformation, correlates with the scale of the entity, its design capabilities (sphere of influence, competence, prestige of the profession), as well as available resources. Hence there are global, regional or local (within the boundaries of the enterprise, University, institution) integrations. As a result, there is an idea of a certain integration project field (Kolesnikova, 2007). Due to the homogeneity of the concept of "field" it is assumed that the forces acting in it are identical throughout its length. Therefore, if we are talking about the use of a project - targeted approach, mechanisms for its use should be provided throughout the field (Novikov, 2006).

It is determined that any educational process is regulated in time. Within the framework of the integration merger of the educational space of the University with the space of productive spheres, the terms necessary for the implementation of the design are determined. The productivity of the time factor of project activities depends on the use of options:

- focus on the natural course of events (unhurried cultivation of the project product). Time limits in this case depend on the life cycle of the design object;
- Establishment of regulated terms of the project as a whole and each of its stages. The choice of grounds for a particular regulation may be different: the diversity of participants in the space, the need to establish multilateral contacts, to agree on the value basis, the need to conduct a particular procedure in a fixed time;
- a mixed version in which there may be quantitative or qualitative regulation within certain stages. It is proved that, in General, such activities do not have clearly defined boundaries. In addition, the transformation of the educational space of the University increases the learning time in comparison with the traditional transfer of educational information (Vyugina, 2015).

The research of S.V. Vyugin (2015), I.A. Kolesnikova (2007), and A.M. Novikov (2006) prove that the goals originally formulated in the course of integration require further presentation in the form of a system of tasks and a list of procedures for their implementation. The feasibility of the triad "forecast - project - plan" is substantiated.

The forecast includes the formation of ideas about changes in the situation, the nature of the prospects for the development of trends, the elimination of white spots, the transfer of experience in other situations. This makes it possible to build the logic of fluctuations (justification of stages, stages of implementation).

The project defines the following actions:

- Theoretical modeling of methods and means of solving self-organizing tasks, allowing under given conditions to obtain the optimal result;
- Assessment of the conditions for the implementation of the self-organizing project on time, taking into accounts the necessary restrictions and costs;
- Detailed development of stages of solving specific self-organizing design tasks;
- Analysis of solutions to the problem, the choice of the most appropriate ones;
- Systematization and generalization of the results;
- The Uniting of the solutions to the problems;
- Construction of the available expected result.

The plan provides the necessary actions for the implementation of the pedagogical concept of aggregation. It is of a strategic nature, because in the dynamic process of designing a new educational reality it will be systematically detailed.

The identified trends determine the prerequisites for the transformation of higher education goals from the person who knows to the person who can design, having a project culture, readiness for self-transformation, self-organization, solving problems in non-standard situations of innovative educational reality of the University educational space.
Design and Implementation of Project Culture Multifunctional Model in the Innovative Educational Reality of the Educational Space

It is established that a characteristic feature of the University educational space, focused on the integration with the space of productive spheres, is interdisciplinary connections in the conjugate fields of professional activity; integrative nature of links of professional knowledge with other Sciences (technical, natural science, social and humanitarian); systematic nature of professional knowledge as an integrity; project nature of student educational and practical activities. In the course of the study, the scientifically grounded stages of development of project culture multifunctional model in the University transforming educational space are established:

1. Pre - design stage-entry of student and teacher in efforts to create a design culture (Novikov, 2006). The pre-project stage is determined by a logical sequence of elements: diagnostics, problem-setting, goal-setting, conceptualization, and formatting, preliminary socialization of the project.

Diagnosis is carried out in the process of establishing the connection of learning with the real problems of life, knowledge, profession. It provides a manifestation of lively, creative interest of participants in the formulation of problems, a high degree of freedom of search in the surrounding and information space, the ability to exchange views with fellow students, psychological readiness to keep in mind the impression of studying problems, etc.

Problem-setting is value self-determination of the student in the problem field of the studied content. The discovery of a new problem becomes a serious motive for inclusion in the new educational reality of the educational space. Problem-setting includes steps to identify the contradictions, to define the field of problems among the participants involved in activities, to formulate the General problem, to create objectives’ tree, the do classification and hierarchy.

Conceptualization - the reliability of the plan depends on a clear representation of the range of categories, concepts, ideas, definitions, with the help of which the phenomena and processes in the framework of the model of project culture will be described.

Target specification. The goal plays a stimulating (in relation to the participants), transforming (in relation to the subject of design and its participants), normalizing (in relation to the culture-forming activity and its result), orientation (in relation to the final product) role. After concretization of the goal, the strategy of the project culture model is developed, which determines the General direction and nature of its achievement in the innovative educational reality of the University educational space: modular competence-based, project – target, project – program, multifunctional.

Formatting of the model. A kind of way to limit (rationing) the activity of participants through the definition of its boundaries and scale. Scientifically based choice of format includes the definition of time, space, context, circle of its participants and other parameters. Their number varies depending on the pedagogical situation and the goals of the model's development. Preliminary socialization is a procedure of public presentation of the model. At this stage, experts decide to permit the participants implement the model or to eliminate errors in it.

2. Stage of implementation. If the pre-project stage has been carried out in its entirety, each of the participants can start implementing the planned actions and solving the tasks. At the implementation stage, each element of the model is defined by the logic of creating or transforming the learning space and is always correlated with a specific task agreed upon at the pre-project stage. Activity participants should be clear about their objectives, the results and their significance in the overall concept of the model.

3. Final stage. It includes two main procedures, different in terms of technology, but converging in terms of functionality. This is examination and reflection. The examination is carried out on the basis of independent experts’ involvement in the evaluation and self-assessment of the results of work in accordance with the selected criteria; in the course of reflection, the success and integrity of the model as a joint activity is estimated, including its goals, content, forms, methods of implementation.

The classification of the functions of the project culture’s model is substantiated. It is defined by:
Dominant activity in the learning space (research, search, creative, role-playing, practice-oriented, information, etc.);
- Subject-content area: within one area of knowledge, interdisciplinary (within a variety of disciplines);
- The nature of coordination: direct (hard, flexible), hidden (implicit, imitating project participants);
- Nature of contacts (among participants of one educational institution, city, region, country, different countries);
- Number of participants;
- Duration of the project.

In accordance with the first feature-the dominant activity in the learning space there are:
- Research functions- are subordinated to the logic of research and have a structure, approximate or completely coinciding with the original research. They assume the argumentation of the relevance of the topic, formulation of the research problem, designation of tasks, methods, sources of information, the choice of methodology, the nomination of hypotheses, the development of ways to solve it (experimental), discussion of the results, conclusions, design of the results, the designation of new problems for the further development of the study;
- Creative ones – are subordinated to the dominant aspect of activity;
- Role-playing, game-based - the structure of such functions remains open until the completion of the work. Participants assume roles based on the nature and content of the activity. It can be both literary characters and virtual heroes imitating business and social relations developed by the participants of the situation. The results are projected at the initial stage of implementation. Have a high degree of creativity;
- Information ones- focused on the collection of information about the object, the phenomenon. For their implementation they require a well-thought-out structure, organizational conditions, systematic correction in the course of work;
- practice-oriented ones - differ initially in designated result of activities aimed at the implementation of personal interests of students, the elimination of identified inconsistencies. They require a carefully thought-out structure with the definition of goals and objectives of each of the participants, clear conclusions, and registration of the results taking into account the personal contribution of each participant.

It is proved that in the innovative educational reality of the University educational space the model of project culture is based on mixed types of functions in which there are elements of research and creative, both practice - oriented and information. Each type is characterized by one or another type of coordination, deadlines, stages, number of participants, etc.

It is established that the multifunctional model of project culture reflects the activity logic of the student and the teacher. The activity of the student in connection with this logic appears as a set of educational projects: any educational program for the student is a training project; the study of individual training courses is also training projects (subprojects in relation to the main project – the educational program). Similarly and the activity of the teacher is structured - the implementation of pedagogical projects (Novikov, 2006). It is defined that didactic levels of the student project culture reflect three levels of activity: mastering of the educational program; mastering of the curriculum on discipline; development of a topic. In the innovative educational reality of the University educational space, the determining factor in the construction of a multifunctional model of project culture is academic time. The main educational project (educational program) is divided into subprojects (by years of study for bachelor, master degrees and specialist: educational projects of the first, second and other years of study). The annual training project on the same basis can be divided into a semester training project, and its training projects into specific subjects and further - the project as a specific training lesson. Accordingly, the didactic levels of the multifunctional model of project culture are classified:
the factual level of the model is productive in the process of studying the ideas, concepts, facts of academic disciplines of all cycles;
- Module level-independent educational projects. They are included in the basic program;
- Mono-subject level is presented in the form of independent courses on a compulsory or optional basis;
- Interdisciplinary level is long-term, integrated models of project culture. They include the study of the content of educational material from various subjects, fields of science, production;
- Reflexive level is focused on evaluation of implemented projects, technologies, decision-making on their productivity or on correction and continuation of testing.

Conclusion
The study confirms the theoretical and practical significance of the problem study of student's project culture as an actual practice-oriented direction of training the future specialist of the new generation in the innovative educational reality of the University educational space. Based on the results of the study, it is proved that the project culture in modern conditions of systemic and structural transformations of higher education, acquires a priority pedagogical status in the integration processes of the University and production spheres of labor, in the transformation of the model of a specialist, curricula and educational programs, pedagogical technologies aimed at integration with production spheres of labor. The established trends served as the basis for the development of a multifunctional model of project culture in the innovative educational reality of the University educational space, integrated with the space of industrial centers, laboratories, technology parks.

To this end, the article reveals the structure and content of the project culture of a University student as a socio-pedagogical phenomenon; the priorities of the values in the innovative educational reality of the University educational space are defined, determining the implementation of a multifunctional model of project culture. Based on the results of the study, the development of a theoretical and methodical approach to the substantiation of a multifunctional model of project culture in the innovative educational reality of the University educational space is carried out. The effectiveness of the model implementation is confirmed by the results of monitoring of its use in innovative educational reality. The effectiveness of the established priorities of values with the help of activity-based, cognitive, axiological, creative and reflective criteria of the student project culture is proved. Based on the results of monitoring the implementation of the project activities of the student, the levels of formation (high, sufficient, and low) of the project culture on a 5-point scale of assessments are allocated:

- high level. It is characterized by the presence of project competence, developed cognitive processes and project thinking, the manifestation of creativity, value attitude to the future profession and study, the ability to adequately assess the project on the proposed criteria. Projects are characterized by novelty, originality, creativity. Among 25, 8% of students the level of formation of project culture corresponds to the highest score (4 - 5 points);
- sufficient level. It is determined by the possession of project skills and abilities necessary for the creation of medium-level projects. Intellectual abilities, creative and design thinking skills are very developed. The projects are satisfactory, but not original. Among 30% of students the level of formation of project culture corresponds to a sufficient level (3 - 4 points);
- The low level of project culture is characterized by poor project skills. Project thinking, reflection of students are not developed, manifestations of creative abilities are not observed. Value attitude to professional and educational activities is not formed. Projects are superficial; they are not characterized by creativity. Among 35% of students the level of formation of project culture corresponds to a low level (3 - 2 points).
The study proved that students with high and sufficient levels of formation of the project culture have developed ability to independently perform educational, cognitive, research and training and production projects with the maximum use of intellectual, creative, cognitive competencies.

References
Regional Model Of Professional Mobility Development Of A Teacher Engaged In Supplementary Education: Scientific And Methodological Backgrounds

Natalia N. Malakhova¹, Vasily Y. Sinenko², Anna R. Demchenko³, Viktor G. Lysenko⁴, Olga A. Milinis⁵, Valery A. Nikolaev⁶, Oleg Y. Pokhorukov⁷

¹ Novosibirsk Institute of Advanced Training and Retraining for Educators, Russian Academy of Education, Novosibirsk, Russia
² Novosibirsk Institute of Advanced Training and Retraining for Educators, Russian Academy of Education, Novosibirsk, Russia
³ Institute of Pedagogical Research of Children Endowments, Russian Academy of Education, Novosibirsk, Russia
⁴ Siberian Polytechnic Technical School, Kemerovo, Russia
⁵ Institute of Advanced Training, Novokuznetsk, Russia
⁶ Secondary School “Our school”, Novosibirsk, Russia
⁷ Novokuznetsk Institute (Branch), Kemerovo State University, Novokuznetsk, Russia

*corresponding author

Abstract
The concept of life-long (continuous) vocational development is affected by the creation of flexible strategies focused on the development of teaching staff professional mobility. The given article deals with the problem associated with seeking for efficient mechanisms initiating the development of professional mobility of the teaching staff involved in supplementary education with regard to the features of the regional educational policy. Professional mobility is considered as a dynamic phenomenon with an open specific, as an integrative personal trait which includes his/her individual traits (flexibility, activity, adaptivity) and some certain professional characteristics reflected in his/her educational work and professional behavior, readiness to new experience, quickness and effectiveness of decision-making. The idea of professional mobility as the synthesis of internal and external conditions is fundamental for the author of this paper. The article specifies the features and components of an effective regional model of professional mobility of a teacher (an instructor) engaged in supplementary education. The article presents practical implementation of regional programs intended for supplementary vocational education at the department of education and psychology of Novosibirsk Institute of Advanced (Further) Training and Retraining for Educators. This Institute is used as a platform for the experimental approbation and implementation of the professional standard on the theme “An educator of supplementary education for children and adults” on the territory of Novosibirsk Region. This Institute is involved in the development of regional professional competitive environment, the conduction of many regional professional events in the “open methodological school” format.

Keywords: professional mobility, of a teacher engaged in supplementary education, continuous professional grown, willingness to the professional grown, competitive.

Introduction
Mobility, flexibility, readiness to cope with various tasks, fast decision-making, the development of skills enabling dealing with multitask problems are of great demand in modern society. A mobile person distinguishes by his/her readiness to changes, the ability to adapt and rapid response to new challenges. A mobile professional should not only have some certain amount of knowledge and skills, but also be sensitive to fast changes and be able to improve and enhance his/her professional and personal strategies. Therefore, the development of professional mobility is one of the urgent aims for vocational
education (Malakhova, 2017a; Malakhova, 2016a; Malakhova, 2017b; Kvon et al., 2018; Fartash et al., 2018; Tastan et al., 2018).

We define the concept “professional mobility of a teacher (an instructor) engaged in supplementary education” as an integrative personal trait which includes his/her individual traits (flexibility, activity, adaptivity) and some certain professional characteristics (professional motivation, professional competence and qualification, advanced professional development) reflected in his/her educational work and professional behavior, readiness to new experience, quickness and effectiveness of decision-making.

The Russian labour market is being formed under deep economic transformations where the problems related to the development of workforce capacity are of great importance for the country. Federal and regional authorities give careful consideration to the problem on the content revision of supplementary vocational programs and curricula ensuring mass children involvement and the improvement of education quality. The key figure of these reforms is a teacher (an instructor) working in the system of supplementary education (Malakhova, 2014a; Malakhova, 2010a; Malakhova, 2017c; Malakhova, 2015a; Levina et al. 2017).

Under the conditions when the system of supplementary education undergoes modernization to make sure accessibility to all children, the requirements to personal traits as well as to the professional qualification of educators engaged in this system of vocational education are constantly increasing too. The social standard of supplementary education focuses on the expansion of the age range of those who are interested in getting supplementary educational services, updating of the content of supplementary education programs and curricula. Unfortunately, there is a lack of professional competences among teaching staff involved in the system of supplementary education (Malakhova, 2017a; Malakhova, 2017b; Malakhova, 2017c).

Along with the above specified problem there is so called “twofold negative choice” in the Russian system of vocational education which affects the career of university graduates and the development of his/her professional and personal status. There are some contradictions concerning the competences, since some skills obtained during the students’ training at university are not needed (not in demand) after graduation from university. A lack of educational and life experience at the beginning of professional career may lead to giving up the chosen direction of development. A student of a pedagogical university is in double danger: he/she studied in accordance with one educational standard, but in real life he/she will deal with the professional standard that differs from the former one and the graduates are not ready to tackle this new challenge (Kasatkina, Pakhomova & Rudneva, 2015; Kharina, 2013; Malakhova, 2007; Malakhova, 2016b; Nikolaev, 2018; Poholkov et al., 2015; Pokhorukov & Pokhorukova, 2017; Sinenko et al., 2016a).

Thus, upon the analysis of scientific literature where two practices of professional activity are compared, the first in the system of university education and the second in the system of advanced training and retraining, several contradictions have been revealed:

- Between the need of society in multi-factor renovation and reform of the system of supplementary education and the absence of teachers’ (educators’) readiness to develop innovative projects and programs and to take part in team projects;
- Between the need to increase the number of citizens without basic pedagogical or subject-oriented education and experience in the field of education to be involved in the system of supplementary education and the traditional system of advanced training and retraining;
- Between the increasing social need of the adult population to get supplementary education and the absence of psychological and and pedagogical readiness to this teaching and educational work;
- Between the need to act under free market conditions, to adapt to the changing demands posed by children, their parents and adult population to educators and lack of their knowledge and experience in advertising, marketing and organizational-financial activity.
Thus, there is pressing need in the design and practical implementation of a regional model for professional development of teachers engaged in the system of supplementary education and specification of its methodological and technological prospects.

To solve this urgent problem and put it into practice it is necessary to do the following:

1. To justify scientifically and methodologically the regional model for professional mobility of teachers engaged in the supplementary education.

2. To develop and test the psychological and andragogical model for improving the professional mobility of teachers engaged in the system of supplementary education. This should be done on the basis of Novosibirsk institute of advanced training. This model will be implemented through the technologies of vocational eventivity, professional foresight projects and the development of author’s thinking.

3. To keep on developing mobile and motivating conditions for professional communication through the regional professional competitive environment, regional bank of innovative educational experience, regional professional events in the “open methodological school” format.

4. To draft and implement thematic (topical) modules aimed at developing author’s thinking which enables to create necessary prerequisites for professional mobility of students studying at Novosibirsk State Pedagogical University and Novosibirsk State Conservatory M.I. Glinka.

5. To develop the index of professional mobility to specify its true and potential level and to form individual professional trajectory.

Materials and Methods

The following approaches serve as the methodological background for the Regional model aimed at developing the professional mobility of a teacher engaged in the system of supplementary education:

System and activity approach which allows distinguishing cornerstone principles during the professional development of a teacher engaged in the supplementary educational system, to specify the set of meaningful characteristics (features) inherent to professional mobility as a dynamic integrative personal trait.

Competence approach which enables to generalize the educational experience, to specify educators’ professional giftedness including the level detection of potential professional mobility.

Educational environmental approach which is focused on revealing the conditions for professional communication and creating the motivating environment for this communication resulting in the development of professional mobility of teachers engaged in the supplementary educational system.

Event approach which allows affecting the professional ideas, values and personal and semantic constructs (models) through participating in the events and their perception.

Poly-subject (dialogic) approach concerned with the development (self-development) of a mobile personality (individuality) through the interaction in changing educational communities.

The analysis of the regional experience of professional mobility development of educators engaged in supplementary education and simulation of didactic systems and processes required for continuous support and professional improvement have been chosen as key methods providing scientific and methodological justification and background for the Regional model.

In our research the teaching staff engaged in supplementary education is considered as a rather stable social and professional group. Among the main motivational factors are the opportunities for self-realization, creative nature of their work, organizational independence, social and professional recognition. However, the feature of this teachers’ group is their intention to keep on working in the same institution (organization) performing their current duties which is an indicator of their low professional mobility.

Upon our long-term monitoring it can be concluded that the number of educators engaged in supplementary education who take part in the development of professional programs is relatively high. It should be noted that short-term courses developed for advanced training and retraining and some certain
events overweigh the number of long-term events and more substantial forms of career development (vocational retraining, MA courses).

Basic foundations for development of the regional model concerned with the development of teachers' professional mobility in the system of supplementary education are as follows:

1) the experience of approbation and implementation of the professional standard on “The teacher of supplementary education for children and adults” on the territory of Novosibirsk Region (Oblast) (Malakhova, 2017a; Malakhova, 2017b);

2) the experience in implementation of supplementary vocational programs at the department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining for educators (Malakhova, 2015b; Malakhova, 2014c; Malakhova, 2013a; Malakhova, 2010a; Malakhova, 2010b; Malakhova, 2017c; Malakhova, 2015a; Malakhova, 2013b; Malakhova, 2009; Milinis et al., 2016; Sinenko et al., 2017a; Sinenko et al., 2016b);

3) the introduction of thematic modules in the training practice of students studying at Institute of Culture and youth policy, Novosibirsk State Pedagogical University, and theory and composer faculty (majoring in musical education) of Novosibirsk State Conservatory MI Glinka and the creation of necessary prerequisites for developing professional mobility, (Malakhova, 2016c; Malakhova, 2007; Malakhova, 2016b; Sokolova, Rostovtseva & Wasilewski, 2015; Sinenko, 2012);

4) effective development of the regional professional competitive space (Malakhova, 2016a; Malakhova, 2016d; Sinenko, 2017b);

5) practice of holding regional professional events and the replenishment of the regional bank of innovative educational practices in the format “open methodological school” (Malakhova, 2016a; Malakhova, 2014b; Malakhova, Borovikov & Malakhova, 2015a; Malakhova, Borovikov & Malakhova, 2015b; Nikolaev, 2018).

Results and Discussions

1. Approbation and implementation of the vocational standard “Educators of supplementary education for children and adults” in the educational system on the territory of Novosibirsk Region (Oblast).

The priority of the state educational policy in the field of professional competence development of educators engaged in supplementary education is emphasized in numerous policy and strategic documents. The professional standard “Educators of supplementary education for children and adults” was approved by order № 613 from 8 September 2015 issued by the Ministry of Education and Science of the Russian Federation.

To improve the professional requirements to the teaching staff engaged in supplementary education a special schedule on approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” over the period of 2016-2017 was adopted (approved by direction № P-160 from 29 April 2016 of the deputy minister of the Ministry of Education and Science of the Russian Federation). 41 pilot regions were determined to be responsible for this activity. Novosibirsk Region (Oblast) is among the regions responsible for approbation and implementation of this professional standard. Novosibirsk Institute of Advanced Training and Retraining has been chosen as a regional operator coordinating this activity.

To provide the coordinated and systemic operation several normative legal documents were drafted and developed to facilitate the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” over a period of 2016-2017 on the territory of Novosibirsk Region (Oblast) (approved by orders № 2572 from 25 October, 2016 and № 2785 from 18 November, 2016 issued by the Ministry of Education and Science):

1. Calendar of Activities (“roadmap”) ensuring the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” on the territory of Novosibirsk Region.
2. Regulations of procedures concerned with the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” on the territory of Novosibirsk Region.

3. Directives on the foundation of a council dealing with the issues concerning the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” on the territory of Novosibirsk Region.

4. Directives on the competitive selection of state and municipal educational institutions for taking part in the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” on the territory of Novosibirsk Region over a period of 2016-2017. The selected institutions should be located on the territory of Novosibirsk Region and perform the educational activity in accordance with the program developed for supplementary education.

5. Regulations for the competitive committee responsible for competitive selection of state and municipal educational institutions participating in the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” on the territory of Novosibirsk Region over a period of 2016-2017. The selected institutions should be located on the territory of Novosibirsk Region and perform their educational activity in accordance with the program developed for supplementary education.

The next step was to make competitive selections of state and municipal educational institutions participating in the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” on the territory of Novosibirsk Region over a period of 2016-2017. 21 educational institutions were chosen as pilot platforms (approved by order № 3122 from 20 December 2016 of the Ministry of Education and Science).

The approbation showed some areas of concern referring to the professional development and a lack of professional competences by teachers (instructors) involved in the system of regional supplementary education. Thus, it is established that there are some crucial problems on the application of the professional standard “A teacher in the system of supplementary education for children and adults”. They are mainly concerned with labor (employment) relationship associated with:

- the absence of the normative legal basis in the domain of labor (employment) relationship;
- trainee-teachers unreadiness to do the vocational retraining on the course “A teacher in the system of supplementary education for children and adults” for fear of distant educational forms, lack of time and financial resources;
- the complexity to develop new job descriptions;
- the absence of uniform testing and assessment materials to check the teaching staff professional competence. There is also a problem with methodological materials and recommendations for drawing up a labor contract, conditions of payment, etc.

There are heated debates among teachers about the absence of possibilities to hire a person with incomplete university (higher) education on the post of “A teacher in the system of supplementary education”, since the official standard allows employing only specialists with university (higher) education. It is well known that people with incomplete university (higher) education can serve as a potential for “rejuvenation” of the teaching staff thanks to new specialists.

The study showed that teachers engaged in the supplementary education have a lack of professional competences in the field of psychological and educational background as well in the e-learning methods and the use of distant educational resources. They do not have a clear idea about personal characteristics and aptitudes of disabled children, they are not competent enough in the specific of inclusive approach and they also do not know how to work with children and non-adult pupils at risks, socially unadapted children and their families. Teachers (educators) have also some problems with the proper application of basic forms, methods, techniques and ways essential for the formation and development of parents’ psychological and educational competence. Activities connected with the analysis of the external
sociocultural environment potential to use its resources for improving the system of supplementary education and developing tools for marketing research are still unassimilated by the majority of teachers.

2. The development and approbation of supplementary vocational programs with priority attention to the development of teachers’ professional mobility.

Specialists engaged in the system of supplementary education receive methodological support from the staff of the department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining for Educators. Managerial and teaching staff advanced training and occupational retraining is carried out through networking and modular programs, individual probation periods, training in creative teams or groups and targeted tutor’s support.

Taking into account the necessity to develop the traits required for a professionally mobile personality, a special supplementary program titled “Teacher’s professional culture under implementation of the conception of children’s supplementary education development” was developed in 2016. Organizational and methodological conditions enable the professional interaction and cooperation in two formats:

- on the sites of some particular supplementary educational institutions where the representatives of one teaching staff from one organization are included in the team;
- teams, formed on the basis of Novosibirsk Institute of Advanced Training and Retraining, consisting of teachers (educators) from different educational institutions of a city (town) and the region.

The content of supplementary vocational program reflects the requirements of the professional standard “A teacher in the system of supplementary education for children and adults” and the guidelines for the Conception of supplementary education development for children. The main concern is the systematic-integral nature of creative activity (creativity) and teachers and children’s co-authorship in the teaching and educational process which takes place in supplementary education institutions. One of the main conditions to implement the program of advanced training is in obtaining feedback from listeners, creating a special free creative atmosphere for their interaction, cultivating and supporting the elements of author’s attitude and viewpoint (Mavrina, 2000; Malakhova, 2010a; Malakhova, 2015a; Malakhova, 2013a; Malakhova, 2013b; Malakhova, 2009; Sokolova, Rostovtseva & Wasilewski, 2015).

The choice of the content for the specified supplementary vocational program reflects the personalized nature of the communicative-developmental environment intended for professional communication among teachers who work in the system of supplementary education. The purpose of this training is to improve teaching staff professional competence on the arrangement of creative activity as well as the creation of conditions for the development of children’s creativeness in the system of supplementary education in accordance with the requirements of the professional standard. Training effectiveness is achieved thanks to the specification of the purpose through a range of practice-oriented goals:

1) to enhance listeners’ knowledge and ideas concerning psychological and pedagogical issues associated with the development of creative personality in the supplementary education environment;
2) to acquire the experience of lessons and events’ analysis through the manifestation of creative initiative in educational work;
3) to improve skills in designing author’s methodological product (lessons).

This supplementary vocational program is intended for teachers (educators) engaged in supplementary education that have fundamental knowledge and skills in the field of teaching and educational activity and know psychological and pedagogical features for facilitating the integral educational process. The content and specific of the process modeling (designing) of the teachers’ activity in the field of supplementary education in accordance with the professional standards and the Conception of children’s supplementary education development is absorbed through personal and meaning acquisition of the normative legal field of modern supplementary education.

When discussed in groups teachers (educators) analyze the concepts of “creativity”, “creative activity”, “individual -age-specific approach” from the social, educational and psychological viewpoint. The annotated and individually composed list of scientific and methodological literature on the problem of
Creativeness is accompanied by special comments concerning traditional and modern ideas of children’s creativeness development which have attracted attention by listeners in process of their training. Situations from real educational experience and work in groups contribute to the practically oriented acquisition of methods and techniques, enabling the promotion of creativeness development by children and teenagers who are engaged in the system of supplementary education. Drafting a long-term plan dealing with the creative development of children and teenagers through a particular supplementary educational program allows comparing alternative models and showing individual methodological “hand writing” of a certain teacher engaged in supplementary education.

Practical forms of professional interaction focused on the acquisition and development of skills associated with the lesson analysis in the supplementary education system through the prism of children and teenagers’ creativeness development provoke a sincere interest by listeners involved in the specified advanced training program (Malakhova, 2014a; Malakhova, 2013a). The participation in open and special lessons, group and team discussions conducted in the video-training format allow teachers to analyze the real situations, the plot and methodological line of a lesson. Group and team discussions of the main “difficulties” that teachers can face when cultivating and developing their own methodical product help the creation of author’s perception and viewpoint on regular lessons (learning session), their software and methodical support. The individualization of a personal professional experience in process of training sessions (lessons) through certain learning and cognitive situations lead to listeners’ understanding of the necessity of their professional and creative self-identification which is one of the professional mobility bases of a modern educator (Malakhova, 2016a; Malakhova, 2017b).

Over a period of 2016-2017 312 teachers engaged in supplementary education in Novosibirsk and Novosibirsk Region (Oblast) completed the training course on supplementary vocational program “Teacher’s professional culture under Concept of children’s supplementary education development”. Upon the listeners’ survey the content of this program, forms and methods of interactive work and self-study attracted personal and professional interest. From 312 listeners who completed the course on this program:

- 4 teachers took part in the regional contest devoted to professional skills in the field of supplementary education “Heart for the children”. One of the participants won in the social and pedagogical nomination and became the member of a regional group of teachers engaged in supplementary education that submitted an application for participating in All-Russian contest;
- 6 teachers presented their materials at the Open regional contest of methodological materials called “The secret of success”;
- 18 teachers took part in the Regional contest of author educational program;
- 7 teachers generalized their professional pedagogical experience and published this study in the journal “Upbringing and supplementary education in Novosibirsk Region”;
- 9 teachers of supplementary education participated in the city festival “Methodological runway”.

Thus, the training course on supplementary professional program “Teacher’s professional culture under the Concept of children’s supplementary education development” facilitates the reflection of individual professional experience, the increase of motivation to self-development, the formation of favorable basis for professional mobility development of teachers engaged in supplementary education.

3 The development and implementation of new thematic modules for developing personal pedagogical way of thinking which creates the necessary prerequisites for professional mobility of students of Novosibirsk State Pedagogical University and Novosibirsk State Conservatory MI Glinka.

The experience of working with students from Institute of Culture and Youth Policy of Novosibirsk State Pedagogical University and theoretical and composer faculty of Novosibirsk State Conservatory MI Glinka during their training and pedagogical practice and young specialist during their training courses at Novosibirsk Institute of Advanced Training and Retraining give ground for forming the individual and personal viewpoint through accumulation of author’s pedagogical experience.
There is no doubt that a teacher, who takes immediate actions to cope with ever-changing teaching and educational situations and has own author’s point of view reflecting the unique synthesis of their personal and professional identification, is able to create conditions for pupils’ personal, intellectual, creative development. The orientation on authorship is one of the main teacher’s desires which reflects the development of modern society, the dynamics of social and technological changes (Malakhova, 2016c; Malakhova, 2016b; Nikolaev, 2018).

The development of professional thinking by a student is a process associated with enhancement of knowledge through own experience and reflection. It is one of the valuable and meaningful bases of educational work (teaching). Its uniqueness is displayed in the unique nature of social, historical and cultural context, organizational conditions, students and teachers’ traits and abilities. Educational work (teaching) is tightly connected with the worldview of a growing man, his/her perception. Therefore, axiological background of student-teacher’s vocational training is beyond the scope of pedagogical and psychological subjects studied at universities. We developed a thematic module enabling the development of author’s pedagogical thinking forming the inner motivation for professional promotion and improvement which lay the firm groundwork for developing the professional mobility. “The choice of the module structure is determined by the possibility to keep autonomous and learner-centered character of learning with continuity and interconnection of its stages.” (Sokolova, Rostovtseva & Wasilewski, 2015). Successful achievement of goals contributes to the enhancement and increase of professionally-oriented communicative competence at the following stages (Sokolova, Rostovtseva & Wasilewski, 2015). The module is implemented within the courses in “Practical training session on pedagogical communication”, “Supplementary education pedagogics”, “Education in the field of children recreation” and “Artistic and aesthetic development in supplementary education institutions”. These courses are intended for students studying at Institute of Culture and Youth Policy of Novosibirsk State Pedagogical University who are majoring in 44.03.01 Teacher education (in the field of supplementary education/bachelor).

For students studying at Novosibirsk State Conservatory M I Glinka who are majoring in 53.03.06 (073000.62) Musicology and musical-applied art (in the field of musical pedagogics/bachelor) we also introduced some thematic modules in the content of musical-educational subjects. The module “Organizational and methodological culture of a music teacher” was included in the program “Musical pedagogics in general education institutions” for in-depth study of music lesson specific through alternative structural models of its design and conduction (one-part, two-part, three-part models, models in the rondeau, sonata-allegro formats, and literary work). The problems of creative self-realization and author’s professional thinking are discussed at lectures and lessons within the course “History and theory of pedagogics”. To develop the author’s principles students and young specialists were suggested designing and conducting open lessons (Malakhova, 2016c).

Moreover, a special additional vocational program “The formation of author’s viewpoint by a teacher” is implemented at the department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining for educators. It is aimed to develop author’s component of educational work (teaching) and improve methodological culture and professional mobility (Malakhova, 2010a; Malakhova, 2010b).

Creative self-development will result in the creation of an author’s methodological product. The author’s component in educational work cultivated during students’ training at university accompanied by postgraduate advanced training is one of the most efficient resources ensuring the development of professional mobility and the improvement of education quality in Russia.

4. Effective development of a regional vocational competitive environment

The existing regional vocational competitive environment allows a teacher not only to generalize own educational experience in a certain thematic area and form, but also to see the real perspectives of self-realization. Regional contests of professional skills and workmanship are real mechanisms initiating the development of teachers’ creative potential. It is to be emphasized that the participation in a contest
allows the teachers working in a certain educational institution to cope with a range of problems associated with the staff development:

- It enables to form the image of an institution and increase its competitive ratio.
- It contributes to improving the level of teachers’ skills, their professional confidence and mobility.

The department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining in cooperation with supplementary education institutions located in Novosibirsk and Novosibirsk Region and the Ministry of Education, Science and Innovative Policy of Novosibirsk Region conduct the following contests devoted to professional skills and workmanship:

- Regional professional skills contest for teachers engaged in supplementary education “Heart for the children” (since 2003);
- Regional contest of author’s educational programs for teachers engaged in supplementary education (since 2008);
- Regional contest of creative educational projects “This is how the stars are lit up”, regional contest “Siberian media-bank: pedagogics, creativity, search” (together with MBI SE Novosibirsk “Students Activity Center after named after V. Dubinin”) (since 2009);
- Open regional contest of methodological materials “The secret of success” (together with MBI SE Novosibirsk “Students Activity Center “Oktyabryski”) (since 2010);
- Regional contest of children and adults’ creative achievements “Through the past to the future” (together with MBI SE Novosibirsk “Students Activity Center “Central”) (since 2011);
- Regional contest of author’s supplementary program for adults “Verges of development”, Open regional contest of methodological materials concerned with the conservation and development of the Russian traditional culture in the modern environment “Tradition keepers” (together with MBI SE Novosibirsk “Students Activity Center “Poppy red sails”) (since 2015).

The scientific-methodological and organizational support of the participants involved in the All-Russian contest called “Heart for the children” devoted to vocational workmanship in the field of supplementary education has been provided by the department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining for educators since 2003. Two regional methodological platforms (sites) were held in 2017, e.g. “Structural and conceptual model for children’s training and lessons conduction in the system of supplementary vocational education in Novosibirsk Region” (17.03.2017, 31.10.2017) and workshop-meeting in the webinar format called “Methodological support of the training session for participants involved in the vocational workmanship contest for teachers working in the field of supplementary education under the heading “Heart for the children” (within the framework of the project “Interactive ministry” 15.09.2017). It a common practice when the participants from Novosibirsk region became prize-winners.

The regional contest environment of Novosibirsk Region enables to analyze and distribute the best experience, technologies and effective ways to work with talented students which leads to their education, training and social adaptation. Teachers’ preparation and participation in the regional contest of professional workmanship is a powerful stimulus for career promotion and the development of qualities required for their further professional mobility.

5. The development of a mobile motivating environment for professional communication, a driving force for professional events in the “open methodological school” format

Teacher’s professional experience cannot be divided into separate components and it is difficult to classify it, since it is integral. This professional experience is like a mirror where the teacher’s individuality, features of the subject, the style of communication with students, colleagues and parents are reflected. The value of educational experience is not only in its ability to be accumulated, but it also can be the source of professional and personal promotion, the area of discussion and interaction in educational community. Professional interaction in an educational environment is a heterogeneous
phenomenon realized through various formats. The organization of professional and pedagogical interaction in a briefing format within the congresses, workshops and conferences held for teaching staff is, from our viewpoint, effective by the identification of priority teaching and educational model and implementation of valuable and meaningful component of teacher’s professional activity. The inclusion of the methodical vector in the comprehension and perception of professional experience allows the teacher to speak freely, using a lively and vivid language instead of stereotype clichés. The use of this type of communication enables to emphasize the transparency and author’s nature of educational work.

The issue of the informative-methodological journal “Training and supplementary education in Novosibirsk Region” (has been published since June, 2001, editor-in-chief, PhD in education, the member of Union of Journalists of the Russian Federation L.I. Borovikov) favors the development of a mobile motivating environment for professional communication. This journal demonstrates the professional experience of vice-principals, teachers, tutors, methodologists, psychologists, form masters, counselors and facilitators.

To enhance the environment of professional communication and cooperation with colleagues and educational institutions of Siberian Federal District within the International educational exhibition “EdSib” several conferences has been held, namely, “The role of methodical service in improving education through the development of teacher’s competence” (since 2010), “The role of a supplementary education institution in the system integration of open alternative education in Novosibirsk Region” (since 2017), workshop-presentation on “Educational initiative” (within the project “Days of vocational guidance in Novosibirsk Region” called “Region of national technological initiative – the territory of talent development”) (since 2017).

The conception was developed and three meetings of the Regional open educational assembly of supplementary education institutions were held. It is a common practice on the basis of supplementary education institutions to hold municipal and regional readings, sites for trainees, workshop sessions, seminars and practical training session for principals, vice-principals, psychologists, tutors and teachers. The above mentioned events are held by active participation of some public organizations like the Board of directors of supplementary education of Novosibirsk region and the Board of directors of supplementary education of Novosibirsk.

The information-communication environment for professional communication among teachers living in Novosibirsk and Novosibirsk Region is developed through the operation of alternative interaction platforms, e.g. in the system of consulting centers “Teacher’s educational competence: open methodological school” which can set the example of cooperation between the department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining and municipal budgetary general education institution secondary school № 156 (Novosibirsk) (Malakhova, Kislitsyna & Moiseeva, 2017). The model of teachers’ interaction (“Open discussion platform”) is being tested during these events.

The following regional methodological seminars have been held over a period of 2016-2017:
1. “Great secrets of education” (October 26, 2016). 137 teachers and teaching staff from Novosibirsk and Novosibirsk Region took part in the regional seminar. Among the participants were teachers in some certain subjects, teachers engaged in the system of supplementary education, parents, vice-principals and university students).
2. “Motivation to cognition and creativity: the sense and values of pupils’ self-study” (March 13, 2017, 82 participants).
3. “The design of individual trajectory for child’s development through activities outside regular hours and work at lessons” (March 16, 2017, 43 participants).
4. Workshop “Teacher and a student: dialogues in the maturation environment” (on the basis of Youth Center of Chulym district, April 26, 2017, 57 participants).

Strategic session “The management of educational system in a modern educational institution: interaction in the maturation environment” was held on the 22nd August, 2017 in the framework of the II Congress
of educational institutions managers working in Novosibirsk Region. The department of education and psychology of Novosibirsk Institute of Advanced Training and Retraining rendered scientific and educational assistance. Open discussion was conducted in the World café format which ensured active participation and exchange of views on the issues of modern forms and methods to facilitate the teaching and educational process. 55 principals, vice-principals, teachers, tutors, methodologists, managerial specialists (from Boards of Education, Ministry of Education, Science and Innovation Policy) from Novosibirsk and Novosibirsk Region took part in the strategic session. The strategic session attracted great professional and personal interest. The formation of an open information and methodological environment, the promotion of interaction among teachers and instructors of Novosibirsk and Novosibirsk Region, the initiation of professional communication with colleagues on different topical issues concerning training and education are considered to be the intermediate outcomes of the project “Pedagogue’s educational competence: open methodological school” implemented by a consulting center. The designed dramaturgy of professional interaction among teachers and instructors from Novosibirsk and the region allows personifying the ideas of educating strategies and approaches, solving sophisticated and complex professional problems that teachers face in their day-to-day activity.

Conclusion
Scientific and methodological backgrounds of a Regional model of professional mobility development for a teacher engaged in supplementary education is stipulated by following achievements and practical conclusions. The experience accumulated from the pilot platforms (sites) that dealt with the approbation and implementation of the professional standard “A teacher in the system of supplementary education for children and adults” in the educational practice of institutions operating in Novosibirsk Region afford ground for formulating the following suggestions for improvement:
1) It is necessary to improve the ways of teaching staff assessment taking into account the analysis of their professional activity and indicators of the listeners’ outcomes on the course developed on the basis of the supplementary general educational program.
2) It is necessary to have a flexible system of payment for teachers by enhancing requirements to their qualification and work experience to guarantee specialists’ permanent recruitment.
3) It is important to give young specialists chances to get supplementary education corresponding to the specific of general educational program.
4) It is necessary to change the system of employment with the purpose to revive future young specialists’ interest in pedagogical work.

Upon the opinion of specialists working in educational institutions used as pilot platforms when implementing professional standards it is necessary to develop:
- methodological recommendations for the heads (officials) of educational institutions concerning the development of job descriptions;
- methodological recommendations on the individual career promotion of a teacher engaged in the system of supplementary education;
- the pattern of interaction between teachers working in supplementary education institutions and other specialists: teachers working in high schools, supervising teachers, psychologists, counselors (social teachers) and speech pathologists;
- programs of consulting and legal support (legal assistance) when implementing professional standards.

The discussion of approbation and implementation outcomes on the professional standard “A teacher in the system of supplementary education for children and adults” on the territory of Novosibirsk Region and other pilot regions of the Russian Federation has identified a range of problems and risks
connected with the procedure and terms of its application. Upon the obtained results a Regional Theoretical and Practical Conference called “Professional mobility of a teacher engaged in supplementary education in the changing world” was held in Novosibirsk Institute of Advanced Training and Retraining for Educators on 29.11.2017 and the collection of materials was published.

The practice of the supplementary vocational program implementation at the department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining for Educators enables to develop and test a psychological and andragogic model of professional mobility development for teachers in the system of supplementary education through technologies of professional eventivity, professional foresight-designing (drafting), and author’s educational thinking.

The experience of designing and implementing thematic modules holds particular promise for progress in the field of professional mobility, training practice of students studying at Institute of Culture and Youth Policy of Novosibirsk State Pedagogical University and theoretical and composer’s faculty (major – “musical pedagogy”) of Novosibirsk State Conservatory M I Glinka and results in the positive impact on the formation of graduates’ educational viewpoint.

Effective development of the regional professional competitive environment allows the teachers not only to improve their professional skills but also to develop the regional bank of author’s practices for developing children and teenagers’ creativity. Within the framework of national program of Novosibirsk region “Education development, the arrangement of conditions for children and students’ socialization in Novosibirsk Region over a period of 2015-2020” a teaching aid titled “the development of children’s giftedness: open methodological school” was developed by the department of pedagogy and psychology of Novosibirsk Institute of Advanced Training and Retraining for Educators and then published in the amount of six issues.

The comprehensive methodological aid represents teachers’ experience in the field of their creative educational work aimed at supporting and developing children’s giftedness in Novosibirsk Region. The issues of the teaching aid were published under the following titles: “Scientific and technical creativity”, “Research culture”, “Artistic and creative development”, “Social creativity”, “Spiritual and moral development”, “The system of outside regular hours activity”.

**Recommendations**

Methodological series is an author’s didactic textbook aimed to develop teacher’s attitude towards the identification and support of children’s giftedness. From our viewpoint, thorough and laborious self-study will result in the creation of author’s system of education with the purpose to develop talented children living in Novosibirsk Region. We agree with V.Ya. Sinenko about individuality and fragility of the child’s giftedness phenomenon “which requires teacher’s skillful, ethically considered patient relation to children” (Sinenko, 2012).

All materials included in the textbook were developed by teachers-practitioners who work and live on the territory of Novosibirsk Region. Upon the generalization of teachers’ experience some unique approaches, methods and techniques were revealed, e.g. ways to develop an individual engineering thought and study-inventive motivation; social-cultural aptitudes for being environmentally friendly and taking care of nature and environment. Diversity of such organizational forms as summer expeditions, ecological raids, summer law school, festival of children’s initiatives also belong to these unique pedagogical mechanisms. Social trials, local history activity, the research in the field of ecology, the creation of open educational system, educational and developmental phenomenon of the Russian stove, etc. are among these unique regional models enabling to work with talented children.

There is no doubt that this textbook (teaching aid) is unable to handle all the problems associated with the identification and support of gifted children and teenagers. However, the idea of an open methodological school emphasizes the priority and special meaning of a student-centered experience in the study of the phenomenon “giftedness”.
The conclusions made by teachers-practitioners of Novosibirsk Region incorporate some elements of applied scientific-theoretical knowledge and own real educational and personal experience reflecting their own viewpoint. Open access to methodological ideas which everybody can find in this textbook (teaching aid) will contribute to effective development of the regional system aimed at supporting talented children and young people. This is confirmed by several regional professional events in the “open methodological school” format.

Regions are still building their own systems of supplementary vocational education, carefully using the most valuable aspects. From authors’ viewpoint to ensure the technological support of a Regional model of mobility development for a teacher engaged in supplementary vocational education it is necessary to develop a special index for assessing the level of real and potential vocational mobility and the stage of individual vocational trajectory formation.

References


Psychological Structure Of The Corruption Act (By The Example Of The Convicted Person)

Sergey E. Drovosekov, Elena P. Ivutina, Elena E. Rudnitskaya, Tatyana A. Vturina, Nina N. Ershova, Veronika S. Klimenko

1 Department of Education, Vyatka State University, Kirov, Russia
2 Department of Education, Vyatka State University, Kirov, Russia
3 Department of Education, Vyatka State University, Kirov, Russia
4 Department of Education, Vyatka State University, Kirov, Russia
5 Department of Education, Vyatka State University, Kirov, Russia
6 Department of Education, Vyatka State University, Kirov, Russia
7 Department of Education of scientific and pedagogical personnel, Academy of FPS, Ryazan, Russia

*corresponding author

Abstract
The problem considered in the article is urgent as modern psychological practice needs to determine the structure and content of the term "the corruption act". The purpose of the article is to determine the conceptual structure of the corrupt act, the contribution of structural components to the overall system and to verify the conceptual structure by empirical research. The main method of investigating this problem is the method of reconstructing the component structure of the corruption act of convicted people for a corruption crime (in correctional institutions). The structure of the corrupt act is a multicomponent psychological formation componentally isomorphic to a system of professional activity. The interaction within this structure forms new structural components (levels): reflexive, regulatory, motivationally-objective, activity-important qualities (anti-professionally important qualities of the subject). The model of the structure of the corruption act allows to formulate the concept of "the corruption act", to propose three stable types of structures of the corruption act, and to define invariant components of these structures and their main features. It will allow to develop methods for selecting, predicting and preventing corruption acts of a person who takes responsible decisions.

Keywords: the corruption act, the structure of the corruption act, components of the corruption act, modeling by structural equations, the exploratory factor analysis.

Introduction
At present, corruption can be considered one of the most acute social, political, legal and psychological problems which are discussed in science (Tastan & Davoudi, 2013; Santoro & Kumar, 2018). Researchers of the problem emphasize that corruption is a multidimensional, multilevel, systematically organized social phenomenon that integrates economic, legal, social, managerial, ethical and political components (Jancsics, 2014; Kvon et al., 2018; Fartash et al., 2018). It should be taken into account that psychological researches have considered only certain aspects and components of corruption behaviour so far: factors, mechanisms, properties (Graeff, 2016). So T.I. Chirkova’s (2015) concept of the psychology of destruction allows to consider the corruption act as a hierarchy of psychological mechanisms in the continuum "development-destruction" (Karmann et al., 2014); O.V. Vannovskaya’s (2013) theory analyzes properties of the corruptive personality, studies of foreign scientists consider corruption behavior in the context of deviant behavior at work (J. Greenberg, R. Hollinger, J. Clarke, R. Bennett (2016), S. Robinson and B. Seim (2018)). The subject field of corruption is rather blurry and poorly structured (Navot, 2015). If you specify it in the aspect of researching the component and functional structure, it becomes possible to identify a unit of corruption analysis and introduce a construct - the corruption act.
Materials and Methods

The choice of a unit of analysis of the corruption act in terms of its structure and functional orientation will allow to rethink the content, contribution and interaction of individual elements in committing a mercenary crime (Philp & David-Barrett, 2015). The constructive definition of the corruption act as a unit of the analysis is that generic is the concept of the corrupt activity (Johnston, 2008). The corruptive act as a construct involves characteristics of the activity in general, focusing on the moral side of the act (Fjelde & Herge, 2014; Levina et al., 2017; Davoudi et al., 2018).

This methodological position is based on the assumption that corruption activity is carried out within the framework of professional activity. The theory of systemogenesis of professional activity has defined six functional blocks that make up the psychological system of professional activity: the purpose of professional activity, motives of professional activity, the program of activity, the information basis of activity, decision-making, subsystems of professionally important qualities (Benito, Guillamón & Bastida, 2015). The structure of the corruption act is represented by these elements. Each element, subject to the laws of systemogenesis and interacting with other elements, contributes to the achievement of the goal of the system, forming new components of the structure.

Thus, from the point of view of structural and functional analysis, the construct of the corruption act looks like this: the structure of the corruption act is a multi-component psychological formation componentally isomorphic to a system of professional activity, the interaction within which forms new structural components (levels): reflexive, regulative, motivational, activity-important qualities (anti-professionally important qualities).

This concept allows to strictly delineate the scope of the subject area and points to a method for solving the research problem - the definition of the structure of the corruption act (Philp & David-Barrett, 2015).

Results

The formulation of the research problem requires a special method of investigation - reconstruction and characterization of the psychological structure of the corruption act of the convicted person. As a methodological tool we used the following methods in our study: methodology "Figures of Gottschildt" (Holodnaja, 2002); "Subjective semantics" (Robinson & Seim, 2018); "Temporary perspective questionnaire" by F. Zimbardo, R. Sword, R. Sword (2017); "Differential test of reflexivity" by E.N. Osin and D.A. Leontiev (2014); Questionnaire "Style of self-regulation of behavior" with a reliability scale by V.I. Morosanov (2015); multidimensional professional psychological personality test by A.V. Sidorenkov (2007).

To represent the functional purpose of each component in the structure of the corruption act, we present the base for selecting methodologies in the form of a table.

<table>
<thead>
<tr>
<th>Structure component</th>
<th>Contents</th>
<th>Methodology</th>
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<tbody>
<tr>
<td>Motive - goal (vector motive ⇒ goal)</td>
<td>If the subject is independent in setting goals</td>
<td>Figures of Gottschildt</td>
</tr>
<tr>
<td></td>
<td>Structure of the goal</td>
<td>Subjective semantics</td>
</tr>
<tr>
<td>Professionally important qualities (PIQ)</td>
<td>Activity-important qualities of the person influencing the commission of the corrupt act</td>
<td>Multidimensional professional-psychological personal test-1.3 by A.V. Sidorenkov (2007). Scales:</td>
</tr>
<tr>
<td></td>
<td>Motive of approval</td>
<td>- Motive of approval</td>
</tr>
<tr>
<td></td>
<td>Motive of achievement</td>
<td>- Motive of achievement</td>
</tr>
</tbody>
</table>
Morosanov (2015). Scales:
- flexibility
- independence
- reliability

Program of activities
How a person regulates the achievement of the goal

- Styles of self-regulation behavior with a reliability scale by V.I. Morosanov (2015)
- "Temporary perspective questionnaire" by F. Zimbardo, R. Sword & R. Sword (2017)

Reflexive
Reflection of reality.
How much a person integrates and analyzes the surrounding reality and himself/herself in time and space.

- «Figures of Gottschildt»
- «Differential test of reflexivity" by E.N. Osin and D.A. Leontiev (2014);
- «Temporary perspective questionnaire" by F. Zimbardo, R. Sword & R. Sword (2017)
- Multidimensional professional-psychological personal test-1.3 by A.V. Sidorenkov (2007). Scale: modesty

Decision making
Indicator of readiness for the corruption act

- Multidimensional professional-psychological personal test-1.3 by A.V. Sidorenkov (2007). Scale: Perspec
- Subjective semantics

The empirical study involved men (N = 110), convicted of committing corruption crimes, according to the criminal code of the Russian Federation. The age of the respondents is 35-50 years.

So, let us consider the main results of the empirical study. We applied an exploratory factor analysis to isolate the primary structure of the corruption act. This structure makes it possible to distinguish invariant components of the corruption act within the framework of different types of structures corresponding to different types of a corruptional personality. The primary structure of the factors is presented in Table 2.

### Table 2. The primary factor structure of the corruption act

<table>
<thead>
<tr>
<th>Scales</th>
<th>Types of structures of person’s corruption act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pragmatic</td>
</tr>
<tr>
<td>Field dependence /autonomy</td>
<td>0,603</td>
</tr>
<tr>
<td>Negative past</td>
<td>0,832</td>
</tr>
<tr>
<td>Hedonistic present</td>
<td>0,557</td>
</tr>
<tr>
<td>Future</td>
<td></td>
</tr>
<tr>
<td>Positive past</td>
<td></td>
</tr>
<tr>
<td>Fatalistic present</td>
<td>0,708</td>
</tr>
<tr>
<td>Systemic reflection</td>
<td>0,516</td>
</tr>
<tr>
<td>Introspection</td>
<td>0,767</td>
</tr>
</tbody>
</table>
Quasireflection & 0,581
General level of self-regulation & 0,707
Motive of approval & 0,773
Motivation to achieve & 0,723
Responsibility/irresponsibility & 0,694
Practicality/dreaminess & 0,458
Orientation to the perspective / situation & 0,408
Formal / informal communication & 0,608
Self-confidence / Insecurity & 0,592
Shyness/Shamelessness & 0,536
Emotional instability & -0,403
Social thinking & 0,439

Analyzing the data presented in the table, we can note that the exploratory factor analysis identified four types of corruption act. Each type includes a sufficient number of scales allowing to define and characterize the psychological structure of the corruption act in each of them except the fourth type. The fourth type ("unidentified"), being the most destroyed, is characterized by a direction either to the future or to a positive past, while accompanied by antisocial thinking, i.e. lack of understanding of the motives of the behavior of surrounding people and distance from social contacts.

This type characterizes a person who is in a correctional institute, since respondents who belong to this type do not see themselves in the present social environment, completely turning to their thoughts and aspirations, either to the past or to the future. In fact, the structure of their activities is reduced to the implementation of a short-term constantly changing program of activities. This type of structure was excluded from the further analysis due to lack of information.

Later the resulting primary factor structure was tested and corrected in the EQS 6.1 software environment. The result of the correction was the conceptual structural model presented below. Thus, within the framework of structural modeling, three most stable types of psychological structures of the corruption act were identified.

The first type, "pragmatic", is characterized by the ability to systemic reflection, that is, the developed ability to self-analysis and evaluation of one's own actions, a high level of general self-regulation that allows one to effectively plan and model one's activity, the need for external approval and a high level of achievements.

The corrupt person with this type of structure has the following personal characteristics: responsibility, practicality, focus primarily on the future perspective, and not on a concrete situation, i.e. respondents of this type primarily enjoy the result of their activities, rather than the process; developed emotional stability, and, accordingly, stress resistance; and social thinking, which allows to effectively evaluate the motives and simulate the results of other people's behavior. Another important characteristic here is self-confidence, that is high confidence in their abilities and their own infallibility and impunity. Self-confidence is often associated with a pronounced motive of achievement.

Thus, according to T.I. Chirkova’s (2015) concept, this type of structure is the least disrupted type. The self-confidence of the corrupt official is the main factor in the fulfillment of the corruption act.

The second type, "unstable" is characterized by a negative attitude towards the past, a tendency to "get stuck" in old grievances and failures. There is no focused goal. Reflexive component is expressed in systemic reflection, quasi-reflection and introspection, which indicates the ability to objectively evaluate
behavior and actions. At the same time, this type is characterized by a reduced level of formation and individual system of conscious self-regulation of voluntary activity. Personal traits are: self-confidence, shamelessness, emotional lability. Thus, this type of structure of corruption acts is a type that is destroyed at the level of self-regulation. Self-confidence also can be a factor of distortion of the motivational sphere.

The third type, "adjustable" has characteristics similar to the first type, such as practicality, motivation of approval and developed social thinking, i.e. the ability to understand and calculate the behavior of other people, and to establish the most productive relationship with the environment. At the same time, unlike the first type, respondents of the third type are characterized by a pronounced desire for independence from the state, that is, people with such a structure in their actions proceed from personal motives and goals of a hedonistic nature, do not seek public approval, which is also accompanied by the ability to feel and comply with the rules adopted in the close environment. People with this type of structure are characterized by thinking that if they match the environment where they are, it can always protect them. Personal traits are: irresponsibility, practicality, orientation to the situation, self-confidence, shamelessness and emotional lability.

Thus, this type of structure is destroyed at the level of the motivational component. The operational factor is alienation from social relations and values while maintaining the ability to effectively adapt to the environment. The most important social values are replaced by superficial, hedonistic motives. A person with this type of structure prefers to act alone in the framework of achieving personal goals, for the achievement of which he is able to manipulate by other people and use illegal ways.

Therefore, we can distinguish the following components of the psychological structure of the corruption act, which are invariant in each of the three proposed types:

**Reflexive component.** It is expressed in the ability to assess the behavior, give it an objective assessment and correlate with public values. Leading indicators are: ability to systemic reflection, shyness, formal communication as a degree of social normativity.

**Regulatory component.** It reflects the ability to conscious self-regulation of behavior, planning, modeling and forecasting. That is, how a person realizes his activity. Leading indicators are: the general level of self-regulation, emotional stability-instability.

**Motivational-target component of the structure.** It characterizes the main drivers of activity and independence or dependence on the social environment. Indicators are: independence of the person, responsibility, motivation for success, motivation for approval.

**Activity important qualities** that characterize the identity of the corrupt official: self-confidence, practicality or dreaminess, emotional lability. These indicators act as changed in the process of destruction and are manifested in the framework of deviant professional behavior components of the system of professional activity.

Also, the research identified some features of each component and formulated them on the basis of data from descriptive statistics, as well as the Spearman correlation coefficient.

1. Within the framework of the motivationally-targeted component, motivation shifts towards social adaptation and dependence in decision-making from the social environment. Goals are formulated on the basis of the need for power, profit and social approval. It is also confirmed by the predominance of hedonic space-time representation.
2. The greater part of respondents are less able to reflectively analyze and moral assess of their behavior while maintaining the ability to monitor, plan and model behavior and activities.
3. Typical most pronounced personal characteristics for the respondents are: responsibility, self-confidence, emotional stability. It characterizes the culprit as a paradoxical personality, which simultaneously possesses both positive professional qualities and negative ones.

At the same time self-confidence stands out among all personal qualities. The indicator of self-confidence is equally represented in all the types of structures, and at the same time it has significant connections.
with the time perspective, which by its nature is responsible for the program of activity, and, accordingly, for the dynamic component of the structure as a whole. That is, self-confidence as a corrupt person's quality, with other favorable characteristics, can act as a decisive factor in the commission of corruption crimes. It also needs to be taken into account in the course of diagnosis and psychological correction of corrupt personality inclinations.

Discussion
Undoubtedly, scientific research on corruption behavior somehow touches the issue of considering corruption activity in terms of components of its structure. In particular, the psychological theory of Yu.M. Antonyan and V.E. Eminov (2010) described the main generalized types of personality of corrupt officials: greedy, prestigious, gambling (2010). Here, the basis for distinguishing individual types is the goal of a corrupt personality act, which can also act as a component of the structure of the corruption act (Graeff, 2016). An important feature that unites all the types of corrupt officials is their "social estrangement." That is, the person is at a social-psychological distance from society and its values, which leads to deviant behavior and the formation of such personal traits as indifference, aggression and greed (Lonescu, 2015). Prosocial values are replaced by "seeking recognition among the same people that creates a marginal criminal environment" (Sung, 2004).

O.V. Vannovskaya (2015), considering the personal component of the structure of the corruption act, refers to the concept of a "corruptational personality". According to O.V. Vannovskaya (2015), a corrupt person is a social personality type with a high propensity for corruption and low anti-corruption resistance. Within the framework of the concept of a corruptive personality, O.V. Vannovskaya (2015) addresses the motivational and target components of the activity, but excludes the decision making component; program of activity and information basis of activity, in particular their reflexive and spatial-temporal characteristics (Parleeva-Paneva, 2018).

Here the question arises: what else besides the personality traits determines the choice of a corrupt official to commit the corruption act. Therefore, we consider it expedient to consider the corruption act not from the point of view of personal traits, but from the point of view of the system-activity approach, which will allow not only to distinguish the components of the corruption act, but also to conduct qualitative analysis and to identify the contribution of each component of the structure to the commission of the corruption act.

Conclusion
Thus, the data obtained in the research allow to consider corruption as a structural psychological phenomenon, which presupposes the possibility of psychological diagnosis, psychological correction and prevention of a person's corruptive behavior.

When analyzing the data obtained, we revealed the following facts: 1. Within the framework of the motivationally-targeted component, motivation shifts towards social adaptation and dependence in decision-making from the social environment. Goals are formulated on the basis of the need for power, profit and social approval. It is also confirmed by the predominance of hedonic space-time representation.
2. The greater part of respondents are less able to reflectively analyze and moral assess of their behavior while maintaining the ability to monitor, plan and model behavior and activities.
3. Typical most pronounced personal characteristics for the respondents are: responsibility, self-confidence, emotional stability.
4. Within the framework of structural modeling, the software environment EQS 6.1 identified 3 most stable types of psychological structures of corruption: "Pragmatic" type is characterized by the least degree of psychological destruction of the structure and includes motivational-target, regulatory and reflexive components. As the fundamental factor in the commission of the corruption act is the self-confidence of the corrupt official as his personal peculiarity.
An "unstable" type is a type that is destroyed at the level of self-regulation of behavior and emotions while preserving the integrity of the reflexive component. The motives and goals in this structure are, first of all, hedonistic. Self-confidence can be a factor in the distortion of the motivational sphere. "Adjustable type" of structure is destroyed at the level of the motivational component, an operational factor is alienation from social relations and values while maintaining the ability to effectively adapt to the social environment.

5. The following components of the psychological structure of the corruption act were identified in each of the three proposed types: a reflexive component, a regulatory component, a motivational target, a component of activity-oriented qualities. An important feature of these components of the structure of the corruption act is their interpenetrability and inextricable link within the structure.

The data obtained are significant, as corruption remains one of the most acute social, political, legal and psychological problems of our time. At the same time, psychological research considered only certain aspects and components of corruption behavior, which creates a barrier to further study of corruption activity within the framework of psychological science. We have also made the first step towards disclosing the essence of the corruption act from the point of view of its structure, which will allow to consider the problem of prediction and prevention of corrupt behavior of the individual with greater awareness.

It can be an important step in the theoretical study of the phenomenon of corruption within the framework of psychology and the practical use of methodological tools (Bogodukhova & Gordienko, 2017) on the prediction and prevention of corruption acts.

**Recommendations**

The data obtained can be used in practice for the selection and support of employees who claim or have top positions in the state and municipal government, law enforcement agencies and other organizations that presuppose the processing and distribution of large financial and power resources. Our research was used to create a computer complex of psychological methods for identifying the propensity to corruption offenses of persons from various commercial and government organizations taking decisions in difficult conditions and uncertain situations.

**References**


Peculiarities of Thunderstorms Distribution (Altai Mountains, Republic of Altai, Russian Federation)

Svetlana Yu. Krechetova1, Andrey V. Karanin2, Nikolai G. Kudryavcev3, Nina A. Kocheeva4
1Mathematics and Informatics Department, Federal State Budgetary Higher Education Institution ‘Gorno-Altai State University’, Gorno-Altaiask, Republic of Altai, Russian Federation
2Geography Department, Federal State Budgetary Higher Education Institution ‘Gorno-Altai State University’, Gorno-Altaiask, Republic of Altai, Russian Federation
4Geography Department, Federal State Budgetary Higher Education Institution ‘Gorno-Altai State University’, Gorno-Altaiask, Republic of Altai, Russian Federation
649000, 1 Lenkina str., Gorno-Altaiask, Republic of Altai, Russian Federation

Abstract
Global circuit (GC) describes the balance of electric currents in the atmosphere, the conditions of maintaining the electric field of the Earth. Thunderstorm is one of the units of GC, which leads to the relevance of studying the various aspects of the manifestation of thunderstorms. Until the beginning of the XXI century, the source of the data was thunderstorms weather station network. At present, an opportunity for ongoing monitoring of the phenomenon - Word Wide Lighting Location Network (WWLLN). The Gorno-Altaiask city was the second point on the territory of the Russian Federation, which joined WWLLN.

Data arrays containing information on thunderstorms compared by using mathematical statistics. Results of the comparison showed a high level of correlation that gives ground for using instrument research data in highlands. Results obtained when using the data of WWLLN confirmed and substantiated earlier conclusions about the storm centers of the Republic of Altai, and the thunderstorms’ association with the places with the peculiarities of the geological structure, not devoid of hypothetical character. For the first time ever we managed to prove the connection of atmospherics with some geophysical territory characteristics. The results of the study appear relevant to users and transporters of electricity, as well as research related to the fundamental problems of atmospheric electricity.

Keywords: atmospherics, atmospheric electricity, highlands, registration of lightning strokes, thunderstorms.

Introduction
It has been found that atmospheric electricity is manifested differently, one of the most striking manifestations is the storm. Unfortunately, there is still no common understanding of the nature of this formidable and beautiful natural phenomena. ‘A thunderstorm is a complex atmospheric phenomenon, necessary components of which are multiple electrical discharges (lightning strokes) between clouds or between clouds and earth accompanied by a sound phenomenon – thunder-claps… In middle latitudes there are 10-15 days with thunderstorms…’ (Khromov and Mamontova, 1955, p.108).

A typical development of thunderclouds and rainfall involves strong occurrence of atmospheric electricity, namely, to multiple electrical discharges in clouds or between clouds and Earth. Such spark-character discharges are called lightning strokes, and their sounds are called thunder-claps. The whole process, often also accompanied by short-time increase of wind, i.e. gusts, is called a thunderstorm (Khromov and Petrosyants, 2001, p.302).

First data on thunderstorms appeared as early as in the works of ancient researchers. Over a long period of time the methods used to study this phenomenon changed insignificantly. In the middle of the past century there appeared technical means for study of special and temporal distribution of thunderstorms.
Incorporation of space observations expanded our vision of this phenomenon, but did not add clarity of understanding development and manifestation diversity of this natural phenomenon. Therefore, studies of thunderstorms continue in different directions. Complication of technical means present in the life of a human requires protection against the impact of thunderstorms; colossal energy of thunderstorms awakes interest in how to use it, and the cognitive interest conditions the study of different aspects of its occurrence.

The aim of this study is to define the spatial and temporal peculiarities of thunderstorms occurrence in the Republic of Altai.

The Republic of Altai is located in the most arched part of Altai-Sayan highlands. Absolute altitude increases in the direction from north to south and reach 4,500 m above sea level in the town of Belukha. The terrain depends on geologic framework and its history. The areas of the highest newest elevations represent high-altitude mountain uplifts, the axial parts of which have modern glaciers. Within the interval of altitudes from 1,000 to 2,000 m there is pronounced a middle-height mountainous relief with predominance of steep defluxion slopes and narrow V-shape valleys (Protsyuk, 1978). Valleys of rivers Chuya and Katun are distinguished among them.

Materials And Methods

Data of hydrometeorological observation network had been being analyzed during 1955 to 2011 for the research territory. The result of this work has been an execution of the Certificate for the data base on thunderstorms in the Republic of Altai No.2015620527 ‘Thunderstorms of the Republic of Altai’. During the research, the authors were using the most common characteristics of thunderstorm activity: number of days with thunderstorms and thunderstorms duration. Statistic methods were used to test validity of the obtained results. Unfortunately, the number of hydrometeorological stations (HMS) considerably decreased in the 90s of the past century. All HMS, the data of which is considered in this paper, are located in intermountain basins and basin-like stretches of river-valleys. Their mountainous surround often significantly limits the visual field, which leads to reduction of a possibility for station observers to visually register thunderstorms. In highland conditions this resulted in the loss of a considerable actual data array.

At present, there has been organized and operates the World Wide Lightning Location Network, WWLLN. The network includes 25 receiving stations for atmospherics registration (Rodger and Holzworth, website), to which a station in the town of Gorno-Altaisk was added. WWLLN data is characterized by a larger spatial coverage of lightning strokes registration than the data of the hydrometeorological network. This is important as the mountain territory within the borders of which spot observation stations do not ensure confidence in the maximum recording of the discreet natural phenomenon. For such territories, operation of WWLLN network is of the highest value, as it allows to record almost all thunderstorms manifested on this territory.

Additionally, data array of site www.rp5.ru (Raspisaniye Pogodi, 2004-2016) is used in this study. Thunderstorm activity was mapped comparing the raster patterns of thunderstorm occurrence.

Results And Discussion

It is established that a thunderstorm process keeps in with the general logic of middle latitudes, namely, an increase in the number of thunderstorms from April to the middle of summer with its maximum in July (Dmitriev, Krechetova and Kocheeva, 2011; Kocheeva, 2002). The frequency of thunderstorms is highly variable, while a reduction of the maximum number of days with thunderstorms happens in the direction from north to south. There has been registered a reduction of differences between months in terms of the maximum number of days with thunderstorms (Dmitriev, Krechetova and Kocheeva, 2011). The authors have already pointed out a big impact of territory geologic-geophysical peculiarities on the distribution of thunderstorms (Dmitriev, Krechetova and Kocheeva, 2011; Raspisaniye Pogodi, 2004-2016).
The performed analysis of time series showed that only in the western and north-western territories of the Republic of Altai the distribution of the number of thunderstorm days corresponds to normal probability law. In other parts of the republic distribution of the number of days with thunderstorms does not correspond to normal probability. In the authors’ opinion, the reason of such areal character of thunderstorms occurrences can be that it is northern and north-western areas that are mostly subject to the influence of air masses moving along the main drift direction – the north-western one.

Unbalance between distribution of days with thunderstorms and normal distribution on the other territory of the Republic of Altai is indicative of the fact that in the distribution of this thunderstorm activity index there exist a few bursts during a thunderstorm season. The earlier specified relation between the thunderstorm activity and territory physiographic conditions (Kocheeva and Krechetova, 2012; Krechetova, 2007) is manifested in the fact that the latter contribute to the process of thunderstorms formation promoting their growth irrespective of the passage of air fronts.

The performed statistic analysis revealed regularities that are important from the point of view of ecological impact of atmospheric electricity, as well as from the point of view of forecasting this dangerous natural phenomenon. It consists in the fact that the change of thunderstorm activity has a sinusoidal character with periods of different duration. The most distinguished is a one-year long period. This makes it possible to forecast, with 95% certainty, an increase or decrease in the number of days with thunderstorms when knowing their number during at least five last years. Longer periods for the territory of the Republic of Altai were established by earlier researches of the authors. Analysis performed on a larger data array permitted to demonstratively prove 10-11-years-long periodization and to substantiate 5-years-long periodization. This refers to total thunderstorm activity on the Republic of Altai territory.

Significant differentiation of landscape conditions introduces considerable corrections into the character of thunderstorm activity time dependence related to thunderstorms duration and the number of days with thunderstorms on different Republic of Altai territories.

Also worth noting is a complex nature of distribution of another thunderstorm activity index – duration of thunderstorms. By the present moment there have not been identified territories where thunderstorms duration keeps in with normal probability law. In the opinion of the authors, it also proves a complex character of the effect of local conditions on a thunderstorm process.

Duration of 68% of thunderstorms registered over the period from 1955 to 2011 by the network of hydrometeorological stations does not exceed 2 hours (Fig.1).

Figure 1. Distribution of thunderstorms duration registered by HMS network on the territory of the Republic of Altai
Many years statistics shows prevalence of daytime thunderstorms (Figure 2). However, the second half of the day is characterized by a bigger number of thunderstorms than morning hours (Figure 2).

Lightning discharges create radio-waves that emit electric signals called atmospherics. About 100 lightning discharges take place near ground surface in 1 second. For this reason, it is possible to practically constantly register atmospherics at any point of the globe.

Researches of atmospherics provide data on the mechanism of very-long waves propagation, as well as on the properties of the lowest and very high areas of ionosphere in which atmospherics propagate (Kocheeva, 2002).

Operation of the World Wide Lightning Location Network (WWLLN) is based on the registration of atmospherics (Rodger and Holzworth, website). During the first stage of WWLLN data use there was carried out a verification of thunderstorms registration by WWLLN with data of meteorological stations network. The performed work showed that 100% of days with thunderstorms, observed over the network of hydrometeorological stations, was registered by WWLLN. It is notable that the bigger number of days with thunderstorms registered by WWLLN, while observers at hydrometeorological stations did not register a thunderstorm at that time.

On the basis of this network data atmospherics density has been mapped for the research territory. Figure 3 represents a map for one of thunderstorm seasons (Fig.3). The map clearly illustrates the general peculiarities of spatial distribution of their density. There are clearly distinguished areas of reduced density that are associated with the highest part of Central-Altai geographic province and South-Eastern physiographic province. The northern part of the Republic of Altai – Northern-Altai physiographic province is characterized by the highest density. The sub-lateral location of high-density areas and submeridional direction of reduced-density areas grandstand.

**Figure 2.** Frequency distribution of thunderstorms occurrence during a day (local time)
Orography plays an important role in the dynamics of atmospheric circulation and, consequently, in the distribution of atmospherics density. In conditions of a highland the retrieval of regularities in the distribution of this natural phenomenon is complicated not only due to the action of orographic factor, but also due to many other geographical peculiarities of the territory. In combination with spatial separation of HMS this gave a discrete picture of spatial distribution of thunderstorms.

Use of WWLLN data permits to reflect thunderstorm continuous-nature electricity occurrence on all territory of the highlands. One of the most interesting regions is a low-hill zone of the Republic of Altai that borders the plains of Western Siberia. The main orographic element of this border area – ‘the face of Altai’ - represents a narrow zone with an undulating-steeply-sloping relief and sudden growth of altitude in southern direction. In close vicinity to this zone a few HMS are located. The previous researches determined thunderstorm cells confined to some of these stations, for example, HMS ‘Gorno-Altaisk’. However, extrapolation of the data of hydrometeorological stations network to distances inaccessible for observation from these stations appears to be incorrect. Analysis of WWLLN data proves the biggest representativity of the station. Besides, during the season of the years 2013, 2014, there is clearly seen a sub-lateral band, spatially confined to Altai face where density of storm discharges is higher than on cross-border regions of the Republic of Altai (Fig. 3).

Within the limits of this band there is located “Turochak” hydrometeorostation (Fig. 3). In the analysis of years-long data of HMS network this station is characterized by different intensity but is always defined by the authors as a thunderstorm cell. For the period of 2013-2015 there was performed an analysis of spatial distribution of atmospherics density registered by WWLLN, by months and seasons. The performed analysis showed that the density of discharges during the whole thunderstorm season is
higher not only in the area of these stations, but also within the limits of North-Eastern Altai physiographic province. Most evident is the dependence of thunderstorms number on territory altitude, which manifested in the reduction of the number of thunderstorms and the amount of days with thunderstorms in the direction from north to south (Dmitriev, Krechetova, Kocheeva, 2011). The use of WWLLN data for the first time provides a possibility to check this assumption on a large array of numerics. At this stage, the three following altitude zones were considered: up to 1,000 meters above sea level, from 1,000 to 2,000 meters above sea level and over 2,000 m above sea level. In general terms, they correspond to the main orographic units: low-hill terrain, middle-hill terrain and highland. According to calculations, their area constitutes (respectively) – 16,836 m$^2$, 43,398 m$^2$, 32,774 m$^2$, i.e. the biggest area is occupied by middle-hill terrain. In 2013-2015 the maximum density of atmospherics was registered on low-hill terrain, while the reduction of density coincided with the terrain altitude increase. Figure 3 shows data for 2013 and 2014 (Fig. 4).

![Graph showing density of atmospherics above territories with different orographic altitudes](image)

**A)** Density of atmospherics above territories with different orographic altitudes

**B)** Ratio between the density of atmospherics above territories with different altitude and the average density for all republic

Figure 4. Density of atmospherics above territories with different orographic altitudes in the Republic of Altai over the period of 2013-2014: **A** – Density of atmospherics above territories with different orographic altitudes; **B** – Ratio between the density of atmospherics above territories with different altitude and the average density for all republic

Difference in the amount of thunderstorms and days with thunderstorms from year to year was repeatedly noted in the Republic of Altai. There are many reasons behind this difference and the following ones are considered to be the main: the character of atmospheric circulation and geographic peculiarities of the territory. Expectably, the number of atmospherics in two thunderstorm seasons (2013 and 2014) was different. In 2013 their number on all territory of Republic of Altai was almost twice smaller by comparison with 2014. These facts are noted for every altitude zone, as well as for the research territory on the whole (Fig. 4, A).

In order to reveal the peculiarities of atmospherics density distribution there was considered the ratio between the density of lightning discharges above territories with different altitudes and the average density in the republic (Fig. 4, B).

In two of the three altitude zones the same tendency is manifested as in the behavior of density in them. On low-hill terrain in 2013 the ratio of density in this altitude area to the average density for Republic of Altai is higher than in 2014. This means that this year a smaller number of discharges fell within this
altitude zone. It is notable that the difference between the years for low-hill terrain constitutes 34%, while in middle-hill terrain and highlands this value is 13 and 12%, respectively. Evidently, this has to do with a bigger stability in occurrence of atmospheric electricity in the highest areas of the highland. Using WWLLN data spatial distribution of thunderstorms is considered in connection with some physiographic peculiarities of the research territory. The authors established atmospherics confinedness to geomagnetic anomalies (Fig. 5).

![Figure 5. Density of atmospherics spatially confined to geomagnetic anomalies of different intensity in 2013](image)

There is reason to believe that there exists a close relationship between thunderstorms occurrence and peculiarities of geophysical conditions on the research territory. However, distribution of atmospherics density above geomagnetic anomalies in different altitudinal belts has considerable differences. In particular, negative anomalies demonstrate minimum densities of atmospherics above them by comparison with average values of their density in these altitudinal belts. In low-hill belt, the role of geomagnetic anomalies is rather high. This is especially characteristic of positive anomalies, and the more intensive the geomagnetic anomaly is, the more vivid the confinedness to it of atmospherics is. The importance of geomagnetic anomalies grows with the increase in altitude when thunderstorms are localized above them. At altitudes above 2,000 m there was established the maximum exceedence of atmospherics density over positive anomalies by comparison with average values at this altitude.

**Conclusions**

Results of comparison of different data arrays make it possible to state that the data of WWLLN can be quite correctly used for the study of spatial-temporal peculiarities of thunderstorm activity in highlands. A peculiarity of thunderstorms occurrence on the territory of the Republic of Altai is formation of thunderstorm cells characterized by different intensity in time. Thunderstorm cells described in earlier researches, in individual cases are transformed into thunderstorm belts. Their configuration keeps in with
the orographic picture of the territory; geologic and geophysical peculiarities of the territory contribute to a change of this picture.

Instrument data confirms the already expressed suppositions and convincingly substantiates them on the basis of vast actual material. Close connection between the density of lightning discharges and physical-geographic characteristics of a territory is illustrated on the example of geomagnetic anomalies.

Continuation of the research, accumulation of instrument data will make it possible to take the substantiation of regional peculiarities of atmospheric electricity occurrence to a new level.

Acknowledgement
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References
10. Rodger, C.J., Holzworth, R. WWLLN. World Wide Lightning Location Network: wwltn.net (01.08.16)

Abbreviations
GC – Global circuit
HMS – hydrometeorological station
WWLLN – Word Wide Lighting Location Network
Russian World Cultural Heritage Preservation Dictionary (Project)

Liudmila A. Devel
Saint-Petersburg State University of Culture
DOI: https://doi.org/10.23670/IRJ.2017.60.069
ORCID: 0000-0001-9992-1851
Researcher’s ID H-2899-2017

Abstract
To Paulo Del Bianco
Just the idea of the World Cultural Heritage Preservation Dictionary and, moreover, the development of
the word list or the way to present lemmas in it are globally an important declaration as a matter of the
initiative fact which can get due appreciation with time, and FRDB (Romualdo Del Bianco foundation)
President Paulo Del Bianco is valuating the similar idea now (please, see acknowledgements below).
The purpose of the paper is to describe the main ideas of a dictionary project on the conservation/
restoration of the world cultural heritage - one of hardly covered types of Language for Specific Purposes
(LSP) of social significance. The project focuses on three dictionary features: firstly, that it is bilingual (in
this case, Russian paired with one of the other five UNESCO languages (English, French, Spanish, Arabic,
and Chinese), which opens up closed professional communities and involves more territories, thus
enriching cultural treasury. Second, it is based on the idea of UNESCO World Cultural Studies working
documents (more universally). Third, it is practical - not just combining linguistics and encyclopedic
aspects but also instructive, in other words, not only attracting closed conservators-restorers
communities, enhancing knowledge and professional exchange but also attracting best localized practices
in attributing artifacts and implementing the right materials, proper technologies and tools for
rehabilitation. The applied methods of justification are historical description, context-functional analysis
of words as integral units, componential analysis of semantics, definitive method, and surveys,
particularly of 50 respondents (FRBD activists and participants of its international workshops 2015 and
2017) - students aged between 18 and 22 and professors aged between 35-65 from 4 countries. The
presented macrostructure, wordlist, and microstructure introduce the practical format of the dictionary
Keywords: Russian, bilingual, lexicography, LSP, world cultural heritage, practical, preservation

Introduction
A bilingual dictionary, like any other, performs the following functions: referencial, educational,
systematizing and normative. The central role of the bilingual dictionary of the main resource of
international communication and the technological translation process does not require proof in the
professional environment of lexicographers; it mainly contributes to solving problems in a wide variety
of scientific and practical fields and provides references to classics in the context of world integration
[Devel LA Selecting dictionaries. 2005; Devel L.A. Bilingual lexicography: description algorithm //
Journal of SPSU 2011. No. 1. P. 84-90; Belyaeva L.N. Translation lexicography as the main resource of
the technological translation process // Modern lexicography problems. Conference proceedings. P. 16;
Adamaska-Salaska A.; Atkins S, Rundell M., Fontanelle T. 2016].
The relevance of the lexicographic description of the language for special purposes (LSP) in a bilingual
dictionary of the terminology of preserving cultural heritage, historical and cultural monuments, in
particular, conservation/restoration is self-evident. LSP is the designation of a functional variety of a
literary language serving professional communication accepted in modern linguistics and linguodidactics
[Hutchinson & Waters 1987, Robinson 1980, Swales, 185, 1992, Hyland 2002; Gerd AS Introduction to the
study of languages for special purposes. St. Petersburg: SPSU, 2007. 60 pp.; Leichik V.M. Subject, methods

In renowned dictionaries, there is no sufficient number of bilingual correspondences of LSP for the terminology of preserving cultural heritage for a number of reasons, including the absence of a widely accepted definition, etc. [e.g., Sandro Nielsen (1994): The Bilingual LSP Dictionary, Gunter Narr Verlag. Henning Bergenholtz / Sven Tarp (eds.) (1995): Manual of Specialized Lexicography, Benjamins. Kulemzin; Lowenthal; Strlic Khavkin IM Entertainin

The purpose of the paper is to describe the main ideas of a dictionary project on the conservation/restoration of the world cultural heritage - one of a hardly covered type of Language for Specific Purposes (LSP) of social significance. The focus of the project is on three dictionary features: firstly, that it is bilingual (in this case, Russian paired with one of the other five UNESCO languages (English, French, Spanish, Arabic, and Chinese) - to open up closed professional communities and involve more territories, thus enriching cultural treasury. Second, it is based on the idea of UNESCO World Cultural Studies working documents (more universally). Third, it is practical - not just combining linguistics and encyclopedic aspects but also instructive - in other words, not only opening up more closed conservators-restorers communities, enhancing knowledge, professional exchange but also attracting best localized practices in attributing artifacts and implementing the right materials, proper technologies and tools for rehabilitation.

In recent decades around the world, the preservation of cultural heritage has been attributed increasing attention at the level of state, public and professional associations, starting to change the training and retraining programs for specialists. In 2014, UNESCO announced a set of free tuition for the Master’s program ‘World Cultural Heritage’ in the working terms of the organization – heritage can and should be understood and protected from a wide range of perspectives; the curriculum is based on a holistic, multi-disciplinary approach, and combines academic research with practical training in four main fields:

- Humanities and Social Sciences
- Arts, Architecture and Conservation
- Natural Heritage and Cultural Landscapes
- Management [UNESCO], primarily concentrating on the cultural conservation/restoration to begin with.
The following is an insight to the Russian Federation standpoint, as it is not very well known internationally. The task of preserving monuments of history and culture is enshrined in the Constitution of the Russian Federation and is carried out in many cases on a state basis. In addition, Article 44 of the RF Constitution states that "everyone is obliged to take care of preserving the historical and cultural heritage, to preserve monuments of history and culture" [http://art-con.ru/node/6725]. (Cultural) heritage science in the Russian Federation is called heritage, science and technology (for example, at the international scientific and practical conference in the framework of the VI St. Petersburg International Cultural Forum [Cultural Forum Program]). A specialized website provides an overview of activities in the field of preservation of cultural heritage, restoration and museum business for 2017 [http://art-con.ru/node/6725]. Training of specialists in Russian universities has acquired the direction necessary for the spirit of the time, for example, in the Department of Restoration and Attribution of Cultural Objects of the St. Petersburg Institute of Culture of the Ministry of Culture of the Russian Federation (Head of the Department is Ph.D., associate professor, restorer of the 1st category P.G. Lisitsyn).

The issues of lexicographical support (English-Russian) of conservation / restoration issues arise in connection with the need for coordinated implementation of documents of international and intergovernmental organizations, in connection with a wide interest. International documents are presented mainly in English and French:
- English, French, Italian - ICCROM – The International Centre for the Study of the Preservation and Restoration of Cultural Property,
- English, French - ICOMOS – International Council on Monuments and Sites,
- English, French, Spanish - ICOM - International Council of Museums and its Committee for Conservation / Restoration,

There is high demand for professional information from restorers for humanitarian and academic purposes and for a wide range of interested users. Below is an example of a project with the symbolic name ‘Russian-Italian Phrase Book’ – the publication of materials of the joint Russian-Italian educational project Scuola di Restauro. The result of the joint work of the School of Restoration of the Federal State Unitary Enterprise of the Central Scientific Research Institute of Restoration (Central Research and Restoration Production Workshops) and the School of Specialization of the University of Rome ‘La Sapienza’ - the association of restorers of Italy ‘Assorestauro’ of 2013. [Scuola di Restauro. Heritage conservation in Italy and in Russia. Conservation, 426 p.] This is a dialogue in Russian and Italian on topical issues of conservation / restoration with the publication of graduation theses.

Materials and methods
The methods applied are surveys, historical description; context-functional analysis of words as integral units; comparative lexicographical analysis; componental analysis of semantics; definitive method. 

Surveys The big international interest to the cultural heritage preservation events can be certified by the events of the Italian Romualdo Del Bianco foundation (FRDB) [http://www.fondazionedelbianco.org/en/#1448643048545-e20889f1-69bd] and by the popularity of the Russian Federation Saint-Petersburg International Cultural Forums and its Cultural Heritage Section [http://2016.culturalforum.ru/en/sections/10].

Particularly 50 respondents – participants of FRDB international workshops 2015, 2017 (Head Leader – the author of the article L.A. Devel), all students aged between 18 and 22 and teachers aged between 35 and 65 from 4 countries – Russian Federation, Kazakhstan, Poland and Republic of Armenia – answered positively to the question whether they would like to study some issues of the cultural heritage preservation, and to make reports and presentations in Italy on the subject accordingly [1].

Cultural Heritage Preservation Section of Saint-Petersburg International Cultural Forum 2017 can certify the growth of interest in comparison with the previous 2016. On the whole, on the second day of work,
12,000 professionals were registered (compared to 8,000 in 2016), and 33,000 public members (compared to 12,000 in 2016).


Methods of scientific analysis are used in the Russian tradition of presenting material. When compiling a dictionary, comparative lexicographic, historical, terminological and bilingual lexicography methods are used, which are represented by the following works:

- The method of context-functional analysis of words as integral units (Smolina, AN Genesis of ideas about time and eternity in modern culture ... M., 1977. pp. 81-82);[

Resources
Conservation/restoration terminology is poorly reflected in large bilingual/multilingual English-Russian dictionaries. An overview of English-Russian dictionaries for LSP allows concluding that conservation/restoration terminology is either not covered at all, or has insufficient coverage. Here, examples of three more important dictionaries sites are given: Multitrans, EuroTermBank and yourdictionary.com. In brief, Multitrans is an Internet-dictionary with crowd sourcing technology implementation (with the involvement of many authors). Currently, this is one of the most complete and most popular automatic online dictionaries on the Runet. Multitrans dictionary database is created by scanning, recognizing and processing a large number of paper dictionaries and combining the received word translations into a single database. Multitrans has 750 entries on art criticism [multitrans.ru]. (see Table 1 of data comparison of English-Russian equivalents of comparatively popular and unpopular subjects in quantitative units). Another source is EuroTermBank is a terminological dictionary of the European Union [http://www.eurotermbank.com/].
Table 1. English-Russian equivalents of comparatively popular and unpopular subjects in Multitran and EuroTermBank (in quantitative units)

<table>
<thead>
<tr>
<th>English Equivalents</th>
<th>Multitran total 6 046 774</th>
<th>EuroTermBank 2 650 976 terms in 33 languages</th>
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<td>Communications</td>
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<tr>
<td>Stone constructions</td>
<td>10</td>
<td>Humanities</td>
</tr>
<tr>
<td>Conservation</td>
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<td>Culture and religion, teaching, economics</td>
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<td>Canning</td>
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<tr>
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<td>75</td>
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<td>History</td>
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<td>agriculture; forestry; fisheries; economic</td>
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<tr>
<td>Furniture</td>
<td>231</td>
<td>geography; transport</td>
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<tr>
<td>Museums</td>
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<td>Social affairs, miscellaneous industries</td>
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<tr>
<td>Heritage</td>
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<td>Rhetoric</td>
<td>Robotics</td>
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</table>
The terminology on conservation, restoration, cultural heritage is absent. EuroTermBank does not group such topics separately – there is a section ‘culture and religion’ which can be understood in a number of ways. Practice shows that this terminological source cannot be used for the purposes of work in the field of preservation of cultural heritage. Your dictionary.com site also does not have any specialty dictionary on such topics, although it includes a lot of dictionaries covering Other Resources. The research employed special and encyclopedic, bilingual and monolingual Russian and English resources. There are, in fact, three English-Russian editions relating to conservation / restoration: terminological reference books ‘Restorative and pictorial materials’, ‘Art ceramics and glass. Restoration. Storage. Research’ and two-volume encyclopedia of arts and crafts [Shilykova T. Artistic ceramics and glass. Restoration. Storage. Study.English-Russian and Russian-English terminological dictionary-directory / St. Petersburg: A. L. Shhtiglits Saint Petersburg Art and Industry Academy, 2014. - 130 p.]. These publications serve as a continuation of modern bilingual dictionaries of this kind, along with a multiplying number of explanatory dictionaries [for example, Slozhnenikina Yu.V. Classification of terminology variants // Language. Literature. Culture. 2015. No 4-5. Pp. 51-71, Sorokina EA, Zakirova E.S. Fundamentals of the theory of language for special purposes / EA Sorokina, ES Zakirova. - Moscow: Dashkov and Co, 2014. - 150 p.]. The main Russian-based bilingual sources of the dictionary are, for instance, the reference book on restoration materials by the head of the Department of Physical and Chemical Research of the State Research Institute of Restoration (Russian: GosNIIR) and head of the GosNIIR Physical-Chemical Laboratory, Ph.D. Fedoseyeva TS [Fedoseyeva T.S. Restoration and pictorial materials: terminological dictionary-reference. 2 nd ed. M: R-Valent, 2013. 134 p] (about 500 articles). This is a terminological reference book of encyclopedic type, with information on the properties of natural and synthetic materials for the restoration of paintings and applied art objects: adhesives, consolidators, protective and coating materials, solvents, and pigments, including auxiliary materials. The handbook contains general scientific terms, such as ‘dispersion’, ‘viscosity’, ‘solubility’ – the characteristics encountered in the literature when discussing the properties of materials. The handbook was compiled based on literary sources analysis, GOSTs and specifications, catalogs of foreign manufacturers and suppliers of restoration materials, as well as Internet sites of foreign museums. It includes information on the chemical composition, properties and applications of more than 100 restorative materials widely used in foreign practice, but, as a rule, are not known to Russian restorers. The terms of pigments are provided by the employee of GosNIIR S.N. Pisareva [Fedoseyeva TS. Restoration and pictorial materials: terminological dictionary-reference. 2 nd ed. M.: R-Valent, 2013. 134 p]. Moreover, English-Russian and Russian-English encyclopedic dictionaries of arts and crafts by Azarov A.A. contain, respectively, 27 and 25 thousand entries, and include some elements of vocabulary on
conservation / restoration (painting, sculpture, iconography, arts and crafts, etc.). Some of the Russian-English terms and expressions are given here for the first time.

Thanks to the expanded cooperation between Russian design, survey and construction organizations with foreign investors and construction companies, and due to the significant participation of Russian specialists in international symposiums, conferences and scientific and technical publications, it became necessary to update and refine the professional terminology base that provides convenience and speed translation of survey materials and articles from one language to another, often without the help of an interpreter [Jaime N.M. Russian-English and Russian-Russian Dictionary of the Most Common Terms on Engineering Site Investigations for Construction M., 2016. 100 p. http://geoenv.ru/materials/translation.pdf]. For the convenience of a comprehensive analysis of survey materials and rapid two-way translation of documents, the author has combined the most common terminology for all the five types of surveys with their specifics, dispersed in dictionaries and directories, into one electronic resource: engineering geological, engineering geodesic, engineering-hydrometeorological, ecological and engineering-geotechnical.

Monolingual Russian-based lexicographic resources are the following:

‘Chemistry in Restoration’ is an explanatory-encyclopedic Russian most used academic and professional reference book. It is indispensable for chemists-restorers, specialists, inspectors for the protection of historical and cultural monuments for already thirty years [Nikitin MK, Melnikova E.P. Chemistry in restoration. M. : Tehinform, 2002. 304 p]. It provides the properties of substances and composition formulations used in the restoration of artistic products made of stone, wood, metals, glass, ceramics, textiles, paper, leather, etc. Chemical-technological processes of restoration are also considered in detail.


In the manual ‘Restoration of monuments of history and art in Russia in the XIX-XX centuries: history and issues’, a set of materials on restoration was compiled and presented [Aleshin AB, Bobrov Yu.G., Bregman NG, Zverev VV, Krasilin MM, Lifshits L.I., Maslentitsyna SP, Maslov KI, Mokretsova IP, Rebrikova NL, Fedoseeva TS, Firsova OL, Khalturin Yu.A., Shestopalova LV, Yakhont O.V.].

Historical resources, important at present.

The book by Farmakovskovsky M.V. who lectured in St. Petersburg State Institute of Culture and also contributed to the opening of a scientific laboratory for restoration in the Russian Museum of St. Petersburg, describes the current issues of conservation and restoration of objects from various materials: silicates and marble (stone, ceramics, glass, enamel), metals, materials of organic origin (bone), fibrous substances (leather, wood, paper), painting and paints and many other things, taking into account the European practice [Farmakovskovsky M.V. Conservation and restoration of museum collections. Moscow: The Red Printer, 1947. - 143 p.]. The book by T.M. Devel is a description of the results of 30 years of important work on the creation, ordering, storage of archive photo documents and lays the foundation for this type of work [Devel, T.M. Technique of conducting a photo archive]. An important distinctive feature of the ‘Manual for artists and technicians’ by F. Petrushevsky is the attention to users’ needs and their level of knowledge [Petrushevsky F.F. Paints and paintings. A manual for artists and technicians ].


Discussion
This publication results from the experience of preparing a number of publications, including lexicographic materials and textbooks [e.g., LA Devel. English in professional work. Coursebook with a two-sided English-Russian dictionary of terminology (colors, ecclesiastical vocabulary, etc.) with the involvement of materials of the foundation of Romualdo Del Bianco. Vienna: ‘East West’ Association for Advanced Studies and Higher Education GmbH, 2016. 68 p. https://library.ru/item.asp?id=27256717; Devel L.A. English for undergraduates of the Faculty of World Culture. Vienna: “East West” Association for Advanced Studies and Higher Education GmbH, 2016. 42 p. https://elibrary.ru/item.asp?id=26771783], and from working together with the Italian foundation of Romualdo Del Bianco for several years within the professional section ‘Preservation of cultural heritage’ in 2017, and lecturing restoration and attribution of objects of cultural heritage (Cultural Heritage Studies, conservation and restoration Department of Saint-Petersburg State University of Culture).

Results
Dictionary project data.
The authors proceed from understanding the anthropological nature of lexicography, guided by its basic functions of cognition of reality and learning. Based on the analysis of the submitted material and the current situation, the authors consider it appropriate to name it ‘Russian World Cultural Heritage Preservation Dictionary (Conservation / Restoration, Russian-English). Preferably, it should be an Internet dictionary that can be presented independently or be part of a multilingual dictionary with a root basis for the remaining pairs of languages, preferably UNESCO languages, as well as pairs of Italian and English, for example, as in such a universally recognized multitran [multitran.ru] dictionary. Thus, the main goal of UNESCO will be to widely spread the ideas for the world cultural heritage preservation. Compiling the vocabulary, crowd sourcing technology can be used, followed by professional lexicographic processing, with the use of proven corpus data for sufficient availability of suitable vocabulary.
The addressee of the dictionary. The dictionary is intended for everyone interested in preserving cultural heritage, in culture and science of conservation / restoration, as well as for the training of professional personnel – for students of secondary and higher education institutions, bachelors, undergraduates and graduate students of humanitarian specialties, students and teachers of creative universities, historians, philologists, and translators.
Macrostructure. Two-sided structure, multiple access to the dictionary in the applications in order to optimize usage, some encyclopedic reference book starting with the UNESCO list of monuments and sites, a glossary of main terms, necessary maps, etc.
As the basic framework, the authors suggest using the practical structure of the dictionary (developed in the early 90’s, now widespread) and in the Internet dictionary format [Devel 1990]. Note that if S. Atkins uses the definition of ‘practical’ as applied to the creation of a dictionary, she says ‘how to develop dictionaries’ [Devel 2008]. In the aforementioned case of a practical dictionary (also based on dictionary use survey analysis), it should be regarded from the point of view of what is better for the user: a dictionary more vividly instructive and easier to use [Devel 1990, 2004, 2014].
Practical Business Theatre English Dictionary (Russian – English part)

Example 1

<table>
<thead>
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<th>A Thematic Section Structure</th>
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<tr>
<td>9. Театральные костюмы</td>
<td>theatrical costumes</td>
</tr>
<tr>
<td>9.1. Функции сценического костюма</td>
<td>the functions of a stage costume</td>
</tr>
<tr>
<td>9.2. Типы и стили сценического костюма</td>
<td>types and styles of a stage costume</td>
</tr>
<tr>
<td>9.3. Предметы одежды и аксессуары</td>
<td>garments and accessories</td>
</tr>
<tr>
<td>9.3.1. Костюм пирата</td>
<td>a pirate costume</td>
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Example 2

<table>
<thead>
<tr>
<th>бакалавр</th>
<th>a bachelor</th>
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<tbody>
<tr>
<td>бакалавр изящных искусств a Bachelor of Fine Arts (BFA);</td>
<td>бакалавр изящных искусств в звуковом оформлении a Bachelor of Arts in Sound Design;</td>
</tr>
<tr>
<td>бакалавр изящных искусств в режиссуре a Bachelor of Fine Arts in Directing;</td>
<td>бакалавр изящных искусств в театроведении a Bachelor of Arts in Theatre Studies</td>
</tr>
</tbody>
</table>

Example 2

<table>
<thead>
<tr>
<th>an Entry with a Pictorial Illustration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>самые знаменитые театры мира - the most famous theatres in the world</td>
<td></td>
</tr>
<tr>
<td>Королевский оперный театр &quot;Ковент-Гарден&quot;</td>
<td>- the Royal Opera House / Covent Garden Opera House</td>
</tr>
<tr>
<td>- это оперный театр и крупная сценическая площадка</td>
<td>- it is an opera house and a major performing arts venue</td>
</tr>
<tr>
<td>- в Ковент-Гардене, район в центре Лондона</td>
<td>- in Covent Garden, central London</td>
</tr>
<tr>
<td>- является домашней сценой для Королевской оперы</td>
<td>- It is the home of The Royal Opera, The Royal Ballet,</td>
</tr>
<tr>
<td>Королевского балета и оркестра Королевского оперного театра</td>
<td>and the Orchestra of the Royal Opera House</td>
</tr>
</tbody>
</table>

General characteristics. The dictionary of the thematic section of the Business Language Dictionary is divided into 5 parts under the conventional names: I. Theater; II. Theater staff; III. Theatrical building; IV. Words characterizing the theater; V. Theater as an art form. In turn, the parts are divided into several symbolic numbered blocks, some with their own headings. This dictionary includes the most common vocabulary in the broad sense of theatrical management and marketing of theatrical activity: the main terms associated with theatrical art, with theater practice, theatrical creativity and production. The historical block contains a list of key playwrights with years of life and main works, a list of performances of the classical opera and ballet repertoire. Moreover, the culture block contains information on the theaters of St. Petersburg, Moscow, London and the most famous theaters of the world.
Here you will find the words and expressions necessary for describing the performance, the play, the quality of acting and directing, the description of various actions in the theater, the definitions, in particular, in such categories as ‘adjectives that characterize...’, ‘verbs and expressions’.

In a number of cases, 33 illustrations are used: accommodation in the theater, a theater ticket, portraits of theatrical figures, etc.

Interpretations and examples are translated allowing the proper use of words from the point of view of grammar and appropriacy, stylistics.

The practical structure is as follows: a two-way Internet format dictionary with the parts in alphabetical order (English-Russian and Russian-English), presenting minimalist microstructure items with prioritized translation along with Internet hyperlinks to further information available on the subject; audio pronunciation with no transcriptions and just for ‘irregular cases’ is provided with a possibility to check the pronunciation of any word based on corpus data, preferably giving context, and so on. (Devel 1990, 2004, 2014). Today the motto of yourdictionary.com reflects the idea nearly to the full: clear, clean, and uncluttered - simple, easy-to-understand definitions with lots of tools to help you choose your words precisely [http://www.yourdictionary.com/#WJGk3mb4zA2Fh5Ja.99].

The Project suggests the following main components: vocabulary, the above encyclopedic elements (as well as explanations in the form of text and picture illustrations) and practical instructive elements (including instructions-recommendations along with different types of illustrations)

The vocabulary (entry headings) is constructed according to the alphabetical and ideographic principles as the main component (core) of the macrostructure of the dictionary with the following main topics:

- mediums, adhesives and film substances;
- pigments and inert materials;
- solvents, diluents, and detergents;
- supports;
- tools;
- technologies;
- Internet of things (IOT);
- world cultural studies topics and materials (for example list of the UNESCO monuments and sites taking localization into account).

Microstructure. The heading words (lemmata) in the dictionary are mostly terminological units. Much depends on the technical capabilities of the dictionary, especially pronunciation in the form of an audio component with a recording of the pronunciation, and in the absence of it, in the form of transcription in IPA (international phonetic alphabet), and for Russian words at least a stress should be provided. Perhaps, but not necessarily, the pronunciation will be a combination of audio elements and transcription, followed by the main translation. Indication of grammar, the country of origin, time of circulation of artifacts and other similar information important for attribution and rehabilitation should also be covered. In this case, localization as in business becomes particularly important. The dictionary description of the term in accordance with the tasks posed consists of the actual dictionary entry. Also, if necessary, contexts from corpora data, pictorial/video illustrations of brushes, easels and sketch boxes, processes and so on will be included for a better explanation of the differences between words and the peculiarities of their use in practice. Non-equivalent words will be given, and color images for entries on pigments and paints will be included.

To make it easier for users unfamiliar with chemistry, physics or some other specialization, the data on the actual parts chemical processes are not given, but only the main components [Petrushevsky FF. Paints and paintings. A manual for artists and technicians]. For example, as the importance of localization of concepts and representations was pointed out above, some pigments were previously used in certain territories in certain historical periods, and then such practices ceased. The structure of the dictionary
entry can, therefore, include information about the progress of the word in terms of historical time and geographical area. Such practical approach, thanks to a simple and understandable metalanguage, makes the publication accessible not only in the academic environment, but also for the widest circle of users, and allows preparing a transition to precise terminology and more complex professional resources.

Conclusion
This publication will make the activities of UNESCO, professional exchange, training of the staff of restorers more effective, therefore, to create more favorable prerequisites for preserving the international and national cultural heritage. It is good for professionals, practitioners, educators, learners, wider circles of public readership. Such dictionary will be another important step towards eliminating the contradiction between the postulates of the International Decade for the Rapprochement of Cultures) [Devel LA, Kirillova NK, Lisitsyn PG2017]

Recommendations
The materials of the publication cover the ‘white spot’ in the LSP and the lexicography of cultural heritage preservation, contributing to its world significance, meet the public interests and the professional and academic interests of the museum workers and restorers themselves. The dictionary will be recommended for use in a professional, academic and public environment.

Acknowledgements
To Prof. Sergey A. Myznikov, since without his support no article or lexicographic work would have been possible at all (Institute of Linguistics Studies, RF Academy of Sciences), to Prof. S. Atkins for friendly advice during the workshop on Lexicography in Brno; to Prof. L. N. Belyaeva; Prof. O. M. Karpova and her lexicography school (RF, Ivanovo); to the Italian Romualdo Del Bianco Foundation and personally Mr President Paulo Del Bianco for the comprehensive support of the work; to the RF Ministry of Culture, Cultural Heritage Preservation Section of the VIth International Saint-Petersburg Cultural Forum and Head, RF Ministry for the accreditation in the professional flow and support.

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41. Robinson, P. C. 1980. ESP (English for Specific Purposes): the present position
Dictionaries
EurotermBank [Electronic resources]. URL: http://www.eurotermbank.com/
Multitrans [Electronic resources]. URL: multitrans.ru
Yourdictionary.com [Electronic resources]. URL: http://www.yourdictionary.com

The examples of implementing the author’s idea of a practical type of dictionaries
Devel L.A. Practical Dictionary of Methodology Terminology (English-Russian) SPb., 2004

The author’s preliminary articles and material for the World Cultural Heritage Dictionary
Devel L.A. World Heritage Learner’s Dictionary
Devel L.A. English for undergraduates of the Faculty of World Culture. Vienna: ‘East West’ Association for Advanced Studies and Higher Education GmbH, 2016. 42 c.
Devel LA, Kirillova NK, Lisitsyn PG About Russia with love. Faces of Russia / / Materials of the II Int. HEI Forum March 24-25, 2017 P.316-323.
Singapore English in bilingual business lexicography: a case study of kiasu

Liudmila A. Devel
Saint-Petersburg State University of Culture
DOI: https://doi.org/10.23670/IRJ.2017.60.069
ORCID: 0000-0001-9992-1851
Researcher’s ID H-2899-2017

Abstract
Bilingual business lexicography is the lexicography of languages for special purposes, which, on the one hand, has moved from explaining exclusively specialized terminology to more general language and, on the other hand, has turned to issuing narrow-focused business lexicography, suggesting localization with particular attention to the lexis of Business World Englishes. This determines special grouping of the lexis in dictionaries, indication of territorial varieties along with the groups of non-equivalent vocabulary, such as some types of borrowings. The article proves that Singapore English can be described as existing in two main forms – Standard, a regional variety of English, and Singlish, a colloquial form of Singapore English – in terms of sociolinguistics, multilingualism, and language contact. Based on analyzing literary and lexicographic resources, sociolinguistic, statistical, and experimental data, the conclusion covers the gap of territorial varieties of languages and English, in particular. The topic of languages in Singapore is also significant in the context of international business communication, development of the world economy and business contacts, particularly with Russia. Identifying Singapore English as a regional variety suggests a recommendation to generate business-related texts in Singapore English as better understandable for Singaporeans. This also means to speak appropriate English depending on the context of communication in Singapore. A special attention is paid to the criteria for including South-East Asian borrowings into the vocabulary by the example of the word kiasu. The article discusses the dictionary entry structuring along with the presentation of the most common, stereotypical features of Singaporean national character.

Keywords: varieties of English, Singlish, kiasu, Business English, Business Russian.

Introduction
Bilingual business (general) lexicography is a type of lexicography of languages for special purposes (LSP), which explains specialized terminology. Consider the example of the English4real Business English-Russian Dictionary [http://english4real.com/vocabulary-business.html]; refer to Example 1.

Example 1. List of Topics in the English4Real Business English-Russian Dictionary
Контракт (Contract)
Совещания (Meetings)
Закон (Law)
Человеческие ресурсы (Human Resources)
Банковское дело (Banking)
Производство (Production)
Реклама (Advertizing)
Работа и трудоустройство (Job and employment)
Переговоры (Negotiations)
Структура организации (Structure of an organization)
Наименования руководящих позиций (Chief Officer abbreviations)
Страхование (Insurance)
Деньги (Money)
Продажи (Sales)
Логистика (Logistics)
Инвестиции (Investments)
Экономика (Economics)
СМИ (Mass media)
Базовые глаголы (Basic verbs)
Базовые существительные (Basic nouns)
BEC Vantage (ed. 4) vocabulary list

Section “Contract” (Контракт)

<table>
<thead>
<tr>
<th>English</th>
<th>Русский</th>
</tr>
</thead>
<tbody>
<tr>
<td>agreement, contract</td>
<td>договор, контракт</td>
</tr>
<tr>
<td>appendix</td>
<td>приложение</td>
</tr>
<tr>
<td>arbitration</td>
<td>арбитраж</td>
</tr>
<tr>
<td>article</td>
<td>пункт, параграф</td>
</tr>
<tr>
<td>clause</td>
<td>пункт, условия</td>
</tr>
<tr>
<td>conditions, terms</td>
<td>условия</td>
</tr>
<tr>
<td>force majeure</td>
<td>форс мажор</td>
</tr>
</tbody>
</table>

Section “Contract” (see the fragment above) has turned to more general language, including more than basic verbs and nouns (Example s1 and 2). Further, consider the description of the Cambridge Business Dictionary (Example 2) which is standard and also used in Cambridge bilingual dictionaries for other language pairs.

Example 2. Cambridge English-Russian Business Dictionary Main Features

- Short, simple definitions in Business English.
- Thousands of natural example sentences that show how the word is used in context: The entry for the verb protest shows that it is used with the preposition against.
- Specifically aimed at elementary to intermediate learners of English, CEF levels A2-B2.
- Guidewords take you to the exact meaning you are looking for.
- Based on the 1.5 billion word Cambridge English Corpus.
- Hear the words spoken online with thousands of British English and American English recordings.
- Useful information on spelling, punctuation and word formation.
- Substantial coverage of spoken English.
- The Smart Thesaurus helps you expand your vocabulary with related words and synonyms.

On the other hand, there appears to be a tendency toward dictionary specialization in certain areas of activities and narrow focus of business LSP lexicography. With globalization rapidly ongoing since late 20th century, in early 21st century business has turned attention to localization issues [Devel 2017] and the lexis of Business World Englishes, contributing to international trade and business contacts. An actively growing part of business relations is oriented to the East Asian countries, and in this trend Russian business community reveals interest to Singapore. This turn determines a special grouping of lexis in the...
dictionaries via their meta-language, such as indications of regional variety, social or professional stratification, pragmatics in terms of politeness, taboos, greetings, salutations and groups of non-equivalent vocabulary, such as borrowings, poetic and winged words, faux amis, and other similar ones in terms of semantically specific word groups.

The article seeks to prove that Singapore English can be described as existing in two main forms – Standard, a regional variety of English, and Singlish, a colloquial form of Singapore English. In view of sociolinguistics, multilingualism, and language contact, the hypothesis is non-trivial, covering the gap of regional varieties of languages and, in particular, the English language because it is made in the given case on analyzing literary sources, sociolinguistic, statistical, and experimental data and surveys [Asian Englishes; Bell 1976; Belyaeva & Potapova; Gerd 2013; DARE dictionary; Devel 2004, 2007; Diakov 2015 a, 2015b; Dictionary of Amer. Slang 2010; Australian Oxford; International Assoc for World Englishes; Kachru 1986, Kachru 2015; Kirkpatrick 2012; Labov 2009; McArthur; Myznikov; Oshepkova 2010; Proshina 2001; Proshina & Ustinova 2012; Russian English 2016; Salazar 2013; World Englishes; Vachnadze 2003; Wright;1998].

Identifying Singapore English as a regional variety of the English language suggests a recommendation to generate business-related texts in Singapore English as better understandable for Singaporeans and use the language appropriately depending on the context of business communications.

Criteria for including South-East Asian borrowings into the word-list are investigated through the case study of the word kiasu and its usage. The dictionary entry structuring is discussed along with the presentation of the most popular stereotypical features of a Singaporean. There exist many varieties of English; however, only few appear to be marked in mono-, bi- or multilingual dictionaries. The Singaporean variety often remains omitted in the dictionary meta-language. Thus, it is worth pointing out that the article addresses quite an uncommon matter of linguistic borrowing. However, some borrowed words, like kiasu, can attract international users’ attention and be marked as belonging to Singapore English, as it is very much a part of its features.

The topicality of the research owes to the general topicality of the varieties of the English language from the point of view of sociolinguistics, multiculturalism, language contact and, specifically, a need for more effective international communication [McArthur, Belyaeva, World Englishes]. The status of Singapore English is a blank spot [8, 11]. This article defines the status of the Singaporean English by analyzing existing sociolinguistic, statistic and experimental data.

The examples of scientific journals, exploring the World Englishes paradigm, are World Englishes and Asian Englishes [3, 4]. There is also the International Association for World Englishes, dealing with such issues [5]. Varieties of world languages and borrowings have been a matter of academic interest in the area of sociolinguistics, multiculturalism and language contact from at least the previous century [for example, Wright, DARE, Kachru, Myznikov], and the language varieties are studied as they appear, develop or become extinct.

Singapore is important to international business communication due to its role in the world economy, including Russia. It attracts sociolinguists since the late 20th century, especially, during the last decade. Presently, new studies appear regularly [Lee; Low] and since the late 1990s, their linguistic merit has been taken to a higher level [Low]. For example, in 2014, the journal World Englishes published a series of significant articles [Low et. al], and periodicals related in the matter in hand are not limited to those mentioned above. This article also considers the process of introducing borrowings from the South-Asian varieties of English into English-Russian dictionaries by the example of the word kiasu from Singapore English.

Materials and methods
Methods and approaches to the studied matter include analysis of available literary data; comparison of sociolinguistic, statistic and experimental data; and surveys. The study proceeds from the concepts expressed by bilingual lexicographers Apresian, Berkov, Gerd, Dobrovolsky, Adamask-Salasiak, Atkins,
The study of Singlish [Ilyina] was conducted in Singapore in 2005 with participation of Anthea Fraser Gupta, linguist and professor of the National University of Singapore; Colin Goh, the Editor of the Oxford Singlish Dictionary; Dr. Edwin Thumboo, Head of the Department of English Language and Literature of the National University of Singapore; and linguist Nobuyuki Honna. The sources of material were lexicographic editions, reference works and works of popular science, fictional and mass-media texts, questionnaires offered to by Singaporeans (100 respondents). In total, there were used 4 lexicographic sources (explanatory dictionaries and reference aids – 928 pages) and 11 texts in Singlish, seven of which are plays by Singaporean authors and four are works of fiction covering specifically Singaporean topics with ample conversational samples. The entire materials total to 1,883 pages with 4,950 samples in Singapore English that were analyzed for the purposes of this study. The article shows that the language situation have changed compared to year 2005, which can be confirmed by Singaporean statistics from the Ministry of Education and the Constitution [statistics, MOE, Constitution].

Using English as a lingua franca connects different ethnic groups in Singapore. The importance of English manifested itself in the transition to teaching in it at schools. Since the early 1960s to the late 1970s, the number of applicants to primary English-language schools had grown from 50% to 90% while the attendance of Chinese, Malay and Tamil schools had been steadily decreasing. The Nanyang University had also switched to English despite the protests. The use of the English language has grown sharply in the country. In December 2009, the Minister of Education mentioned the growing trend to use English at home. Majority of pupils – 60% of Chinese and Hindu and 35% of Malay origin – having entered the primary schools in 2009 spoke mostly English at their homes (Table 1).

Since the Singaporean society consists of descendants of immigrants from various Asian regions, their languages spoken at home do not necessarily coincide with a lingua franca (English, for instance) or the languages of their nations. Over many years, they had changed their language under the influence of one of the predominant Singaporean languages or public policy. In the Asia-Pacific Region that includes Singapore several languages are typically used simultaneously in addition to English. Singapore is a cosmopolitan city where natives make only a small fraction of the population. The Singaporean population was 5,607,300 in 2016 [statistics]. According to the Constitution, four languages – Malay, Tamil, Mandarin and English – are official. The only national language is Malay [Constitution], but, practically, the country’s principal language is English, [statistics; The Straits Times. Singapore. Can I live in Singapore and only speak English?]. Many Singaporeans are bilingual because the education in Singapore is officially bilingual, English being the principal teaching language and its influence growing.

| Table 1. Languages Used at Home (%) [Household Survey 2015] |
|-----------------|---------|---------|
| Language        | 2010    | 2015    |
| English         | 32.3    | 36.9    |
| Mandarin        | 35.6    | 34.9    |
| Other Chinese Dialects | 14.3   | 12.2    |
| Malay           | 12.2    | 10.7    |
| Tamil           | 3.3     | 3.3     |
| Others          | 2.3     | 2.0     |
Exoticisms in the vocabulary

Semantically unassimilated words can be of two types: exoticisms and barbarisms. For the purposes of this article exoticisms are defined as adopted words describing specific features of life of different peoples and foreign realities. For example, the words aul, saklia, dzhigit, arba are used to describe the life of Caucasian peoples and the words Talib, dushman, Taliban to refer to realities of life in Afghanistan. Characteristically, exoticisms have no synonyms in other languages and are used indispensably. It is this kind of words that is considered in this article while barbarisms are foreign words used occasionally and their use can be generally unaccepted. The study is based on the materials by Iljina and Zolotukhin, the dictionaries specified below, and other references [Iljina 2004, 2005; Zolotukhin; Thai portal; Singapore is kiasu; kiasu parents; Lewis and Hu].

In order to study the inclusion of exoticisms in the dictionaries, the article proceeds from the definitions given by the Large Explanatory of the Russian Language and the Collection of Dictionaries of Foreign Words of the Russian Language (Example 3).

<table>
<thead>
<tr>
<th>Example 3. Definition of exoticism</th>
</tr>
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<tbody>
<tr>
<td>ЭКЗОТИЗМ, linguistics, masculine gender – a foreign-language word or expression denoting an unknown thing or concept inherent with material or spiritual culture of another people [Large Explanatory of Russian Language].</td>
</tr>
<tr>
<td>ЭКЗОТИЗМ [&lt;Greek “exotikos” – alien, foreign] linguistics – an adopted word denoting a reality of another country or cultural community (for example, names of currency units, houses, dishes etc. [Collection of Dictionaries of Foreign Words of the Russian Language].</td>
</tr>
</tbody>
</table>

The surveys, conducted in 2005 and 2012, revealed kiasu to be the key element of Singaporean identity [Zolotukhin]. According to the data of aAdvantage Consulting and Barrett Values, 1,154 of 2,000 respondents aged 15-65 chose kiasu to describe the modern Singaporeans [https://sg.news.yahoo.com/singapore-is-kiasu--competitive--self-centred--survey.html].

The Perekeriostok Dictionary [Perekeriostok] has a detailed entry structure and defines the word kiasu as given in Example 4 in comparison with the Oxford Living Dictionary and YourDictionary.

<table>
<thead>
<tr>
<th>Example 4. Definition of kiasu</th>
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<tbody>
<tr>
<td>kiasu [ki:′a:su] n [chin. (desp.) 1. Very diligent recruit; 2. a man striving to receive as much as possible as soon as possible. 1996 De Mente, NTC’s Dictionary of China’s Cultural Code Words. P. 216: Mc Donald’s (Singapore) produced a Kiasu Burger (chicken with extra lettuce, extra sauce, and forty-seven sesame seeds on extra long buns) that resulted in long lines of customers waiting to make like Mr. Kiasu [Perekriostok Dictionary].</td>
</tr>
</tbody>
</table>

kiasu
NOUN
SE Asian
A grasping, selfish attitude.
‘I should have gone two hours earlier: the kiasu in me is growing’

ADJECTIVE
SE Asian
(of a person) very anxious not to miss an opportunity; grasping.
Example sentences
'Despite the generally negative connotation of kiasu behaviour, there is also a positive side to it, one which surfaces as diligence and hard work in order to be on top of any situation.'
'I think many of the rural people are complex, too shy, too kind to have this kiasu drive.'
The examples that you gave show us that it is not that we have no choice but to be kiasu, but most of us are kiasu just because we are able to.'
'Alas, we didn't get to make it in the end because we weren't kiasu enough.'

Origin
From Chinese, ‘scared to lose’.

Pronunciation
kiasu/ˈkjaːsuː/

Adjective (Singapore) Afraid to lose out.
Noun (Singapore) A fear of losing, characteristic of a person who is overly competitive.

Origin From Hokkien (驚輸 POJ: kiaⁿ-su, kiaⁿ-si); literally: "afraid to lose"
[Yourdictionary.com http://www.yourdictionary.com/]

The Oxford Dictionary includes the borrowed term marking it as ‘SE Asian’; examples are demonstrative. YourDictionary, with its practical motto “clear, clean, uncluttered”, accordingly gives the indication of the place of usage, a more concrete origin, and a brief explanation but fails to provide usage examples and pronunciation.

Discussion
Today, the Republic of Singapore attracts attention in connection with the development of the multipolar world. The ‘economic wonder’ is interesting in view of the growing cooperation between Singapore and Russia. The country’s efficient English language policy is one of the drivers of that interest. English was introduced in Singapore by the British in 1819 after a seaport and then colony were established there. Since then, it has been the prestigious language of government, law and business. It became even more popular due to a wide influence of the English-speaking mass media [Lewis,youtube; kiasu parents]

Later on, as the autonomy and independence had been received, the government decided to leave English as the main language to take all the economic advantages of the global language of commerce, technology and science. It was meant to boost integration of Singapore into the world economy.

Most Singaporeans give their children names that are not typical for their nations – such as Samantha, John or Carmen – looking up to the western countries. Lee Kwan-Yew, who is considered the mastermind of Singapore’s economic success, had close contacts with Russia since 2005. He received a honoris causa doctorship from the Moscow State Institute of International Relations and the same degree from the Diplomatic Academy of the Ministry of Foreign Affairs in 2014. He was a member of the International Supervisory Board of the Moscow School of Management SKOLKOVO and was awarded the Order of Friendship by Russian Prime Minister Dmitry Medvedev. In 2014, Lee Kwan-Yew was also awarded the Order of Honor for the “great contribution in strengthening of the friendship with the Russian Federation and development of scientific and cultural ties”. Characteristically, he mastered English, Chinese, Malay and the basics of Japanese. After completing his tertiary education in Singapore, he graduated from the London School of Economics and Cambridge University with honors in economics and law.

Singaporean authorities implement their national concept of progressive development consistently, recommending the people to use Standard English. They have established the Speak Good English Movement as a sure way for the country to advance due to its linguistic availability.

Some Singaporeans disagree that Singlish is bad English, considering it rather a version of the language reflecting the linguistic diversity of the Singaporean population.
In Singapore, mainly Standard English and Singlish are used. Educated Singaporeans master both, being aware of their pertinence. Singaporeans would avoid using Singlish in the business or professional environment and would rather use it for common needs such as bargaining at a local market and speaking to common folk, i.e. in all situations where Standard English would sound inappropriate or high-society. 

Foreigners should avoid imitating locals with their Singlish expressions as it may be considered offending. Instead, foreigners are advised to speak their habitual English or Mandarin which is taught at local schools.

The success of a business project depends on the study of a couple of Singaporean business ethics manuals (refer to the Resources Section) rather than on fluency in a local language or dialect.

Borrowings from the South-East Asian languages enrich the English vocabulary, for example, karaoke, taekwando, judo, fengshui etc. This is because English is especially cosmopolitan.

At the phase of definition of a stereotypic Singaporean, talks to Singaporeans and foreigners dealing with them, as well as the analysis of the available publications on the matter, allowed to conclude on the ‘identities’ of Singapore as of the early 21st century. The main identity of a Singaporean appears to be kiasu.

The work done by order of the Ministry of Education reveals that kiasu is considered over the last few decades as a distinctive feature of the Singaporean identity [Zolotukhin]. The cultural and behavioral aspects of kiasuism are rooted in the universal nature and specificity to the Singaporean society. In the business manual by [Griffin, and Pustay 2006], kiasuism is defined as a behavioral concept meaning the intention to be the best in everything – to obtain the best results and miss nothing in this transient life.

Characteristically, the Singaporean government incites competition in the people of the island encouraging them to be always ready to take opening opportunities. The results speak for themselves: the gap between the rich and the poor is one of the widest in the world. Nevertheless, there is no minimal wage since the government believes it can bring the competitiveness down. Singapore has the highest share of millionaires in the world. This approach was set out in a rhyme aiming to develop the strive for higher performance (Example 5):

Example 5. An Instructive Rhyme for the Singaporeans

Good, better, best – never let it rest
Till your good is better and your better’s best!

The kiasu-style behavior is only the extreme wording of the law by which only the strongest survives.

This word became a symbol of the Singaporean culture defining a Singaporean as a person striving to give all the best as much as one can being very upset if he could not do better or get more, preferably, free of charge. Merry but egotistic, goal-oriented and dreary pragmatic, this image has become as popular as Homer Simpson with Americans. It is noticed, that similar phenomena may be regarded as typical for developed countries; to reach the unreachable in the USA and in Australia. The kiasu phenomenon seems to be present in the Russian culture as well (take for example the literally overnight queues to send the beloved child to a good school), but unlike other places, in Singapore it is representative of the country.

The data above enable us to substantiate introducing kiasu into Russian dictionaries of borrowed words besides Business Russian Dictionaries [Krysin; Collection].

Findings

In Singapore, English is influential and widely used, being the language of government, business and learning. Standard English is usually forgotten or unknown in this context. However, it has to be considered as a regional variety of English, and the Singaporean policies shall be held as an example of successful formulation and implementation of a national concept through the consistent application of
the language and social policy for the well-being of the people. Finally, Singapore English lexicon has a potential for borrowing along with other South-East Asian English words due to its extensive interaction with many countries.

At the level of business vocabulary entry, the following components are proposed:

- orthographic (Latinized) variant of the word,
- pronunciation and, possibly, international phonetic (IPA) transcription,
- English word as a part of speech,
- language of origin,
- stylistic and grammatical remarks,
- translation,
- explanation in source language (Standard English),
- explanation in translation language (Russian).

Conclusion

The article shows, that the literary, sociolinguistic, statistic and experimental data substantiate the existence of the Singaporean version of English. The existence of the Singaporean English enables to recommend business materials to be formulated especially for the Singaporeans to be understood by them, while they can be spoken to, practically, in the British English. This article also considers the method of inclusion of borrowings from South-East Asian Englishes in an English-Russian explanatory dictionary as exemplified by the word kiasu. The discussion provides recommendations as to structuring of a dictionary entry.

Acknowledgements

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Dictionaries

Internet Dictionaries


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Internet Dictionaries


W. Godwin’ Caleb Williams and A. Pushkin’s Dubrovsky: Similarities and Differences

Irina A. Ayzikova*, Irina A. Matveenko**
*National Research Tomsk State University
**National Research Tomsk Polytechnic University

Abstract
The article deals with the analysis of typological similarities of the novels by W. Godwin Caleb Williams and A. Pushkin Dubrovsky.

Its relevance is conditioned by the opportunity to extend the background of Russian-English literary cross-cultural relationships in order to specify the points of attraction and repulsion between the novels of Pushkin and Godwin as well as their different national traditions and literary epochs.

The similarities between the authors’ positions are obvious – the depiction of everyday life with particular attention at the psychology of human relations in real circumstances via the inclusions of documentary support and evidence in the plot. There is a convergence in the central problems raised in both novels – consideration of long-brewing conflicts both within the upper class and between the landlords and peasants. In both cases, the authors emphasize the features of the landlords’ relationships with society, against a background upon which their evils become even more visible. Both authors oppose to them to characters concerned with the problems of noble honor. There are some similarities in depiction of gang leaders, their relationship with the robbers and attitude to the society.

But the ends of the analysed novels are quite different: Caleb managed to prove his right and innocence, Falkland admits his guilt and the justice appears to be restored. This constitutes the principal difference of the author’s viewpoints of Godwin and Pushkin. In contrast to Godwin, Pushkin avoids the motif of justice restoration as a framework for the novel’s end.

Based on the analysis not only similarities but also principal differences have been revealed which witness Pushkin’s artistic interpretation of the English novel as well as the interaction of Dubrovsky and Caleb Williams both at the conceptual and plot-motif levels.

Keywords: William Godwin, Caleb Williams, A. Pushkin, Dubrovsky, similarities, differences.

Introduction
The typological similarities of A. Pushkin’s unfinished novel Dubrovsky to the other works by foreign authors have been considered almost since its first publication. Most scholars have noticed its connections with English and French novels written in the tradition of Romanticism. Commonly, the researchers draw parallels with W. Scott’s works. For example, I. Zbrovets revealed those parallels with W. Scott’s Gay Mannering [1], N. Petrunina established the links between Dubrovsky and The Bride of Lammermoor [2], and a number of scholars insisted that it resembles Rob Roy [3]. Definite similarities with F. Schiller’s drama The Robbers were found by Yu. Mann [4]. Meanwhile, Z. Rozova noticed convergences between Pushkin’s unfinished novel and Rousseau’s Julie, or the New Heloise [5]. In this context, A. Vulpius’s Rinaldo Rinaldini, the Robber Captain was also considered [2]. Pushkin’s potential interest in such writers’ works demonstrates his global ambition, which permits us to add to this proposed list and identify parallels with other works of contemporary world literature [6].

In particular, our article attempts to carry out a typological study of Pushkin’s unfinished novel Dubrovsky and Caleb Williams, a novel by English writer and enlightener William Godwin. The potential similarities between these works have remained hidden from modern scholars’ attention. It was only M. Alexeev who mentioned about possible impact of Godwin on Pushkin when pointing out to the fact that the book Caleb Williams in French was lodged in Pushkin’s library in Trigorskoye house and “it is quite possible that Pushkin could remember this novel when working at Dubrovsky, depicting trail and provincial authorities completely supported to the tyranny of the rich landlord as well as describing
robbers’ gang’ [7]. So, the parallels in those novels have not been revealed so far which would highlight not only their principal similarities but also their equally principal differences. Comparative analysis of some fragments from the two novels would allow us to extend the background of Russian-English literary cross-cultural relationships in order to specify the points of attraction and repulsion between the novels of Pushkin and Godwin as well as their different national traditions and literary epochs.

It should be noted in advance that the novels are written according to the aesthetics and poetics of different literary periods – enlightenment realism and romanticism, respectively, which condition fundamental differences in the authors’ concepts, images of heroes, and worldviews. Nevertheless, comparative analysis of the novels suggests Pushkin’s close acquaintance with the English novelist’s writing and his realization of the artistic potential of Caleb Williams in a new romantic context.

Materials and Methods

The novel Things as they are, or the Adventures of Caleb Williams, written by W. Godwin in 1794, appeared to be a progressive writing in many aspects, depicting social relations between different strata as well as their contradictions from a new angle. Godwin laid, in effect, the foundation for the subsequent development of crime and, later on, detective fiction not only in England but also abroad. As Caleb Williams was an enlightenment novel, the crime investigation by a virtuous person was brought to the forefront in it, i.e. malefactions were passed through the consciousness of a decent man, and the criminal was considered through a positive hero’s eyes pursuing the inquiry to solve the crime for the sake of justice. The concept of Godwin’s novel, according to A. Rounce, “proclaims his all-encompassing faith in the powers of human reason to overcome the evils that have accreted around tradition and custom” [8]. In addition, Godwin’s novel reflects the transitional processes taking place in English society and culture of the time. Complexity of phenomena and the tendencies of the late 18-th century resulted in narrative controversy and, from some scholars’ point of view, illogical plot development. In this respect we fully agree with T. Potintseva’s statement that “the transitional character of the aesthetic-philosophical understanding of the world runs through the whole narrative structure and system of Caleb Williams, defining the identity of this striking ‘delineation of things passing in the moral world’” [9].

In Russia, the novel had a rich receptive history. In 1838, it was first translated into Russian and gained numerous reviews in the pages of Russian periodicals. Later on, in the 1860s, creative comprehension of Caleb Williams emerged in the writings of N. Chernyshevsky and F. Dostoyevsky [10]. One can suggest that the influence of the novel on the works of its contemporaries and successors was observed even before its release in Russian, as a little bit earlier, it had been translated into French and, as was mentioned previously, was read by the Russian intelligentsia in French and, in particular, housed in Pushkin’s library in Trigorskoye. It should be noted that preliminary translation of an English writing into French and after that into Russian was a usual way of entering English authors’ work into the Russian culture, see for example [11].

Results and discussion.

The similarities between Dubrovsky and Caleb Williams are apparent even at first glance. Both texts were written on the basis of documentary sources: Godwin intensely incorporated citations of English laws into the novel with reference to the sources, paying special attention to depiction of “things as they are”. Pushkin’s Dubrovsky was known to “be inspired by Nashchokin. He told Pushkin about a poor Belorussian nobleman by name of Ostrovsky who was taken to legal proceedings over a land dispute with his neighbor, was forced from his estate and, staying alone with the peasants, started to rob first scriveners, then other rich people” [12]. There are a number of other hypotheses as to possible sources of Pushkin’s unfinished novel. It is significant that the author of Dubrovsky, like Godwin, did not limit his plot to real events and introduced an extensive quotation from the true criminal case into the novel, changing the names of Muratov and Kryukov into Troyekurov and Dubrovsky. It is not accidental that N. Petrunina defines the unfinished novel as “an experiment in the organic mixture of real pictures and the
author’s historic concept” [2]. In this case, the similarities between the authors’ positions are obvious – the
depiction of everyday life with particular attention at the psychology of human relations in real
circumstances via the inclusions of documentary support and evidence in the plot.
So, too, there is a convergence in the central problems raised in both novels – consideration of long-
brewing conflicts both within the upper class and between the landlords and peasants, resulting in
precise similarities in the novels’ plots and character schemata. Speaking about Godwin’s novel, D.
Urnov argues that “structurally, Caleb Williams is built on oppositions. But, in comparing his heroes,
Godwin does not strive to build contrasts following specific dialectics. His personages, being
diametrically opposed in social relations, relate to each other psychologically much more complicatedly”
[13]. Such an approach is explained by Godwin’s Enlightenment concept of a man endowed equal rights
from birth but different feelings and moral estimates of the world around him.
Initially, the noble landlord Falkland, one of the protagonists of Caleb Williams, enters into controversy
not with Caleb but a landlord named Tyrrel. In their antagonism, one can see a number of similarities
between the two. From the very beginning, Godwin emphasizes the common features in these heroes’
origins:

Mr. Falkland’s nearest neighbor, a man of estate equal to his own, by name, Barnabas
Tyrrel. This man one might at first have supposed of all others least qualified from
instruction, or inclined by the habits of his life, to disturb the enjoyments of a mind so
richly endowed as that of Mr. Falkland. Mr. Tyrrel might have passed for a true model of
the English squire (P. 16)3.

A similar technique is used by Pushkin in the portrayal of Troyekurov and Andrei Dubrovsky: “They
were of the same age, belonged to the same class of society, and had been brought up in the same way.
There was even some resemblance in their dispositions and tastes” (p. 9-10)4. The similar position in
society renders the potential conflict even more escalated in both the English and the Russian novel,
elevating it to moral-ethical and psychological perspectives. However, in the oppositions of the two
characters, one may see the key difference between them. In Pushkin’s novel, the difference in characters’
material status is of principal significance, as it demonstrates different routes taken in the Russian noble
class and Russian society in general. In N. Petrunina’s opinion,

it differentiates the novel of a new time from various forms of the manner novel, the
method of intensive penetration into the essence of depicted phenomena from the
extensive method – when an author seeks to achieve the completeness of the image due to
‘multiplying’ many life stories composing an extended but mostly static panorama of
social life and morals [14].

It is of interest that characters’ antagonism is built even on their appearances. On the one hand, we have a
rude, tyrannical landlord holding the neighborhood in awe; on the other, an aristocrat who places the
most weight on the noble code of honor. Let us compare Tyrrel’s description in the English novel:

His stature, when grown, was somewhat more than five feet ten inches in height, and his
form might have been selected by a painter as a model for that hero of antiquity, whose
prowess consisted in felling an ox with his fist, and devouring him at a meal. Conscious of
his advantage in this respect, he was insupportably arrogant, tyrannical to his inferiors,

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3 Godwin W. Caleb Williams. Glasgow: Oxford University Press, 1982. All citations to Caleb Williams are to the
page number in brackets.
4 Pushkin A.S. Dubrovsky. Moscow: Foreign Languages Publishing House, 1955. All citations to Dubrovsky are to
the page number in brackets.
and insolent to his equals (p. 17); His neighbors crowded round, and joined in the ready laugh, partly from obsequiousness, and partly from unfeigned admiration (p. 18).

Troyekurov’s image, with a focus on the similar details, is found in Dubrovsky:

His neighbours were eager to humour his slightest whim; the district officials quaked at the sound of his name; and Kirilla Petrovich accepted these signs of deference as his due. His house was always full of visitors, who were ever ready to help him while away his aristocratic leisure and take part in his amusements, which were always boisterous and frequently wild. Nobody dared to refuse an invitation from him, or to fail to pay their respects to him on certain days in his village of Pokrovske. <...> indulged to the top of his bent by all, and bred in luxury, he was accustomed to yield to every impulse of his impetuous nature and to carry out every scheme conceived by his not very brilliant mind (p. 7-8).

In both cases, the authors emphasize the features of the landlords’ relationships with society, against a background upon which their evils become even more visible, making neighbours prostrate themselves before them and servants tremble.

In this respect, it is somewhat curious to point out one more similarity in the description of the characters under consideration in the English and Russian novels – namely, their interests and amusements. So, Tyrrel “discovered no contemptible sagacity and quick-wittedness in the science of horseflesh, and was eminently expert in the art of shooting, fishing and hunting” (p. 17). Troyekurov, as we remember, had also a particular taste for hunting and harrier breeding, but “Troyekurov’s main occupations were hunting in the vicinity of his extensive estates” (p. 8). Against the background of the landlords’ passion to horses and dogs, the hosts of which spent much time and money on them, one can see Tyrrel’s and Troyekurov’s soulless treatment of people more clearly.

On the other hand, both authors oppose to them to characters concerned with the problems of noble honor. In Caleb Williams, Tyrrel was initially unfriendly towards Falkland, but they were absolutely equal in their birth and financial status. In Pushkin’s novel, from the very beginning, Troyekurov and Dubrovsky the Elder are introduced as close friends, brought together by military service; yet, “Dubrovsky, his affairs involved, was obliged to send in his papers and settle down in the village which now constituted his entire property” (p. 9). On the bases of Dubrovsky the Elder’s and Troyekurov’s images, Pushkin tries to examine the theme of feuding friends (nearly brothers before it), the most obvious opposition of which is realized in Troyekurov’s and Vladimir Dubrovsky’s relationship. They, like Falkland and Caleb – who are enemies, but Falkland, Vladimir Dubrovsky, and his father as well, are united by some other thing – strive to follow a code of honor despite everything, even to the detriment of their lives. Dubrovsky the Elder, for instance, dies as a result of the legal proceedings involving his estate, in spite of Troyekurov’s attempt to reconcile. Our observation is supported by I. Reyfman’s opinion: “Dubrovsky is portrayed as a man of honor. A retired lieutenant of the guards <...> he is independent and dignified despite his modest financial situation. He knows how to respond to an offence to his honor” [15]. In similar way, Godwin depicted Falkland: his protagonist gave his whole life for the sake of the chivalric code, was ready to commit a crime, and, in the long run, exhausted and overcome, admitted his guilt.

In the English novel, there is a significant scene depredating a noble but poor landlord. Arguably, this scene extremely resembles the description of the legal battle between Troyekurov and Dubrovsky. In Caleb Williams, the seizure of estate was initiated by Tyrrel against his neighbour, Squire Hawkins. The cause of the conflict was, at first blush, a trifle unconnected with their property relationships: Hawkins’s refusal to vote for a Tyrrel candidate and then to give his son to be a whipper-in of the Tyrrel’s house. A banal disobedience to his power sent the landlord into rage, and he exclaimed: “Excellent, upon my soul!
God damn my blood! but you are a rare fellow. You have a lease, have you? You will not quit, not you! A pretty pass things are come to, if a lease can protect such fellows as you against the lord of a manor! But you are for a trial of skill? Oh, very well, friend, very well!” (p. 71-72).

The cause for quarrel in Dubrovsky was quite insignificant: Dubrovsky the Elder’s refusal to visit Troyekurov. In this case, we are reminded of the words of Troyekurov after receiving a letter from Andrei Gavriloich: “What? he thundered, leaping from his bed to the floor, barefoot. “I am to send my people to him with an apology, and he is to punish or pardon them as he sees fit! What does he mean by it? Does he know who he has to deal with? I’ll show him … He’ll live to rue it – he’ll see what it means to cross swords with Troyekurov!” (p. 14). In both cases, the conflict starts with a simple manifestation of dignity on the part of less noble characters that was, at first, treated by their antagonists as rivalry, but it similarly brought about the complete ruins of Hawkins and Dubrovsky the Elder at the whim of stronger and nobler personages.

In the course of both the English and Russian novels, the issuance on the estate leads to the legal proceedings, and both writers depict the scene of trial. As J. Grossman reports, “Godwin’s novel brims with trial scenes; every one of this novel’s three volumes depicts at least three tribunals of various types, with many more threatened or invoked” [16]. Such scenes play a principal part in Caleb Williams and are taken, as a rule, from real judicial practice and indicative of the imperfections in English legal system. A similar episode is crucial for the Russian novel as well. It is no accident that Pushkin here departs from his traditional brevity and incorporates the whole text of the court decision without any omissions, including official clichés and awkward wordings. One might suppose that Dubrovsky was the first text in which the scene of the trial was depicted so thoroughly. The introduction of the trial of Troyekurov against Dubrovsky calls forth the extended plotting that would come to characterize the whole Russian juridical system and is pointedly constructed as a background to Dubrovsky the Elder’s psychological state.

Hereafter, the contradictions between the English and Russian novels are transferred into another pair of characters: Falkland and Caleb, or Troyekurov and Vladimir Dubrovsky. In their oppositions, one can also observe definite parallels. Caleb, who is persecuted by Falkland, has to wander and appears to be absolutely excluded from the society. Due to these circumstances, he joins a robbers’ gang. In this case, the role of characters in the gang is rather indicative from the viewpoint of the novels’ differences: whereas Caleb is just an observer of criminal life, not becoming a fully-fledged gang member, Vladimir Dubrovsky is a gang leader, seeking revenge for his violated rights and organizes a violent struggle, the aim of which is pointedly idealized by him. Caleb, following Godwin’s Enlightenment attitudes, tries to explain all the devastating consequences of such an existence to the other criminals and persuade them to start a new life. For this point Godwin himself in his “Enquiry Concerning Political Justice” (1793) claimed: “Sound reasoning and truth, when adequately communicated, will always be victorious over error” [17]. As is known, his novel Caleb Williams was intended to promote those ideas. As P.M. Logan discerns, it was written “with the stated intention of broadcasting his ideas through a more accessible representation of British social life. But in addition to conveying his philosophy, Godwin felt that his novel was going to change the society that it represented by changing the readership” [18]. Caleb, “broadcasting” the author’s faith in the human mind, not only was not involved in crimes committed by the gang, but also tries to rehabilitate them. In Dubrovsky, the author’s concept is expressed by either the narrator’s direct speech or indirectly – through the depiction of protagonist and his behavior. Despite all his obvious sympathy for Dubrovsky, Pushkin clearly does not share his aspirations for forceful intervention into the resolution of the conflict. Soon after Dubrovsky, Pushkin said his famous words about “the horrible and merciless Russian rebellion”.

Crucially, then, in both novels, robbery is of an anarchic nature that transforms into disaster when it cannot be guided by anyone, bringing about only senseless bloodshed and unjustified evil. In his case, Caleb tries to oppose his own ideology to violence and injustice, whereas Dubrovsky participates in robbery on his own initiative as a result of a heroic, strong personality and a desire to change the world.
Yet his belligerent forces are too unequal, too unjustified, far from the morality for which he stands, and the chosen means of struggle appear too destructive for the social order. Falkland (and Tyrrel) and Troyekurov counter Caleb and Dubrovsky as restorers of legitimacy and justice, even as they present their own truth, towards which they also perpetrate acts of violence. The difference consists in the fact that they seek justice for themselves (such justice as they themselves determine in defending their personal interests), and advocate for their own rights while demonstrating absolute egoism. Whereas justice is important for Vladimir Dubrovsky on the scale of humanity, for Troyekurov, struggle and bloodshed are necessary to defeat personal enemies according to an old gentry (even feudal) ideology: the truth is on the right side of the fence. From his point of view, those who are strong, in both the literal and figurative meaning, are right. In his struggle, Troyekurov forgets his friendship and humanity, showing complete immorality and egoism. Falkland acts in the similar way. In A. Rounce’s opinion, he “has been forced to betray his own better nature because of the corrupting idea of public reputation <…> and the general rottenness of social institutions” [8].

Among the robbers, Caleb meets Mr. Raymond, a gang leader who possesses some features that can serve as a model for Dubrovsky. Namely, they hold a senior position in the gang, are profoundly respected by the gang members, and are distinguished by education, status, and noble actions. For instance, the robbers in the English novel “addressed my conductor with respect under the appellation of captain. They were boisterous and noisy in their remarks and exclamations, but their turbulence was tempered by a certain deference to his opinion and authority” (p. 252). The above description is echoed briefly in Dubrovsky’s image: “The head of the band became renowned for his ingenuity, intrepidity, and a kind of magnanimity” (p. 53), and “the devotion of the robbers to their ataman was well known” (p. 134). Vladimir Dubrovsky and Raymond represent a type of hero - noble robber known to the reader after Karl Moor’s image in Schiller’s drama The Robbers. This type of hero is distinguished by a rebellious spirit and the desire to struggle with social laws face-to-face. Such a hero does not have any positive program of action, and his outcry against society is not of a real socio-political but of an abstract moral-ethical nature. In depicting a similar type of hero, Godwin and Pushkin come very close in refuting the right or necessity to take action by means of violence. Pushkin and Godwin deny the idea of rebellion or destruction as a way to improve the world and defend personal freedom – a concept to be taken up and developed by Dostoyevsky in the second half of the 19th century in Crime and Punishment. This implies a resolution of conflict in the form that it was presented in Godwin’s novel, as well as the possible rationale for Pushkin’s novel to remain incomplete.

In general, the images of Raymond and Dubrovsky are the authors’ attempts to solve a problem that was first raised by the Enlightenment – namely, the relationship between passion and reason. The characters are flooded with emotion in combination with an ethos of negation and destruction with regard to social injustice. It is no accident that both novels are inspired by a strong socio-political critique directed against the ideas of despotism and corruption, as well as the mores of modern society and the suppression of the individual personality by absolute power. However, destruction as a path to progress is not accepted by either Godwin or Pushkin, who warn against the danger of rebellion and violence. Dubrovsky and Raymond are strong characters, outstanding personalities, rioters, and aspiring rebels, whose bright and emotional perceptions of life lead them to a doctrine of action, regardless of its consequences. They are forming their ideological position under the circumstances and social injustice. Their actions are the

5 In this aspect, Pushkin has more complicated the conflict expressed in the opposition of Dubrovsky son and father: one of them is a rebel, the other is a weak humble person. In this story one might see Pushkin’s orientation towards the plot about Cain and Abel. But this ethical and psychological issue recedes into the background in Pushkin’s novel, as the opposition of the two strong personalities is brought to the forefront: noble Vladimir Dubrovsky and tyrant Troyekurov as a symbol of social injustice, due to which ethical and psychological content is filled with civil ideological idea.
identical, however, inasmuch as they negatively demonstrate the authors’ attitudes towards them and the idea of violence in general. These parallels between Raymond’s and Dubrovsky’s images may be augmented by one more detail that demonstrates Pushkin’s knowledge of Caleb Williams, namely, the gang-leaders’ awareness of their own exclusion from society and the impossibility of return. So, Raymond, in response to Caleb’s proposal to give up robbery and become a law-abiding citizen answers: “it is now too late. Those very laws, which by a perception of their iniquity drove me to what I am, preclude my return” (p. 227). One may easily draw parallels with Dubrovsky’s words when he leaves his peasants and dissolves the gang: “You have enriched yourselves under my leadership, each of you has papers enabling you to go in safety to some distant gubernia, where you can spend the rest of your days in honorable toil and plenty. But you are all rogues, and will probably not choose to abandon your craft” (p. 316). Obviously, Raymond’s words, due to the Enlightenment concept of the novel, are of a more moralistic and demonstrative character. As for Dubrovsky’s words, they, according to Petrunina, “sound like a nod to literary practice <…>, but do not organically result from the artistic canvas of the novel” [13], because Pushkin seeks to keep up with the Romantic storyline.

The similarities between Dubrovsky and Caleb Williams, however, seem to be much deeper if we compare the characterizations of Caleb and Dubrovsky according to plans and drafts of Pushkin’s unfinished novel. From draft to draft, Pushkin kept motifs that were likely to be significant for him: pursuit, disguise, denunciation, isolation from society. Dubrovsky disguises himself as a French teacher, as well as a general, in order to rejoin society, restore justice, and meet Maria Troyekurov. It should be noted that Caleb had to change into a beggar’s, a villager’s, and a Jew’s clothes, but in all dresses, he was found and caught. In both cases, there are wanted notices given, in which indistinct descriptions of the protagonists appear. In both cases, the descriptions are so indefinite that both protagonists could potentially remain undiscovered. At the same time, the unclear portraits, as juxtaposed to their vivid criminal histories, spark numerous rumors and overgrow with legends, which are heard by the protagonists themselves. Nonetheless, the pursuits of both Caleb and Dubrovsky follow in both novels’ plots. Godwin’s protagonist repeatedly says that he appears in “perilous and uncertain condition of an escaped felon” (p. 226) or “pursued by a train of ill fortune, I could no longer consider myself as a member of society. I was a solitary being cut off from the expectation of sympathy, kindness and the good will of mankind” (p. 247). Throughout the drafts of Dubrovsky, one observes Pushkin’s attempt to put his cast-off protagonist at the end of the novel in the condition when the life itself would destroy his Romantic illusion of individual freedom. The varieties of Vladimir’s fortune inexorably result in new contacts with people and society, and he had to take responsibility for his deeds that once had misled him to the revolt. It is clearly seen from the fragment of Dubrovsky’s draft, where the protagonist still had the surname Ostrovsky (as protagonist of the novel was initially called by the author): “Having selected the reliable people and dismissed the rest, Ostrovsky lives in Moscow secluded life, his post-boy is caught in rampancy and reports on Ostrovsky (one of Ostrovsky’s gang)” (p. 770). It is symptomatic that wanderings of the English and Russian heroes started in the villages, on the periphery of the country, but then, in the course of their journey, both appeared in the capitals (one – in London, the other – in Moscow) as a place where one can easily get lost in a crowd. But even such crowded placed do not prevent them from being caught.

**Conclusion**

In the long run Caleb managed to prove his right and innocence, Falkland admits his guilt and the justice appears to be restored. This constitutes the principal difference of the author’s viewpoints of Godwin and Pushkin. In contrast to Godwin, Pushkin avoids the motif of justice restoration as a framework for the novel’s end. The reasons for this can be found in social, political, ethical and aesthetical views of the Russian writer. The most important of them consists in Pushkin’s idea of a man, whose nature can be destructed forever by the crime commit even if he does so for lofty purposes. Along with other reasons, this, possibly, can explain the incompleteness of Pushkin’s Dubrovsky.
Thus, our comparative analysis of these two texts witnesses Pushkin’s artistic interpretation of the English novel as well as the interaction of Dubrovsky and Caleb Williams both at the conceptual and plot-motif levels. As V. M. Zhirmunsky states, “Any literary phenomenon is connected with the social transformation of a borrowed image, under which we mean its treatment and adaptation to those social conditions that serve as a prerequisite for interaction, particularly, of the national character with the national literary tradition, and the artistic individuality of a borrowing author at a given stage of social development” [19]. Undoubtedly, the literary and ideological outlooks of Pushkin and Godwin had little in common; there were deep differences in aesthetic views as conditioned by epochs, origin, and national traditions. Yet Pushkin managed to see the artistic potential for the further development of Russian prose in the novel of an English author.

References
Methods of implementing an axiological approach to teaching Russian as a foreign language on the basis of information and communication technologies, considered in the aspect of linguaculture

Tatyana L. Shaposhnikova
Olga A. Gordienko
Dmitry A. Romanov
Alena Yu. Egorova
Yuriy S. Rykhal’s’ke
Ilya Yu. Glukhenky
Kuban State Technological University (KubGTU)

Abstract
The relevance of the study is determined by the direction of modern society for globalization, the development of the digital economy in combination with the need to establish tolerant relations in a new multicultural society. In connection with this, the problem of a cultural approach to teaching arose, which is regarded in the article on the materials for teaching the Russian language and on the acquaintance of foreign students studying in the North Caucasus with the culture of the multinational region of Russia. Solving this problem was the aim of the study. Pedagogical and natural experiments were chosen as research methods, which allowed registering the acts of tolerance shown in the process of collective learning, as well as spiritual and moral consolidation.

As a result, a sequence of steps for the formation of tolerance and ways of implementing these steps in coursebooks were developed: the first is the feeling of love for the new small homeland through acquaintance with the natural and cultural realities bearing positive content; the student is feeling like a resident of a beautiful land, beloved by its native inhabitants; the second step is acquaintance with the history and ethnography that allows forming a sense of belonging to the historical destiny of the new small homeland due to sympathy; the third step is acquaintance with the literature of the region, which allows knowing the social reality in the refraction of the characters’ feelings, realizing that deep values (such as the desire for love, peace, mutual understanding) are unified in the ethical self-consciousness of all peoples.

Thus, a cultural approach in combination with active teaching means, information and communication technologies allows achieving the effect of participation in the life of a multinational society of which a foreign student becomes a member, allows forming a sense of a small homeland. The presented materials will help the purposeful formation of humanistic approaches to education and will make it possible to create axiologically significant educational literature for citizens studying abroad and experiencing difficulties entering into a different language environment and ethno-culture.

Keywords: axiologically directed educational system, cultural approach to the content of education, humanization of education, moral principles of Russian literature, culture of interethnic communication, tolerance, ethnosociology, linguistic culture.

Introduction
The information revolution of the early 21st century intensified the innovative changes in the system of modern education. State-departmental system of education, built on the principles of knowledge transfer, of preservation and reproduction of spiritual experience in the course of socialization of the individual and based on the principles of strict control (institutional model of education) now gives way to a non-institutional model of education [1] which is based on the use of web quests, multimedia, Internet resources, distance learning forms, open education, etc., as frequently reported in the works of Russian [2, 3, 4] and foreign researchers [5, 6]. This model makes it possible to simplify the system of obtaining
education, to make education massive, to implement the program of continuous education (‘Education through life’), which corresponds to the growing information dynamics, globalization and modernization of society.

Yet at the same time philosophers, sociologists, psychologists, culturologists and educators are sounding the alarm and raising the question of the coming educational crisis which, they believe, is associated with the implementation of the new model, since in it the most important cultural value (axiological) meanings of the relation of man to the world and to other people are lost, as well as the spiritual and moral criteria of culture, worked out by the whole development of human society.

In their opinion, education began to focus not on the achievement of global cultural goods, not on the dialogue of cultures, but on personal advancement. The axiological core of the former model of education (the focus on the formation of legal, moral, aesthetic, universal ethical, social and spiritual values, among which the first place any ethnic social community gives to the spiritual value of good, peace, justice) is replaced by the axiological core of the new model, based on the values of the pursuit of personal success, material prosperity, individualism and hedonism - the notion that pleasure is the highest human good, the main motive of existence [5].

Methodological framework
It can be said that, from the methodological point of view, these two models of education (institutional and non-institutional) do not contradict each other, they are oriented to different customers: the state (the first model) and the person entering into legal educational relations with the state (the second model). The person receiving education is interested in using their results in their professional self-determination, in the comfortable conditions for obtaining an education, so they choose a computerized form of dialogue in teaching. The state is interested in the formation of a certain human type, the values of whom should not be in conflict with the attitudes of society of a particular historical period of development. For this approach, the form of personal contact (subject to subject, teacher to student) is quite rightly selected as the first, the state model, provided that the teacher is that very bright person who can become an example and will be able to help forming positive values of students. That is why the state and departmental education system regrets to note that a specific teacher cannot always reach the spiritual and personal development of the coursebook author, therefore, educational (axiological in nature) tasks cannot be solved on a national scale, although they are planned in programs and laid out in textbooks (indeed, as Sh. Amonashvili said, only a someone loving their fatherland can arouse this love in others). According to statistics, the influence of the educational system on the formation of personal qualities occupies only the fifth place after the influence of parents, peers, television and cinema [6]. If we consider the second model of education from the point of view of motivating students, we will have to admit a modern computer takes on the role of a peer friend, of television, cinema and entertainment, so the credibility here is incomparably greater than the trust even in an excellent teacher, yet officially separated from the student by a social gap and endowed with punitive power.

It is not true to say that with computerized training a textbook is created by a programmer, and as a result, educational motivation, subject to subject influence (teacher to student) comes to naught. The creator of the e-learning tool is the teacher who, in addition to the specific training block, also sets up a step-by-step method of mastering the educational material, who uses multimedia capabilities that create an attractive background the psychological bases of which are developed in the art of cinema and television. Thus, the essence of the dispute between the two directions is to try to answer the question: is there a need for an intermediary between the curriculum compiler and the trainees, and can a positive value (axiological) setting, embedded in the textbook, be perceived through the e-learning system and subsequently realized by students in life? The present research is the answer to this question.
Materials and Methods
The complexity of the research in the field of axiology lies in the difficulty of making measurements to ascertain the result. This is due to the fact that in education it is easier to plan and control goals, rather than values, because ‘goals are realized’, and values are only felt, there is ‘a lot of many unconscious’ in them, they are perceived as the order of things [6] in the universal culture or in any ethno-culture. The goal is ‘the anticipated result of the action’, and the value (the concept of axiology) is the ‘experienced attitude to something’; on the basis of values, the culture of society can be transformed, therefore, the educational impact that society exerts on a person is based on the emergence of a system of values that is relevant to society and ‘prevails in it’ [6]. Therefore, the following methods of pedagogical research were used: a natural experiment (the subject was not aware of what was being studied), a pedagogical experiment (emotional responses to pedagogical influence were recorded, ethnocultural interaction of students was established in the course of collective instruction, experimental situations were created that allowed students to demonstrate acts of tolerance, spiritual and moral consolidation), and persuasion as a mechanism of pedagogical influence in order to develop students’ own views and moral criteria. The choice of these methods is consistent with the ideal (not material, axiological) nature of the research subject, since the main value of educational systems is the preservation of culture which is represented by eternal truths and is the norm, the standard for the existence of a particular society. To learn and, most importantly, to accept these truths, the learner will be able only in the case when they evoke a positive response, personal interest, in other words, if the learner can enjoy them (which corresponds to human nature and is noted by the second model of education as fundamental in mastering the universal experience). The use of any form of coercion or, even more so, punishment (which is characteristic of the first model of education) will nullify the educational effect of a sense of pleasure. Computerized training in this regard does not violate the laws of morality. In addition, a personal example (example of a teacher) as an important factor of persuasiveness can also be realized in computerized teaching which does not exclude collective forms of work under the guidance of a teacher. It is the collective mind that declares a particular unit of consciousness as a value. Thus, if the students, using the bright ‘visibility’ offered to them, collectively come to the opinion of the value of some cultural phenomenon and support their opinion with examples from personal or public experience, it can be considered that the value is accepted as a guide to be used later in life. This is due to the need for a general positive or negative assessment: the cultural phenomenon must be socially recognized, only then it will be considered a value. The most acute problem of values in education emerges at the present stage of globalization, when from the system of local cultures humanity turns to the formation of a ‘global culture’. The national cultural values developed over the centuries will not be the same for different peoples, because the history of the establishment of national borders is a history of enmity between peoples, and it is deeply rooted in their value categories. As indicated above, the value categories can change under the influence of public opinion. Due to a purposeful consideration of the problems connected with interethnic relations, an axiologically directed system of education is able to create this opinion. To this end, special information and communication teaching materials should be created in the course of training, on which foreign students studying in Russia will be able to compare the positive value categories inherent in the culture of their countries with similar value categories of Russia in general and of its regions. The latter is most important, as it demonstrates the results of the value assimilation of peoples long united by a common economic system and living at the level of a cultural dialogue. The harmonization of the common ‘cultural home’ of multiethnic modern Russia (in this case of its Southern region), as well as the establishment of international cultural relations, required from the contemporary pedagogy the creation of a consistent educational system that will unite the focus on the use of modern technologies with the formation of socially acceptable aesthetic universal ideals. In connection with the fact that education is considered as part of culture, as a cultural phenomenon, as a humanistically oriented spiritual culture, as a culturally appropriate system of values developed at the
intersection of pedagogy, axiology and culturology [7], the creation of an axiological, cultural approach to the teaching of the humanities acquires importance. The most striking axiological approach in education is manifested in the teaching of foreign languages, including teaching the Russian language in Russia to foreign students from distant and near abroad, because it is ‘through the language that one enters the culture of a people’ [8, p. 46 (Passes, 2015)].

The process of globalization makes it possible to trace the pattern: since the study of languages is in demand in the world in connection with the activation of international relations, then penetration into the sphere of studying the languages of modern information and communication technologies is particularly active. This observation served as a starting point to identify the relevance, goals and objectives of the present study.

The **relevance** of the research in the axiological field of intercultural education (directly in the process of teaching Russian as a foreign language) is conditioned by the need for combining a cultural approach to teaching with the active use of information and communication technologies in order to successfully adapt foreign students socially and psychologically to Russian and global positive values; more widely - in order to develop humanization and tolerance in the international dialogue of cultures and in interethnic relations.

The **object** of study was teaching Russian as a foreign language in the modern pedagogical space, the **subject** was the use of information and communication technologies in the axiological approach to teaching Russian as a foreign language.

The main **contradiction** which served as the starting point of the research is that the change of the person’s value (axiological) relations to the world and themselves is associated with the transition from collective forms of instruction (when, at the level of direct communication of the teacher with the training group a dialogue of cultures is organized during the study of a foreign language) to individual, technically capacious forms (when each student independently, due to the mediated motivation given in the electronic educational resource, is led to the idea of the need for a tolerant attitude towards other peoples and of the appropriation of cultural life experience, mediated indirectly in the training manual).

The **aim** is in describing and demonstrating in practice how modern individually oriented technical training tools implemented in the training manual can help fill it with moral axiological (ethically valuable) content. From this position, the socio-cultural component of teaching foreign languages will be considered as an example of a linguistic and cultural approach to teaching Russian as a foreign language in a digital economy.

Teaching a foreign language always has an ethnosocial orientation, since language is part of the culture of a certain country. The success of the study depends on the teacher’s ability to create a positive attitude towards the country of the studied language, on the level of tolerance of the learner formed in the process of training in relation to the facts of the foreign culture. Therefore, a cultural approach to the content of education is in most demand here, and it is here that the difficulties of replacing a person with a machine in the educational process will be most sharply manifested, since the axiological approach presupposes the teacher’s work with the world of the learner’s feelings. It is not for nothing that high demands were made for the quality of the teaching materials on Russian as a foreign language: they should have a linguistic and cultural potential, as well as an educational one, and solve communicative problems (particularly, motivate active communication in the language).

In this regard, the main **task** of the study was to find out how technical teaching tools can help in presenting linguistic and regional information, in forming tolerance, and in implementing educational tasks. In solving this problem, one is faced with the fact that the most difficult are the educational activities that boost the psychic processes of the learner’s personality: the assimilation of social reality, the appropriation of cultural experience, the activation of the sensory components for positive perception of the educational material and of one’s own outcomes of the learning process (interest, empathy, pleasure, etc.), which allow for the cultural adaptation of the individual.

The research tasks also included:
- identifying the national values of the Russian people and other peoples inhabiting Kuban and the North Caucasus, on the basis of which the spiritual and moral consolidation of peoples is possible; demonstrating these values as the formation of an attitude towards interethnic peace and harmony; proposing to join the adoption of these values;
- promoting spiritual and moral development of personality on the basis of acquaintance with examples (presented in legends, fiction) of highly ethical actions of representatives of the multinational North Caucasus in order to form an idea of the commonality of the interethnic spiritual and moral value;
- forming the value orientation of the foreign student’s personality on the basis of the development of the cognitive level of intercultural competence through the adoption of psychological attitudes towards the differentiation of good and evil, proper and unacceptable, and setting the desire to morally improve;
- forming a kind attitude towards the new small homeland (to the region of Russia where the foreign student is being trained) based on the previously formed feelings of love for own country and native language, as well as for the nearest social environment, the cultural traditions rooted in childhood and the familiar natural realities;
- forming a thought of the universal, unified cultural ideal of beauty and harmony by developing a sense of social solidarity (trust in people, justice, mercy, honor, dignity) formed by the world and national literature and art;
- carrying out the ‘appropriation of knowledge’ and of positive behavioral stereotypes with the help of the specially elicited collective sympathy towards the events presented in the history and literature of the numerous peoples of the South of Russia, and with the help of their collective emotional evaluation.

**Practical implementation:** creation of a series of electronic educational resources that ensure the formation of an axiological approach to teaching Russian as a foreign language in an engineering university.

The study of education models, as well as analysis of theoretical linguistic and cultural materials and analysis of hard- and paperback manuals and electronic educational resources for foreign students of an engineering university [9, 10] allowed developing approaches to multicultural education, to the formation of a culture of interethnic communication, and to the development of tolerance.

**Discussion**

**Historical backgrounds.** It is known that axiology began to develop in the depths of philosophy, and continued its development in the field of cultural studies, psychology, sociology, linguistics and pedagogy. The present research is based on separate provisions of these sciences. Philosophers first raised the question of value categories and of man’s idea of good; culturologists have considered this concept in the framework of human freedom, cultural adaptation, socio-cultural transformation of communities of people [11]. Psychologists consider the aspect of human instincts and aesthetic needs (needs for pleasure, empathy, being in a state of enlightenment when turning to highly artistic works), as well as the need for copying emotions, based on their contagiousness, and in the psychology of the individual they pay attention to perception processes which lead to the formation of assessment and, depending on it, to self-regulation [12]. In considering the value categories, sociologists are the closest to the problems of the present research. Thus, in ethnoscience the degree of acceptance of a new non-native culture is directly related to the command of the language of the peoples who formed this culture, the culture shock of foreigners is explained by a large cultural gap between peoples, and the emotional-evaluative nature of ethnic thinking stereotypes is indicated [13].

Linguists regard language as the carrier and source of national and cultural information, and speak of the social nature of language and, in this connection, single out sociolinguistics and linguistic studies, develop qualitative criteria for the presentation of regional information in academic texts addressed to foreign students and indicate the need for intercultural training for the transnational and transcultural communicative competence to be formed [14, 15, 16, 17]. Special attention in teaching Russian as a foreign language is given to the personal meaning in acquiring language and culture, the emotional-value
attitude to foreign culture, that is, to axiological significance. From the point of view of the axiological approach, the following levels of intercultural competence are distinguished: cognitive, affective and communicative-behavioral; cognitive competence is defined as knowledge of the community and differences in the cultural values of a particular people, of behavioral patterns, etc. [17]. Also, the effect of emotional response when a person is immersed in an artistic text and the features of the linguistic and cultural study of the moral (axiological) principles of Russian literature are singled out [14]. As can be seen, the axiological principles of linguodidactics are based on a psychological approach to analyzing the cognitive activity of the learner and on the educational significance of using the axiological approach to learning. Pedagogy also sees the educational merits of the axiological approach and seeks forms of harmonization of interethnic relations; it speaks of the need for an interdisciplinary approach to multicultural education, which is realized in acquaintance with the history and culture of ethnic groups, with fiction that raises ethical themes [18].

In addition to the axiological approach, the research was based on the provision of a cultural approach to the content of education and of the resulting competences that are to be formed in foreign students. The cultural approach is traditionally understood as the implementation of an institution for the humanization of education, the creation of a sociocultural environment favorable for the development of the moral and ethical values of the learner's personality [19]. In addition to the concept of a cultural approach to teaching, the term ‘multiculturalism principle’ (mosaic of universal culture) currently functions. Indeed, the culture of a certain ethnos in its pure form can only appear when confronted with other cultures. Thus, in order to show the difference of one ethnos from another, the individual should be immersed into a different ethno-social environment [20]. This position began to actively develop due to the methodology of teaching foreign languages, especially to the school of E.I. Passov [21], and began to be considered in application to the formation of intercultural competence, i.e. to the ability to communicate in a different socio-cultural ethnic environment, switching to other linguistic and non-linguistic norms of behavior, using speech-based strategies and tactics formed in the learning process. The latter are understood as linguistic and social intentions connected with the expression of a request, reproach, gratitude, etc.

In the authors’ opinion, in the formation of intercultural competence it is possible to distinguish another type of skills which denotes not just the ability to enter into communication, support it, pursue its strategic line, etc., that is, not the speech skills proper [17], but intercultural skills of maintaining a dialogue or polylogue, the ability to generate monologic utterances in the situation of intercultural verbal communication when cognitive intentions are the participants, and the historical and cultural reality is chosen as the object. The communicator-foreigner needs to recognize the reality as a fact of culture, to appreciate its cultural significance for communicators, in some cases to correlate with such reality of their national culture and to realize their communicative intention on a knowledge and value basis correlated with the one of the social group of speakers of the language.

Analysis and consideration of the theoretical provisions of earlier psychological, pedagogical and linguistic methods allowed the authors to implement a scientific approach to create electronic educational resources that realise the axiological principles of teaching Russian to the foreign students of a technical university, since for them artistic and publicist literature (having an educational value and allowing implementation of this approach) is not dominant in the learning process (training is aimed at mastering the functioning laws of scientific and technical texts and of their lexical and grammatical content). The latter provision is believed to be crucial for making the decision to apply electronic educational resources in teaching foreign students of a technical university due to the fact that working with these teaching materials can take place remotely, outside the classroom teaching process. This approach to axiologically directed learning in was not considered previous studies.

The object, subject, aim and objectives of the study, as well as analysis of the history of the issue made it possible to single out the following innovative ethno-cultural directions of research:
1) in the formation of the culture of interethnic relations, the development of the axiological principles of teaching Russian as a foreign language to students of a technical university in a digital economy should aim at forming the unity of computerization and humanization of the educational process as of a way to form such personality traits as interethnic tolerance and the culture of interethnic communication; 
2) a new type of information society that develops the digital economy should extend its opportunities to create information and communication technologies in teaching Russian as a foreign language, which will result in the creation of a series of new generation electronic educational resources that take into account the need for an interdisciplinary approach to learning (involving materials of history, ethnosophy, linguistics and regional geography), as well as the psychological side of mastering the material and the formation of intercultural competence and tolerance.

Results
The results of the study can be presented as several directions.

1. Direction of tolerance formation.
Based on the identification of cultural and historical realities, the authors singled out three areas for implementing the cultural approach to foreign language education combined with a competence approach that allowed identifying and creating three types of electronic educational resources.

The first direction is acquaintance with the natural features of the new small homeland – the Southern region of Russia. The use of information and communication technologies of teaching Russian as a foreign language made it possible to vividly present the flora and fauna of Kuban and the North Caucasus, climatic zones that vary depending on the height of the terrain, the proximity of the seas (the Black and the Azov), and resorts, reserves, parks in the southern cities of Russia. The first electronic educational resource (EER) was called ‘I love you, Russia’s south!’ Its purpose is fully reflected in the title: to create a sense of love for the small homeland by getting the students acquainted with realities bearing positive content. Culture manifests itself in a person’s awareness of the phenomenon of beauty, and for this purpose people cultivate wildlife or strive to get to those of its corners that suit their aesthetic senses. Positive emotions, shared sense of delight brings people of different national cultures closer together, and tolerance is formed as a common value reference point of the individual. In this case at the heart of cultural rapprochement lies a positive assessment, a universal sense of beauty. The assignments offered to foreign students are aimed at comparing the positive traits of the cultures in contact. The first EER creates values that help students create the feeling of being a resident of a beautiful land which is admired and loved by its indigenous inhabitants.

The second direction of tolerance formation is ethnosophical, therefore EER 2 is called ‘Peoples of the south of Russia: history, traditions and culture’. Its task is to show socio-historical relations, starting from ancient times, the history of the mountain tribes, the history of the Cossacks, to create tolerance towards the peoples of Russia (and especially to the peoples inhabiting the new small homeland - the North Caucasus) by getting the students acquainted with the hardships of these peoples’ historical past (associated with the conquests of Tamerlane, the destructive campaigns of the Golden Horde, etc.) and due to respect for ancient history (stories about Scythian burial mounds, dolmens, etc.) which creates conditions for the manifestation of universal emotions of regret, sympathy, complicity, allows evoking a vivid sense of solidarity, creating conditions for a tolerant intercultural dialogue the goal of which is to compare the historical path of one’s own people and the peoples of the North Caucasus from the positions of mutual understanding. It is under this condition that the ‘culture shock’ (the painful rejection of foreign cultures due to their vivid externally manifested and internally assessed behavioral difference) is prevented. Culture shock is replaced by a sense of belonging to the historical destiny of the new small homeland.

In EER 2 not publicist texts on history and ethnography are presented, but also legends of the peoples of the Caucasus reflecting high spiritual qualities common to any national culture. Here the main place is occupied by the next level of values – the one associated with fiction. If the previous texts stirred the
feelings of ownership through the logical acceptance of cultural and historical realities, acquaintance with expressive and romantic legends (the protagonist performs an unselfish act or dies, becoming a victim of malicious people and unfortunate circumstances) makes the mechanism of socialization work in such way that the person makes this heroic experience of a person of another nationality their own, empathy is formed, and ethnic and cultural differences thus become blurred. EER 2 shapes the values of students so that they acquire an emotional experience of a resident of ‘romantic’ Kuban.

The third direction continues the series of EERs on Russian literature for foreign students of the Southern region of Russia [6, 7], covering the period from the emergence of Russian literature to the first quarter of the 20th century. Fiction, as is known, affects the reader aesthetically and emotionally, shapes the worldview and has great regional value, as it contributes to the deep linguistic and cultural interaction of peoples. Fiction allows seeing the social reality in the refraction of the characters’ feelings, to participate in their experiences, to sympathize with their adversity, that is, to realize that deep values (such as the desire for love, peace, mutual understanding) are one in the ethical self-consciousness of peoples. The purpose of preparing EERs based on works by artists who wrote about the Caucasus and in the Caucasus represents the next step in socialization - acquaintance with the world outlook of peoples manifested in various life situations.

Thus, the content of all the three EERs is aimed at the ‘emotionally capacious’ perception of their content and at the formation of ethical values. EER 1 gives an opportunity to generate the emotional attitude ‘That’s what I admire!’, EER 2 gives rise to the emotional attitude ‘This is what I sympathize with and what I admire!’, EER 3 generates the emotional attitude ‘These are the highest values, same as the values of my people’.

The emergence of emotions and empathy (the task of the first EER) makes it possible to create a setting for the appropriation of the life experience of another cultural community (which is the task of the second EER) and then proceed to the formation of values and beliefs as a result of which the culture of the foreign community is being mastered, there is a desire to accept it as the culture of the new small homeland (the task of the third and partly the second EER).

The correctness of the proposed sequence of introducing the psychological attitudes presented in EERs to the educational process can be proved by using the conceptual apparatus of psychology (directly the concept of needs). Apart from the cognitive need, in EERs the aesthetic need of a person for beauty and harmony, the need for the feelings of belonging and love (to love and be loved due to being accepted by the new society), the need for respect (approval, recognition of successes) with the help of taking on reference patterns of positive actions of the members of the new society, the need for belonging to the society the values of which are comprehended and accepted is consistently realized.

2. Presenting ethnocultural realities in electronic educational resources with the help of technical teaching means.

If the reality presented is not historical and cultural in origin and use in speech, then for the foreign student of a technical university in a multicultural environment the translation of the term and the visual examples (in case the reality is a mineral, a chemical element, etc.) are available in the EER. This approach does not contradict the principle of discarding translation while studying a foreign language, as the unified international system of chemical elements, the generally accepted international designations of physical quantities, etc. are actualized.

Mobile Internet can also be purposefully used in teaching as a modern technical tool in form of a universal visual linguistic and cultural dictionary. EER should not replace such pocket book; these two technical means of training are to supplement each other in the educational process. If the EER introduces the concept defining its lexical and grammatical comprehension, the Internet is used to transfer the skill of identifying realities through a visual sequence - similar, yet different in origin. For instance, when the realities of Kuban and Northern Caucasus (a reservoir, a mountain range, a navigable river) are introduced to the classroom through language and visual means, the students are offered to illustrate these concepts independently by entering them in Russian in the search engine, to find and show a best
picture and to prove on its basis why the river is navigable, and the mountain is a mountain range. For the required prepared monologue, students are also offered support in EER. Thus, words and phrases are semantized by consecutively presented visual sequences where the same concept is represented in different situational environments or different colors; the students are actively participating in the creation of the visual image of the concept, and the memorization process is activated.

If a foreigner deals with an ethno-cultural reality that cannot be understood through an international term or through an analogue presented in their national culture, or if they meet with a reality that has an educational value, it means a cultural historical concept is presented in the EER. In this case, the student will need skills the development of which is associated with the development of intercultural competence, with the purposeful inclusion in the system of linguistic tasks of certain linguistic and regional studies and historical and local lore comments. The development of these skills requires creating exercises aimed at linguistic guesswork, it presupposes the development of word-building analysis skills, it requires special historical and socio-cultural comments accompanied by specially selected illustrative material (for example, introduction of such linguistic concepts as the Caucasian reserve, Pitsunda pine, Sochi arboretum, The Novorossiysk Bura, singing fountains on Teatralnaya Square, park of the cadet school, arboretum of the agricultural university, etc.)

Recognizing realities is the first stage in forming a competence approach to foreign culture. The second stage is the inclusion of a word or phrase denoting this reality in the language, then in exercises, working out the specifics of its occurrence in grammatical and syntactic constructions, its identification in the text, in the video and audio sequences, its use in prepared and unprepared speech for comparison with one’s own culture, finding things in common, the expression of empathy, etc. All these learning steps can be combined with the acquisition of a sense of pleasure which will allow students to move on to the stage where personality values are formed. This allows the teacher to realize the axiological aspect of teaching and to make maximum use of the possibilities of modern information and communication technologies.

Conclusion

Thus, the innovation problem of the need to orientate modern information and communication technologies towards the formation of tolerance values of the student’s personality, emerged on the basis of opposed education models, can be solved by combining collective and individual forms of instruction, by using visual and audio means, forums and other active learning tools, which as a result allows achieving the effect of complicity, participation in the life of a multinational society of which a foreign student becomes a member, and thus to form a sense of the small homeland.

Recommendations

The materials of the article are of value for state educational organizations developing the problems of establishing humanistic principles in the education system, generated by globalization and aimed at solving the actual problem of establishing interethnic peace and harmony and forming tolerance. Moreover, the materials will be of interest to the creators of educational literature for citizens studying abroad and experiencing difficulties entering into a different language environment and ethno-culture. The materials will be of interest to public organizations, social institutions, religious associations, cultural and additional education institutions, dedicating their activities to the socialization of the individual and to the spiritual and moral upbringing and development of the young generation.

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References
World Perception And Behavior Of Religious Extremists And Terrorists
In The Modern World

Sergey S. Oganesyan¹, Salikh Kh. Shamsunov²
¹The Centre of Research of Problems of Execution of Criminal Punishments and Psychological Maintenance of Professional Work of Employees of Criminally-Executive System, Federal Penal Administration Service Research Institute, Moscow, Russia
²The Centre of Studying of Problems of Management and the Organization Executions of Punishments in Criminally-Executive System, Federal Penal Administration Service Research Institute, Moscow, Russia
*corresponding author

Abstract
The article is devoted to the world perception and behavior of religious extremists and terrorists in the modern world as well as to the features of their behavior which are perceived by the vast majority of people in modern states as extremely destructive and subject to criminal prosecution and punishment. The mental causes are revealed which prompt people with a religious perception of the world and thinking to commit extremist and terrorist acts. The main psychological traits and qualities are identified which over millennia have been immanent to people of religious mental civilizations and have been regarded as inalienable features of bravery and valor as well loyalty to God (gods), Motherland and God’s anointed (rulers, leaders, kings and czars). The most characteristic features are named of the modern civilizational mentality engendered by the transition to the scientific perception of the world and life activity.

Keywords: religions, extremism, mental civilizations, Holy Scripture.

Introduction
The study of the mentality of religious radicals and fundamentalists is arguably one of the biggest challenges facing the modern world. The reason is that we are witnessing complicated processes of intensive interaction and inter-penetration of national economies, cultures and traditions, processes that vast masses of the people all over the planet are struggling to understand (Larionova et al., 2017; Shcherbakov et al., 2017; Mironova et al., 2017; Yumatov et al., 2017). Simultaneously we see an intensive transition of ethnoses and peoples from one civilization mentality to another. In particular, as we have frequently stressed, humanity is passing from religious mentality which has for millennia formed the basis of people’s life activity, to an entirely new kind of mentality associated with the scientific perception of the world and the emergence of new relationships among individuals, ethnic groups and peoples. (Oganesyan, 2013; Oganesyan, 2014; Oganesyan, 2016).

The life and customs of the majority of ethnic groups and peoples today are determined not by the norms and rules given (handed down) “from above” (like in civilizations based on religious mentalities), but on intellectual and – more broadly – mental capacities they possess and which enable them to work out and formulate the laws of their own being and further development.

However, the transition to a new civilizational mentality (like the transition, in its time, from polytheism to monotheism) does not happen at once for all ethnoses and peoples, but in accordance with the pace of their political, social and economic development. Naturally, this involves formidable mental problems of human relationships arising from the established traditions and practices of every ethnic group and people. Just like mankind’s transition from paganism to monotheism involved much bloodshed and torment, so today humankind is experiencing similar travails in passing from the religious to a “scientific” world perception.
Research Methods
This article uses research methods that are traditional for humanities studies. In particular, the comparative analysis of the semantics of lexical units in the texts belonging to different civilization epochs. We are referring above all to such monotheistic Holy Scriptures as the Torah, the New Testament and the Koran (2008). We have also used the method of observing the use of words and collocations in texts belonging to different genres and styles.

Results
Modern life offers ample proof that it is no accident that extremism and terrorism emanate from people with a religious world perception and thought and not from people with a “scientific” mentality. Looking at the history of ethnoses and peoples (otherwise referred to as gentes and tribes) one can readily see that it was religious mentality that stimulated constant feuds between various tribes. In Pagan times, the feuds were over “their own” gods. In monotheism they were over the “right” perception of the essence of God and “the true” interpretations of the One God’s prescriptions and behavior rules.

The struggle for adherence to “pure faith” and “correct” ways of worshipping the Almighty continues among various religions to this day. There is no understanding between the Catholics and the Orthodox believes, and between the former on the one hand and the Protestants, Adventists and other Christians. There is no “spiritual” reconciliation between the Shiites and Sunnites. Today, like in the former age, religious people are prepared to give their lives for the ideals, norms and rules of their faith. However, while over the millennia this struggle was as a rule of a local character, being confined to one or several neighboring states, today, owing to historical reasons and conditions, it has spilled over state borders to acquire a global scale.

The reason for this is not only direct interaction of powerful and irrepressible integration and migration processes due to the population explosions during the past century and the relentless growth of the population this century (it is approaching 7.5 million), but also the immediate impact of scientific and technological progress which intensifies the process of integration of ethnic groups and peoples. Scientific and technological progress, first, leads to the movement of millions of masses all over the world, making state borders illusory. Secondly, recording and transmission over unlimited distances of audio-visual information tends to form a single planetary mental community of people. Hence the proliferation of international economic and social power institutions that control societies, the emergence of international law which prevails over national law and much else. These and some other circumstances resulted in the collapse, over the lifetime of one or two generations, of the stereotypes that had been handed down from generation to generation and seemed to be immutable for self-identification of ethnic groups and peoples.

The modern world sees a clash of two “civilizations of people” that adhere to different world view values and behavior norms. On the one hand, there is the religious civilization (predominantly monotheistic) and on the other hand, the scientific civilization. The scientific perception of the world is inherently tolerant. The scientific perception of the world is not only tolerant with regard to various judgments, opinions and positions, but it allows, for example, pluralism with regard to different methods of people’s self-expression and makes free thought and faith a cornerstone of modern society. Besides, scientific mentality, unlike the religious one, cannot exist without doubts and hesitations, without the search for new ways of solving problems. It does not merely encourage new approaches to the solution of the tasks that arise, but considers “novelty of thought” to be a key criterion of a truly scientific investigation.

The difference between the scientific and religious world perceptions and thought is highlighted by the instructions one finds in the Holy Scriptures. This is what Moses told the true sons of Israel: “So said the Lord, the God of Israel: ‘Let every man place his sword upon his thigh and pass back and forth from one gate to the other in the camp, and let every man kill his brother, every man his friend, every man his kinsman.’ ... The sons of Levi did according to Moses’ word; on that day some three thousand men fell from among the people.” (Torah, 471). (Torah, Shemot 32, Tisa, 26-28) (Torah, 1993). (Torah, 471). And
Moses said: “Initiate yourselves today for the Lord for each man with his son and with his brother so that He may bestow a blessing upon you this day.” (Torah, 471). (Torah, Shemot 32, Tisa 29).

And in his behest to his people Moses demands that each of the descendants of Jacob-Israel does not hesitate to stone to death those of his “brothers and kinsmen” who try to turn him away from the Lord God. Moses says clearly that if your brother, the son of your mother, or your son or your daughter or your wife or your dear friend tries to turn you away from God the son of Israel must kill the enemy of God and his people (Torah, 1017). (Dvarim, 7-12).

Jesus likened people who do not embrace the teaching of the Heavenly Father to dry branches. “I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. If you do not remain in me, you are like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned.” (The Bible. Holy Scriptures, 121). According to Jesus, only those who unconditionally follow the New Testament are friends: “Greater love has no one than this: to lay down one’s life for one’s friends” (The Bible. Holy Scriptures, 121). (John 15:13). But Jesus has no mercy for the enemies of the Father that is in Heaven even if they are members of his own family: “A man’s foes shall be they of his own household” (The Bible. Holy Scriptures, 14). (Matthew 12:32-36).

The Koran (2008), sticking to the definitions of “foe,” “friend,” “kinsman and brother” given in the Torah and the New Testament, maintains that the Allah punished the ‘infidels” by sealing their ears and hearts: “As for those who have rejected (these truths), it is all the same whether or not you warn them, for they will not believe. (2:7) Allah has sealed their hearts and their hearing, and a covering has fallen over their eyes. They deserve severe chastisement” (Koran, 32) (Surah 2:6,7).

According to the Koran, “Whoever earns evil and his sin has encompassed him, -- those are the companions of the Fire; they will abide therein eternally” (Koran, 32) (Surah 2:81).

It is not by chance that all the three Scriptures, such as the Torah (1993), the New Testament and the Koran which the Koran considers to be the three Messages to man from One God state forcefully that doubts and religious convictions are incompatible.

Let us recall the words of Jesus Christ: “Whoever is born of God overcomes the world, and this is the victory that has overcome the world: our faith.” (The Bible. Holy Scriptures, 121). (John 5:4). Jacob said: “The one who doubts is like a wave of the sea, blown and tossed by the wind. That person should not expect to receive anything from the Lord” (The Bible. Holy Scriptures, 183). (Jacob. 1: 6, 7). St.Paul wrote: “No one can please God without faith” (The Bible. Holy Scriptu

The Koran says more than clearly: “The Truth is from your Lord, so do not be among doubters” (Koran,86) (Surah 3:60) [2]. The Koran serves a clear warning on those who doubt and hesitate in their faith that “never will Allah forgive them nor will be guide them to a way” (Koran,129) (Surah 4:137).

This explains not only the mental features of religious extremists and terrorists, but their behaviors and traits which are aimed at unwaveringly obeying all the prescriptions of their faith and the directions of its preachers. For a believer it is unthinkable to disobey God. For the harshest punishments are administered by the Almighty. Therefore fear of God is one of the main characteristics of religious people. All the more so since the Torah, the New Testament, the Koran. (Torah, 93; The Bible. Holy Scriptures, 1992; Koran, 2002). (Torah, Dvarim10 Ekeve; 20.21; the New Testament, Matthew10:28; the Koran, Surah 3:175 and others all speak of the need to fear God and his severe punishments.

Besides, religious people sincerely believe in the existence of Paradise and Hell and that in order to get to Paradise they must live strictly according to the norms and rules (i.e. legal systems) set forth in the Holy Scriptures (Oganesyan, 2013; Oganesyan, 2014; Oganesyan, 2016).

Without enumerating all the mental and behavioral characteristics of religious extremists and terrorists, which unfortunately have been ignored by modern psychological science, let us stress that religious radicalism and fundamentalism have existed always. Suffice it to recall the division of Jews into Pharisees and Sadducees; Christians into Orthodox believers and Catholics, some of whom later became Protestants. It is not by chance that a multitude of trends and sects arose within Islam after the death of
the Prophet Muhammad. It is therefore very wrong to consider the existence of various trends and factions within religions a deviation from the ideas of “peace, mutual understanding and benevolence” they preach. This attitude, according to religious views, should be first of all shown with regard to spiritual “brothers and sisters” and not to the enemies of the One God. Pagans do not have and cannot have a benevolent attitude to tribes with alien gods, customs and ways of life, just like in monotheism there can be no benevolence toward those who reject the norms and rules bequeathed by the Lord and moreover, do not believe in the One God. (Fustel de Coulanges (2010). Cowan, N. (2001) (Zaretskiy, V.V. (2018).

It is no secret that religious denominations as a rule deny the authenticity and truth of “the Messages of One God” that post-date the messages handed down earlier. Think of the attitude of the Jews to the teaching which was communicated through Jesus Chris and the attitude of the Jews and Christians to the Koran and to Muslims. That is why it was through the Koran that these words were addressed to the Jews and Christians: “For each we have appointed a divine law and traced-out way. Had Allah willed he could have made you one community. But that He may try you by that which He hath given you. He has made you as you are, So vie one with another in good works. Unto Allah ye will all return, and He will then inform you of that wherein ye differ” (Koran, 145) Surah (Сура 5:48).

Muhammad was appointed to convey to his followers across six centuries after the New Testament the Koran and the lines which say: “Those who have divided their religion and become sects - you [O Muhammad] are not [associated] with them in Koran anything. Their affair is only left to Allah: then He will inform them about what they used to do.” (Koran, 179). (Surah 6:159).

Such a loyal attitude of the Koran not only to the Jews and Christians, but also to those who within Islam divided themselves into sects according to their faith suggests that the Koran can be seen as a message in some ways anticipating scientific cognition of the world. But that is a separate topic which is outside the scope of this article.

Thus, it has to be understood that religious radicals and fundamentalists are not mentally deranged people (with “deviant behaviors”). They are not adepts of pseudo-religious ideas, but they think of themselves as champions of the true faith unsullied by human passions and desires, of “the right” ways of worshipping the Almighty and of paying homage to Him (in monotheism), or tribal gods under Paganism.

It has to be understood that religious radicals and fundamentalists are people with a peculiar world view and ways of behavior characteristic of the people who are leaving the historical scene of religious mental civilizations (polytheism (paganism) and monotheism).

It has to be admitted that the norms and rules of behavior of uncompromising religious people who try to live in strict accordance with the ordinances, laws and behests of the Holy Scriptures are seen as extremists only by the people with modern civilizational mentality. Incidentally, humanity did not begin to adopt this mentality universally until the epochs of Renaissance, Enlightenment and Reformation in Europe. Before these epochs religious extremism, like religion-related terrorism, were seen as signs of valor and loyalty to the behest of the ancestors or One God.

One has to be aware that such phenomena as drug addiction and prostitution, as well as same-sex relationships and marriages are associated by religious people with the advent of a “godless” materialistic era. That is why, in defending the values set forth in the Holy Scriptures they do not spare their lives in order to build a godly (typically theocratic) state.

However, it makes no sense to wait until religious extremism and terrorism vanish by themselves. For they pose a real threat to peace and stability not only for individual states, but for the entire world community. That is why one of the main tasks facing government and non-governmental organizations in all “secular” countries where religion is separated from the state is to develop a system of preventing and countering religious extremism and terrorism.
This cannot be achieved, as research has shown, without taking into account the specific mentalities and behaviors of those who today are considered to be radicals and fundamentalists. Take such a factor as their unreserved faith in the authenticity of all the information contained in the Holy Scriptures. From our experience, the data from the Scriptures should be used first and foremost in order to demonstrate that a transition from religious to secular law binding on all the citizens of secular states whatever their religious affiliation is inevitable.

Such information, for example, includes information on the essence of human nature. Thus, the Torah, recognized as the supreme message of the Lord by Judaists, Christians and Muslims alike, says in so many words: “Let us make men in our image, after his likeness, and they shall rule over the fish of the sea and over the fowl of the heaven and over the animals and over all the earth and over all the creeping things that creep upon the earth” (Torah, 17). (Breishit Breishit 26).

The words of Jesus addressed to the Lord also belong in this category: “I have given them, that they may be one, even as we are one. I in them and thou in me, that they may be made perfect in one and that the world may know that thou hast sent me, and has loved them as thou hast loved me” (The Bible. Holy Scriptures, 123,124). (John 17: 9, 10; 16 – 23).

In accordance with these words of Jesus, not only God and Jesus are a single mental whole, but all the people whom the Heavenly Father has come to love, in the system of those possessing creative capacity. It was the inherent nature of man that St.Paul spoke about in revealing the secret Jesus Christ had shared with him: “The first man [Adam] is from the earth, earthy [made of dust]; the second Man [Christ, the Lord] is from heaven. As is the earthly man [the man of dust], so are those who are of earth; and as is the heavenly [Man], so are those who are of heaven. Just as we have borne the image of the earthly [the man of dust], we will also bear the image of the heavenly [the Man of heaven].

Similar information is contained in the Koran which asserts that after the Judgment Day man will continue life away from earth close to the Creator: “And when the sun is wrapped up [in darkness], And when the stars fall, dispersing, And when the mountains are removed’’ A soul will[then] know what it has brought [with it]” (Koran, 617) (Surah 81:1-6).

It is no accident that the Koran says that God Himself taught Adam the names of all that exists: “He showed them to the angels and said, ‘Inform Me of the names of thee if you are truthful’” (Koran, 35) (Surah 2, 31-33). First, who but a divinity can be omniscient? Second, before Man was created the angels, according to the Torah, the New Testament and the Koran, were obliged to worship only God.

Considering the mental level of the people in the remote epoch when the Holy Scriptures were written, was there a better way to bring home to the people that they are fundamentally different from all the other creatures on our planet and that they are destined to follow a special path pre-traced by their Creator?

How to bring it home to all the following generations of men that they should develop not so much physically as mentally in order to attain a form of “incorporeal” existence possessed by God and all those who live in Heaven?

The following lines from the Koran can be called an apotheosis to man’s reason and cognitive abilities: “So high is Allah, the Sovereign, the Truth, And [O Muhammad] do not hasten with [recitation of] the Koran before its revelation is completed to you and say, ‘My Lord, increase me in knowledge” (Koran, 349) (Surah 20:114).

St.John makes it abundantly clear to those who follow Christ’s teaching that after a certain period of time humankind will attain a level of likeness to its Creator and behold him: “Dear friends, now we are children of God, and what we will be has not yet been made known. But we know that when Christ appears, we shall be like him” (The Bible. Holy Scriptures, 169 (1 John. 3:2).

If religious people are sure that the texts of the Holy Scriptures do not contain false information, they have to admit that man’s essence is such that after a certain stage he can himself act as a creator. Including the laws arrived at and formulated by his intellect. (Oganesyan, 2014; Oganesyan, 2016).
It is deplorable that the above lines from the Torah, the New Testament and the Koran, and indeed much else that they contain, is ignored even by those who consider themselves to be religious people while concentrating on rituals and the trappings of religious worship.

It is not only that the modern man owing to the way he lives does not have enough time to peruse, let alone study the Holy Scriptures. During the transition from the Pagan to monotheistic civilization everything connected with Paganism was cast aside, and similarly the transition toward the civilization of “scientific perception of the world” ignores the texts of the Holy Scriptures. On the strength of the above, it is hard to overestimate the worldview implications of the following words of the Koran: “We set Apostles before thee, ... and it was not given to any apostle to produce a miracle save at God’s behest. Every Age has had its revelation. God annuls or confirms whatever He will for with Him is the source of all revelation” (Koran, 283).

More arguments can easily be provided to show that monotheistic Holy Scriptures clearly state that man, owing to his special mental nature, will have in due course to assume the functions of initiating legislation and rule-making. Which is in fact what the legislative bodies in practically all the modern ‘secular” states are doing.

Conclusion

Thus, if religious radicals and fundamentalists claim that all the information in the Holy Scriptures is “God-inspired” and that they do not have extraneous words or ideas then it follows that the Scriptures show a clear strategic direction of mankind’s development, then they would have to admit that their information on the mental nature of humans is of the utmost importance for understanding that a transition to independent norm-setting is inevitable. Consequently, they have to admit that the emergence of constitutions and secular legal systems is a natural and logical process of human development preordained by the Creator.

Those who persist in their ignorance would do well to heed the words of Jesus Christ addressed to the Pharisees and Sadducees who demanded that he present a sign from heaven to confirm his mission and message: “He replied, ‘When evening comes, you say, ‘It will be fair weather, for the sky is red,’ and in the morning, ‘Today it will be stormy, for the sky is red and overcast.’ You know how to interpret the appearance of the sky, but you cannot interpret the signs of the times” (The Bible. Holy Scriptures, 19) (Matthew, 16: 1-3).

Psychological, pedagogical and legal aspects of religious extremism and terrorism await scientific study and a scientifically valid solution. In the first place, the problems of prevention and counteraction.

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Anthropological Training As A Means Of Formation Of Professional Competence Of A Social Worker

Galiya B. Khasanova¹, Nailya Sh. Valeyeva ² ³, Roman V. Kupriyanov ⁴ ⁵, Irina R. Zaripova ⁶ ⁷, Nazilya N. Melikhova ⁸, Renat N. Zaripov ⁹, Mariia I. Andreeva ¹⁰ ¹¹

¹ Kazan National Research Technological University, Kazan, Russia
² Kazan National Research Technological University, Kazan, Russia
³ Kazan (Volga Region) Federal University, Kazan, Russia
⁴ Kazan National Research Technological University, Kazan, Russia
⁵ Kazan (Volga Region) Federal University, Kazan, Russia
⁶ Kazan National Research Technological University, Kazan, Russia
⁷ Kazan (Volga Region) Federal University, Kazan, Russia
⁸ Kazan National Research Technological University, Kazan, Russia
⁹ Kazan National Research Technological University, Kazan, Russia
¹⁰ Kazan (Volga Region) Federal University, Kazan, Russia
¹¹ Kazan State Medical University, Kazan, Russia

*corresponding author

Abstract
The problem under study is relevant as specialized activities address a variety of social problems within the development of modern society which has inherent tendencies to atomization and marginalization. Thus the article aims to determine the development values and professional qualities in students of social work through introduction of authors’ course ‘Anthropology’ to their education system. The research implied a set of theoretical and practical person-oriented methods used in philosophy, anthropology, and pedagogical didactics. The article states that social work aims to assist people with insufficient psychological, moral and other resources, those with low income, physical disabilities and little chances to solve their problems on their own. The essence of social work is to maintain and support a stable but not static society, respect for rights and provide opportunities for those who need them. According to the survey of specialists in social services, analysis of the practices of professional training of social workers, currently, a graduate is aware of a range of social problems and technologies to solve them. However, the implementation of his professional activities is associated with certain difficulties, both subjective and objective. The latter involves lack of application of technological skills gained at the University to solve given problem of a particular client. It is predetermined by one of the basic methodological principles of social work which considers person as a unique biopsychosocial system and relies on integral, holistic personal conception. Based on its key principles and values, social work is more person-oriented than any other profession, it follows person-centered (client-centered) approach and regards person within his background. The education of social workers should rest on the same principle. The methodology of social work teaching and person-oriented professional education of upcoming social workers are required to avoid fragmentation in the study of person as an object of professional activity. Initially addressed to a specific person, to the goals, ways, methods and conditions of his development, social work as a field of humanitarian knowledge and social practice fails to exist outside the anthropological problems.

Keywords: social work, professional training of social workers, anthropologization, integral human model, anthropological training.

Introduction
Ideologically, social work rests on rational altruism and is designed to help out those in difficult situations more by active socialization and adapting to changing living conditions than by improving
material welfare (Asquith, 2005). It provides a huge field for a social worker. Moreover, the training of highly qualified competent specialists remains an issue (Zhukov, 2001; Valeyeva, 2015; Larionova et al., 2017; Mironova et al., 2017; Shcherbakov et al., 2017).

Foreign practices of social workers’ professional training imply the study of medical, biological and psychological characteristics of a person and its microenvironment (Davies, 1981; Khasanova, 2016). In Russia the training of social workers involves excessive professional and technological orientation. It results in significant difficulties faced by young professionals in work implementation as most models of social work rest on the technological aspects of assistance.

The point is that a person as an object of his professional activity is complex and ambiguous. Unlike psychologists, sociologists and physiologists, social workers consider person as an integral complex of biological, psychological, social and spiritual features. A professional and competent social is required to be aware of problems and regulations in personal development, its biological, social and psychological reasons of deviations, assess person and his living conditions, be able to organize social help and protection to those who need it. Currently, a number of researches are focused on pedagogical (Makarova et al., 2018) and language studies (Andreeva & Solnyshkina, 2015; Valeyeva, Kupriyanov & Valeyeva, 2015; Yumatov et al., 2017) and highlight anthropological scientific paradigm. Therefore, the training of social workers should rest on an integrative, holistic concept of the person. We consider the personal orientation of social workers’ professional education to be an effective means to achieve the goal.

An integral personal image is created within person-oriented training of social workers through combination of principles of biological, psychological, pedagogical and social education in the structure of anthropological training.

The structure of vocational education still lacks integral system of anthropological training of social workers. As a result, students gain personal knowledge discretely, and their integration into a holistic image is arbitrary.

Authors suggest that ‘the state and society needs to develop brand new models of social institutions’ activity within present economic environment’ (Makarova et al., 2018). We have developed a model of the pedagogical system involving anthropological training and based on an integral personal model. It specifies the goals, objectives and directions of social workers’ professional education. The model regards a person as an organic, open, dynamic, self-organizing system, relatively independent and is viewed as a subsystem of society and nature, capable of self-development in certain conditions.

Given contents of anthropological training aims to form humanistic world view, professionally relevant qualities and values in upcoming specialist, to develop creative potential in each student. It can be reflected in linguistic aspects of professional social contexts (Andreeva & Solnyshkina, 2015). The study of human nature implies person and his life, provides a social worker with wide range of the best working practices. On the other hand, person-oriented professional training forms an integral personality of an upcoming specialist, as being aware of personal integrity, students are aware of themselves, their essence, values, reason for existence, and are able to convey it to their clients.

Methods
The scientific methodology of the research in question is based on the philosophical views on human nature of L. Feuerbach (1843), I. Kant (2006), Yu.G. Volkov and V.S. Polikarpov (1993); the concepts of the anthropological approach to education; the statements developed in professional education and the methods of social work as a science, practical activity and the system of professional education.

The study implied a set of theoretical and empirical methods.

The methods of theoretical analysis were applied at every stage of the study: literature review, the study of qualification characteristics, educational standards, practice of Russian and foreign universities in training students and documents compilation to determine the nature and content of the activities of social workers, specify the requirements for their knowledge, skills, professionally relevant qualities and values. The results of experimental work were studied by pedagogical diagnostics. Modeling was used to...
explain and reproduce the object under study in the following logical sequence: model of specialist’s activity – model of specialist’s personality – model of specialist’s training – model of training content.

Results, Discussion and Conclusions

We have developed a model of an integral system of a person-oriented training of social workers which implies anthropological, systemic and integrative approaches with regard to current consideration of an issue under study, starting points and goals in question (Khasanova, 2004).

The person-oriented training aims to develop and form the system of values of professional activity, centered around a person; a set of scientific knowledge of person as a biopsychosocial system and an integral personality, the ways of his interpretation within practice; the skills of personal interaction. In addition, within person-oriented training social workers form professional personality, value person as an object of professional work, integral understanding of the person as a biopsychosocial system.

The design of the contents of person-oriented training rested on a set of academic disciplines that reveal the nature of man as a biopsychosocial system. To form a complete system of students’ knowledge about a person, we have provided them with systemic data on it. The data implied the following: a person as an integral system → a person in a given science → a person as a biopsychosocial system in a difficult life situation.

The course of ‘Anthropology’ was a methodological and theoretical ‘foundation’ of the study of anthropological disciplines. The course integrates a wide range of knowledge from different disciplines (biology, medicine, psychology, pedagogy, sociology). According to O. Bollnow (1966), anthropology is rather a methodology, than a theoretical and philosophical system. In this regard, we believe that social work would fail with no anthropological basis.

Modern concept of personal assistance rests on the following ideas: the integrity of man and his biological and social nature, personality and its subjectivity, the unity of physical, mental and social life. We have covered the goals of personal and professional development of students in the generalized course ‘Anthropology’. The contents of such an integral discipline reflect the current study of human nature. On the one hand, it aims to study person as the object of his future professional activity, and on the other hand, the professional development of an upcoming specialist. This approach to the course planning allows solving the problem of the ratio of personal and professional development of students, as well as the foundation and professionalization of education.

The students will be more prepared to distinguish between personal features within given sciences having completed such an integrative course. Therefore, anthropological training involves medical, biological, psychological, pedagogical and sociological blocks, which include disciplines that provide data on the natural, mental and social essences of person. At the next stage upcoming social workers regard individual implementation of personal features as continuing differentiation of scientific knowledge. At the same time, synthesis is applied to the manifold study of a person. Academic disciplines interact through a system of concepts that regard a person as an object of social worker’s professional activity.

According to the systems’ acquisition, the personal study is to be followed by the transition of the obtained anthropological knowledge into the technological knowledge and skills to identify the reasons for client’s difficulties of life and to assist in their resolution.

Thus, anthropological training of students, which rests on the developed model, will prove specialists to be competent in interaction with clients.

The experiment which involved 106 participants aimed to assess the effectiveness of the developed pedagogical system of anthropological training. The experimental group included 58 students whose studies based on the system. 48 students were included into the control group.

The following indicators were considered as criteria of system efficiency: the correlation between students’ knowledge and actions and the training goals; degree of formation of professionally relevant qualities, personal features, abilities and values of a social worker.
The progress analysis was based on the results of the final interdisciplinary examination and defense of diploma projects. The average grade of students in the control group was 4.3 and 4.6, respectively; students in the experimental group reached 4.8 and 4.8. The number of students who passed the interdisciplinary exam with ‘excellent’ mark was 53.57% in the control group and 73.17% in the experimental group. Diploma projects were graded with ‘excellent’ in 73.17% and 82.14% of graduates of the control and experimental groups, respectively, 26.83% and 17.68% were evaluated as ‘good’.

In our opinion, the high academic performance of the students of the experimental group is due to the fact that they have formed an integral human knowledge and person-oriented skills required by the upcoming social worker. It should be emphasized that the questions of the interdisciplinary examination and the topics of the diploma projects were interdisciplinary. Students had to apply to their knowledge of a human being obtained in training course within their work, as well as the relevant skills to perform diploma research works which address biological, psychological and social characteristics of a certain category of clients.

The questionnaire that we developed helped to study and test the degree of formation of professionally relevant qualities, personality traits, abilities and skills. The questionnaire was given to students of the 1st and 5th years participating in the experimental and control groups. The qualities were listed in four independent blocks and reflected various aspects of professional activity of social workers and determined its success.

We have revealed a positive dynamics of changes in the formation level in all groups of qualities of graduates of both groups (Table 1).

<table>
<thead>
<tr>
<th>Qualities</th>
<th>The experimental group</th>
<th>The control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>start</td>
<td>finish</td>
</tr>
<tr>
<td>Communication skills</td>
<td>3,50</td>
<td>4,51</td>
</tr>
<tr>
<td>Operational qualities</td>
<td>3,55</td>
<td>4,68</td>
</tr>
<tr>
<td>Personal quality</td>
<td>3,60</td>
<td>4,79</td>
</tr>
<tr>
<td>Strong-willed quality</td>
<td>3,76</td>
<td>4,42</td>
</tr>
</tbody>
</table>

Despite general increase of indicators the incrementation level in each group is different: the considerable changes are found in qualities of communication, operation and personal qualities and less considerable changes are present in the group of volition.

The fact is primarily predetermined by communication skills which include professionally relevant qualities, personality traits, abilities and skills. To form and develop them a student requires psychological and socio-psychological knowledge, reflected in the relevant skills. This task is achieved within psychological and pedagogical training, covered by students of both groups, so their communicative qualities have changed almost equally.

Such personal qualities as sympathy, dignity and respect for another person, demand and self demand, etc., are ranked in a different way. Obviously, to form and develop the qualities in question one requires a certain amount of human knowledge, reflected in the relevant skills. The contents of anthropological disciplines provide students with relevant information on the personal uniqueness, the innate nature of many personality traits, gender and age characteristics, etc. This fact is confirmed by the higher value of increments of personal qualities in students of the experimental group than in students of the control one.

The same is true for the operational qualities, which are manifested in awareness of biological, psychological and social factors of clients’ problems, willingness to understand and help others, the ability to adapt the assistance technology to the age and individual characteristics of clients, awareness of integrity of the person (client), his uniqueness, etc. Thus, the formation of operational qualities, skills and abilities in the experimental group students is more intense.
The development and education of such qualities of volition as self-control, ability to make decisions, patience, willingness of self-improvement and others is more complicated. The development of these volitional personal qualities requires time and involvement.

Analysis of both groups’ questionnaires revealed that the students of the experimental group are 1.84 times more likely to manifest the acquired professionally relevant qualities. Thus, our experimental study of the formation of personal and professionally relevant qualities of a social worker confirmed the hypothesis that the qualities necessary for a social worker in his professional activity are effectively formed in the system of anthropological training.

The study of terminal values of the 1st and 5th years students of the groups in question was based on the questionnaire of G.I. Senin (2003) ‘Terminal values’. It showed that the most important values are high financial affluence, achievements, preservation of their own individuality, and the most important spheres of life are the sphere of learning and hobbies.

According to the study of the changes found in the system of students’ value orientations, we can state that graduates of both groups tend to increase the desire for a high financial affluence (see Table 1, from 2-3 lines to 1), the need to preserve their own individuality (from 3-2-to 2 line), personal development (from 4-5 lines to 3), maintaining their own prestige (from 6 to 4) (Table 2).

### Table 2. Rank places of importance for individual students value orientations and life spheres

<table>
<thead>
<tr>
<th>Terminal values</th>
<th>The experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>start</td>
<td>finish</td>
</tr>
<tr>
<td>Value orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Own prestige</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2. Good financial position</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3. Creativity</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>4. Active social contacts</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5. Self development</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6. Success</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Spiritual satisfaction</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8. The preservation of their own individuality</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Life spheres:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The sphere of professional life</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2. Education and training</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Sphere of family life</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. The public sphere</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5. Sphere of Hobbies</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The 5th year students of the experimental group have valued and pursued search for active social communication, creativity and spiritual comfort. The value of ‘creativity’ has changed significantly (move from point 8 to point 4, see Table 2). It means that the students’ need to implement their creative abilities has become urgent, in pursuit of changing given reality. The search for spiritual comfort has changed from 7 points to 4 points, and need for an active social contact is graded with 4 and 3 points.

The 1st year students have increased the value of professional life significantly to the 5th year of their studies. However, in general, students value professional life the least, regardless of the exhibited positive tendency.

The students of experimental group have demonstrated the same level of interest towards social life. In our opinion the dynamics is positive since the social worker should be interested in social issues. However, the control group students seem to decrease this value.
The obtained experimental results prove stated hypothesis of a designed pedagogical system of anthropological training of social workers to contribute to the development of personality, professional development of a specialist who is ready to solve a wide range of practical problems effectively. Therefore, anthropological training is the most significant part of the professional training of a social worker, which is a continuous controlled process of formation of anthropological readiness for professional activity and has an integrating property in relation to professional training as a whole. Thus, the study confirms the pedagogical system of anthropological training to be effective means of anthropologization of professional education of social workers and contributes to their professional competence formation.

Acknowledgments
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**Economy Service Sector: Development Trends And Models Of Interconnection**

Tatyana I. Klimenko¹, Alexey I. Shinkevich², Sofia Sh. Ostanina³, Marina V. Shinkevich⁴, Ekaterina L. Vodolazhskaya⁵, Angelika A. Farrakhova⁶

¹Kazan National Research Technological University, Kazan, Russia
²Kazan National Research Technological University, Kazan, Russia
³Kazan National Research Technological University, Kazan, Russia
⁴Kazan National Research Technological University, Kazan, Russia
⁵Kazan National Research Technological University, Kazan, Russia
⁶Kazan National Research Technological University, Kazan, Russia

*corresponding author

**Abstract**

The study relevance is connected with the need to develop new approaches to the management of the economy service sector in modern macroeconomic conditions. The purpose of the article is to determine the relationship of the service sector with other sectors of the economy on the basis of trends' generalization in the development of services and modeling. The urgency of using algorithms, methods and technologies of service economy development in Russia is shown. The article presents the main provisions of the service economy, the characteristics of trends in the development of the service sector and the modeling of the relationship of the service sector with other sectors of the economy. The materials of the article can be used in the development of measures to improve the efficiency of the economy service sector, taking into account social and economic trends.

**Keywords:** service economy, service sector, sustainable economic development, models of economic sectors' interconnection, service, servicing, cross-correlation.

**Introduction**

**The Research Relevance**

In the modern knowledge economy in the era of the fourth industrial revolution, mainly the service industries begin to influence on the dynamics and quality of economic growth. Under the services are understood useful results of production activities that meet certain needs of citizens, but not embodied in the material form, which could be subject to property rights (Kvon et al., 2017; Yumatov et al., 2017). The provision of paid services - is an activity produced by the order of consumers on a reimbursable basis, leading to a change in the location or condition of items belonging to the consumer, or to a change in the state of the consumer. A number of services may be characterized by some of the goods’ characteristics (Larionova et al., 2017). This can be applied to sewing clothes, shoes, to making furniture, metal and other products for individual orders, to recording services, etc. Paid services to the population include household, transport, housing and communal services; services of a legal nature, services of education and cultural institutions; communication and tourist services, services of hotels and similar accommodation facilities; services of physical culture and sports, resort health care, medical, veterinary, etc. However, at present, it is particularly important to study the specifics of the innovative nature of services sectors’ complex that form the sector -based and national advantages of the economic system.

The need for research. In order to study the dynamics of innovation processes in the service sector, it is necessary to analyze the trends in the development of the service sector, including the innovative component of this complex in the context of technological, organizational and marketing innovations that can increase the added value of the supply chain of innovative products. In this context, the service industries can be considered as independent (main) participants in the value chain, or as service
industries, which suggests a comprehensive impact of the service sector on the innovative development of economic systems at different levels of management (Shinkevich et al., 2017).

The studies of A.A. Smirnova et al. (2016), M.S. Abryutina (2014), S.A. Zaychenko (2007), E.A. Klimova and T.V. Kosinets (2017), N.V. Lyasnikov, M.N. Dudin and O.M. Tolmachev (2013), K. Miloradov (2012) and of other researchers (Shinkevich et al., 2016; Ghiani, 2014; Pich, 2014) are devoted to the study of the complex sectors of the service sector, as well as their impact on the nature of production and social processes of economic systems, reflecting the importance of the service sector in achieving sustainable economic development.

Methodological Framework

The Research Methods

Description, comparison, system analysis, synthesis, generalization, analogy method, cross-correlation analysis, descriptive analysis, economic and mathematical modeling were used as research methods.

The Research Theoretical Basis

The theoretical basis of the study is formed by the fundamental and applied works of foreign and domestic scientists who study the development of the services sector, its contribution to achieving sustainable economic growth rates at the macro and meso levels, studying the issues of identifying the interdependence of economic sectors and achieving synergetic effects of this relationship.

The Stages of the Research

The study was conducted in three stages:
1) Systematization of the main theoretical provisions for the study of the service sector at different levels of the economic system’s management;
2) Analysis of service sector development trends in Russia;
3) Modeling of relations between the service sector and other sectors of the economy.

Results

Systematization of the Main Theoretical Provisions for the Study of Services at Different Levels of the Economic System’s Management

The economic objective of the services market is to ensure the efficient use of consumer resources to meet the needs of society. The realization of this goal is the result of the study of society’s needs in services and representation of their diversity in the market.

Service sector is a summary generalizing category, including the reproduction of various types of services provided by enterprises, organizations, as well as individuals.

The scope of services can be defined as a set of enterprises, institutions, organizations and activities engaged in the production of a variety of services.

Service sector is a system of the economy’s sectors, products, and the use value of which is expressed in the provision of amenities. The sphere of material production services (transport, communications, consumer services); the sphere of spiritual life services (education, physical culture, science, art); the sphere of services in the social sphere (trade, housing and communal services, health care) are distinguished.

In modern conditions, the role of the service sector is manifested in the fact that it:
- Acts as an important sector of the national and world economy;
- plays a huge role in the development of human capital;
- has an increasing impact on the functioning and development of material production;
- helps to increase free time;
- creates opportunities to better meet and develop the needs of people and society;
- It is the most important element in the formation of the modern quality of life;
- provides modern quality of economic growth and increase of the country’s competitiveness.
The main subjects of the services market are:
a) a set of enterprises that are United by the range of products produced and sold, by the commonality of production processes, material and technical base, forms of customer service;
b) Producers, natural or legal persons engaged in entrepreneurial, commercial activities, purchasing products for profit;
c) Population of the country and separate territories, individual consumers, separate groups of the population with various income and social and demographic characteristics;
d) collective consumers (schoolchildren, workers of enterprises, students, passengers of long-distance transport, employees of various departments, vacationers in rest homes, sanatoriums, hospitals, etc.).

The specific properties of the services include:
- Participation of the consumer in the process of obtaining the service;
- Dependence of the result not only on the manufacturer, but also on the consumer;
- Diverse scope and nature of services of enterprises’ different types;
- Variety of service’s forms;
- Provision of services in conditions of limited knowledge about the object;
- Subjective nature of service quality’s assessment depending on the state of the source, its qualification level, mood.

The service is characterized by intangibility, unprotected nature, inconstant quality and inseparability from the source. The service can be perceived as:
- Actions aimed directly at the consumer;
- Action or activity performed by one person (natural or legal) in the interests of another person;
- Benefits provided in the form of activities;
- Type of goods that can be produced, transferred and consumed simultaneously (in economic theory);
- Short-term use of the material good without the right of untimely possession of it (rent);
- changing the properties of objects without changing their belonging to the person carried out by the supplier to the consumer;
- Activities carried out by someone instead of the consumer;
- activities for the production of the product (tangible or intangible), carried out by order of the client (consumer), together with the client and instead of the client, with the transfer of the product to the client for exchanging purpose.

The service includes a joint service with the client:
- Design of the product and the process of its creation (order approval);
- Creation (production) of the product (order execution) and evaluation (acceptance) of the product.

The improvement of the service sector can not only meet the increasing demand for these services, but also contribute to the development of those sectors of industrial production that produce products in need of maintenance and repair. A significant role can be played by the use of international experience, such as before and after-sales service, information service, financial and credit services.

Based on the objectives of the study, it seems appropriate to highlight the features of service and servicing which distinguish them from each other. Currently, the sphere of intangible production is becoming a powerful new factor of economic growth, including the development and improvement of material production. The transformation of the service sector into the predominant sector of the national economy for the production of gross domestic product and the number of employees can be called a service revolution. The development of material production in modern conditions is impossible without financial, legal, information, service, transport, production and other services. They are increasingly influencing the production of physical products, especially technologically complex ones.

In the service economy, enterprises primarily seek to improve the utility effect by better meeting the specific needs of the customer; the utility is determined by the nature of use and the level of perfection of the so-called service product—an independent service or system that combines the material product and
related services. The development of the national economy, based on technological progress, objectively contributes to the growth of services.

For the most complete understanding of the specifics of services, in our opinion, it is necessary to distinguish the concepts of *service* and *servicing* (table 1). Domestic researchers often use the phrases *service, maintenance, service facilities, servicing*. The concept *service* in English means *service, maintenance, servicing, operation*, etc. In this country, it often involves maintenance and is associated with a range of services related to the maintenance of systems and equipment.

<table>
<thead>
<tr>
<th>Table 1. Distinction between the concepts of <em>service</em> and <em>servicing</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>Servicing</td>
</tr>
</tbody>
</table>

The dynamic growth of the service sector, liberalization and globalization of the service markets lead to the fact that different types of services become complementary to each other, without which modern service activities become uncompetitive. Service facilities are often provided in combination with additional elements that make up the attributes of servicing. At the same time, the main services determine the profile and specialization of the Executive Company, and additional services are designed to improve the quality and to provide the most complete satisfaction of the client.

It should be noted that here the company faces a rather difficult dilemma: on the one hand, standardization and automation of services are necessary, on the other hand, their individualization. Price competition requires reducing the cost of production of services. Hence there is a trend towards continuous standardization and automation in enterprises. However, the conquest of advantages in terms of costs threatens with the loss of personal contact with the client. To ensure the acceptability of services and to achieve the benefits of profiling in competition, service companies resort to the modular principle of forming a service product based on individual customer requests. Despite the use of standard modules, specific customer requirements are satisfied in accordance with its individual requirements.

An important quality of such service is the interdependence between all its components and parts. Consequently, the work of employees involved in the production of a service is strictly regulated in order to ensure the connection of different service processes. At the same time, the service technologies involved in all stages of the service production are interconnected; the production cycle of the service implementation proceeds rhythmically, without delays and difficulties. Each consumer is covered by all types of services provided by the technical documentation for this type of service and fixed in certain requirements.

The presence of such trends in many enterprises providing services is the starting point for clarifying the definition of these services. At the same time it is necessary to take into account two features:
- The name is formed by a combination of categories service and servicing;
- Service facilities to consumers can be provided by different services: the service Department of the manufacturer, agents (dealers) selling goods, special service companies under a contract with the manufacturer, special service companies for a fee.
Analysis of Tendencies of Services Sphere Development in Russia

Analysis of tendencies in the development of service industries’ complex in Russia is conducted on the basis of the official statistical base, located in the sources (The materials of Rosstat, 2016; Materials of the website of Tatarstan statistics service, 2016; Russian statistical annual book, 2016).

At the end of 2016, the volume of paid services to the population in Russia amounted to 8.6 trillion Rubles or 100.7% in comparable prices by 2015 (table 2).

<table>
<thead>
<tr>
<th>Year</th>
<th>Million RUB (before 2000 – bln. RUB.)</th>
<th>In percentage to the previous year (in comparable prices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>44</td>
<td>110,2</td>
</tr>
<tr>
<td>2000</td>
<td>602755</td>
<td>104,7</td>
</tr>
<tr>
<td>2005</td>
<td>2271733</td>
<td>106,3</td>
</tr>
<tr>
<td>2006</td>
<td>2798901</td>
<td>107,6</td>
</tr>
<tr>
<td>2007</td>
<td>3424731</td>
<td>107,7</td>
</tr>
<tr>
<td>2008</td>
<td>4079603</td>
<td>104,3</td>
</tr>
<tr>
<td>2009</td>
<td>4504455</td>
<td>97,5</td>
</tr>
<tr>
<td>2010</td>
<td>4943482</td>
<td>101,5</td>
</tr>
<tr>
<td>2011</td>
<td>5540654</td>
<td>103,2</td>
</tr>
<tr>
<td>2012</td>
<td>6036839</td>
<td>103,5</td>
</tr>
<tr>
<td>2013</td>
<td>6927482</td>
<td>102,0</td>
</tr>
<tr>
<td>2014</td>
<td>7467521</td>
<td>101,0</td>
</tr>
<tr>
<td>2015</td>
<td>8050808</td>
<td>98,9</td>
</tr>
<tr>
<td>2016</td>
<td>8636277</td>
<td>100,7</td>
</tr>
</tbody>
</table>

At the end of 2016, the largest increase in prices was observed for hotel services and similar accommodation facilities – 109.6%, for services of physical culture and sports – 107.7% and transport services – 106.1%.

In the structure of paid services to the population at the end of 2016, the largest share was occupied by:
- Utilities (20.9%, 1808014 million rubles);
- transport (19.7%, 1699442 million rubles);
- Communication (14.9%, 1291072 million rubles);
- housing (6.7%, 580614 million rubles);
- Medical and educational (6.6%, 572445 and 567312 million rubles, respectively);
- Services of hotels and similar accommodation facilities (2.5%, 213288 million rubles);
- Tourist services (1.9%, 161344 million rubles);
- Services of culture (1.8%, 154238 million rubles).

The volume of paid services per capita amounted to 58880, 5 rubles, their largest amount is marked by utilities – 12326,7 rubles per person, transportation 11586,5 rubles and communication services – 8802,3 rubles per person (table 3).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All rendered services</td>
<td>34606,2</td>
<td>51115,7</td>
<td>54989,7</td>
<td>58880,5</td>
</tr>
<tr>
<td>including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household</td>
<td>3410,4</td>
<td>5517,3</td>
<td>5996,6</td>
<td>6331,2</td>
</tr>
<tr>
<td>Transport</td>
<td>6584,2</td>
<td>9484,1</td>
<td>10119,3</td>
<td>11586,5</td>
</tr>
<tr>
<td>communication</td>
<td>6654,9</td>
<td>8684,5</td>
<td>8766,6</td>
<td>8802,3</td>
</tr>
</tbody>
</table>
At the end of 2016, the volume of household services amounted to 928625 million rubles, giving an increase of 0.8% compared to 2015, per capita – 6331.2 rubles (in 2015 – 5996.6 rubles per person). In the structure of household services, the largest share was occupied by: maintenance and repair of vehicles, machinery and equipment – 30.7%, repair and construction of housing and other buildings – 27.6%, hairdressing and beauty services – 11.9%, funeral services – 6.3%, repair and maintenance of household electronic equipment, household machines and appliances, repair and manufacture of metal products – 4.9% (table 4).

### Table 4. Distribution of household services to the population by type (in percentage to the total)

<table>
<thead>
<tr>
<th>Economic activity</th>
<th>2010</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>In % to total</th>
<th>Million RUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the rendered services</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>928625</td>
<td></td>
</tr>
<tr>
<td>Including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>repair, dyeing and sewing of shoes</td>
<td>1.7</td>
<td>1.4</td>
<td>1.4</td>
<td>1.3</td>
<td>12514</td>
<td></td>
</tr>
<tr>
<td>repair and tailoring of sewed, fur and leather products, hats and products of textile haberdashery, repair, tailoring and knitting of knitwear</td>
<td>4.3</td>
<td>3.6</td>
<td>3.5</td>
<td>3.4</td>
<td>31803</td>
<td></td>
</tr>
<tr>
<td>repair and maintenance of household electronic equipment, household machines and devices, repair and production of metal products</td>
<td>5.3</td>
<td>4.8</td>
<td>4.8</td>
<td>4.9</td>
<td>45513</td>
<td></td>
</tr>
<tr>
<td>manufacture and repair of furniture</td>
<td>3.7</td>
<td>3.4</td>
<td>3.4</td>
<td>3.5</td>
<td>32105</td>
<td></td>
</tr>
<tr>
<td>dry cleaning and dyeing</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>6572</td>
<td></td>
</tr>
<tr>
<td>Laundry services</td>
<td>0.4</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>2670</td>
<td></td>
</tr>
<tr>
<td>repair and construction of housing and other buildings</td>
<td>30.1</td>
<td>27.1</td>
<td>27.6</td>
<td>27.6</td>
<td>256203</td>
<td></td>
</tr>
<tr>
<td>maintenance and repair of vehicles, machinery and equipment</td>
<td>26.5</td>
<td>31.0</td>
<td>30.3</td>
<td>30.7</td>
<td>284121</td>
<td></td>
</tr>
<tr>
<td>services of photo Studio and photo and film laboratories</td>
<td>1.7</td>
<td>1.5</td>
<td>1.6</td>
<td>1.5</td>
<td>14313</td>
<td></td>
</tr>
<tr>
<td>baths, showers and saunas</td>
<td>2.8</td>
<td>2.7</td>
<td>2.6</td>
<td>2.7</td>
<td>24725</td>
<td></td>
</tr>
<tr>
<td>hairdressing and beauty services</td>
<td>8.8</td>
<td>11.5</td>
<td>11.6</td>
<td>11.9</td>
<td>110759</td>
<td></td>
</tr>
</tbody>
</table>
At the meso level, the leading regions in terms of the rendered services per capita are: Moscow – 134180 rubles per person, Sakhalin region – 105130 rubles per person and Magadan region – 103186 rubles per person. The Republic of Tatarstan in this ranked list was on the 15th place (1st place in the Volga Federal district) – 66866 rubles per person.

Modeling of Relations between the Service Sector and Other Sectors of the Economy

The following indicators were used as initial data for modeling:
- X1-volume of paid services per capita (RUB.);
- X2 - real income of the population (%);
- X3 - per capita average income of the population (rubles per month);
- X4 - profitability of goods sold in the industrial sector (%);
- X5 - innovative activity of organizations (%).

The dynamic range included indicators from 2010 till 2017. As a tool for simulation was used the software product Statística, as the module - cluster analysis. The logic of using cluster analysis in this case is based on the hypothesis of how well are balanced the structure-forming sectors of the economy in the regional context, namely, the industrial sector, the service sector, the social sphere and innovation activity. Since in the post-industrial economy, the development of the economy’s innovative sector provides multiplicative effects in the industrial complex, which in turn leads to an increase in the standard of living of the population and increases the contribution of the service sector in the formation of added value at the macro level by increasing the ability to direct increasing incomes to meet the needs of a higher social order.

At the first stage of the analysis the descriptive statistics for each endogenous variable were studied. Among the analyzed indicators a number of distributions characterizing the real monetary incomes of the population were characterized by the greatest degree of unevenness (the value of asymmetry was 4.1, the kurtosis – 27.6, as evidenced by the greatest value of the kurtosis and asymmetry. At the same time, a number of distributions were characterized by right-hand asymmetry, which suggested that most of the regions of Russia had real cash income for the analyzed period below the national average, which could be considered as a negative factor of social order. Similarly, a high degree of unevenness was observed in the population’s average per capita income (the value of asymmetry was 1.8, the kurtosis – 4.7). The variables characterizing the development of industry, innovation sector and services were more evenly distributed among the entities of the Russian Federation (table 5).

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Average</th>
<th>Median</th>
<th>mode</th>
<th>Min</th>
<th>Max</th>
<th>Scope</th>
<th>Stand. Deviation</th>
<th>Asim.</th>
<th>Excess</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>49578,1</td>
<td>44452,5</td>
<td>Multiple</td>
<td>18077,0</td>
<td>134180,0</td>
<td>116103,0</td>
<td>20877,1</td>
<td>1,6</td>
<td>3,3</td>
</tr>
<tr>
<td>X2</td>
<td>94,5</td>
<td>93,9</td>
<td>92,4</td>
<td>82,3</td>
<td>131,6</td>
<td>49,3</td>
<td>5,4</td>
<td>4,1</td>
<td>27,6</td>
</tr>
<tr>
<td>X3</td>
<td>27201,0</td>
<td>25205,0</td>
<td>Multiple</td>
<td>14107,0</td>
<td>63909,0</td>
<td>49802,0</td>
<td>8956,3</td>
<td>1,9</td>
<td>4,7</td>
</tr>
<tr>
<td>X4</td>
<td>9,8</td>
<td>9,6</td>
<td>Multiple</td>
<td>-36,7</td>
<td>57,2</td>
<td>93,9</td>
<td>11,7</td>
<td>0,3</td>
<td>7,6</td>
</tr>
<tr>
<td>X5</td>
<td>7,7</td>
<td>7,2</td>
<td>Multiple</td>
<td>0,0</td>
<td>24,5</td>
<td>24,5</td>
<td>4,6</td>
<td>1,3</td>
<td>2,3</td>
</tr>
</tbody>
</table>

Graphic visualization of descriptive statistics results is clearly shown in figure 1.
Figure 1. Protocol of descriptive statistics on simulated indicators

The development of the services sector and its accompanying macroeconomic indicators, such as the increase in the industrial production index, the growth of the population’s real incomes, the increase in the level of innovation activity lead to the growth of the gross domestic product and the achievement of its stable rates of its volume index, which is considered as the stability of the entire macroeconomic system. However, the change of some simulated parameters leads to the change of the resulting indicators not at once, as a rule, it occurs asynchronously. It is appropriate to use cross-correlation analysis to identify time lags or delay mechanisms in the service sector and the macroeconomic system as a whole. The initial data for the simulation are presented in Table 6.

Table 6. Modeled variables to determine time lags (in percent)

<table>
<thead>
<tr>
<th>Year</th>
<th>The index of physical volume of GDP (Volume indices of GDP)</th>
<th>Volume index (VI) of paid services</th>
<th>Real disposable income</th>
<th>Industrial production index (IPI)</th>
<th>Level of innovation activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>104,5</td>
<td>101,5</td>
<td>105,9</td>
<td>107,3</td>
<td>9,5</td>
</tr>
<tr>
<td>2011</td>
<td>104,3</td>
<td>103,2</td>
<td>100,5</td>
<td>105,0</td>
<td>10,4</td>
</tr>
<tr>
<td>2012</td>
<td>103,7</td>
<td>103,5</td>
<td>104,6</td>
<td>103,4</td>
<td>10,3</td>
</tr>
</tbody>
</table>
During the cross-correlation analysis, the following explanations can be introduced, which show the dependent and independent variables in the link of the simulated parameters. Thus, the impulse (source) and lagging (resulting) variable on the basis of the action of the multiplicative effects were determined. (Table 7).

**Table 7. Impulse-based and the lagging variable in the determination of the time lags**

<table>
<thead>
<tr>
<th>Impulsive variable</th>
<th>The lagged variable</th>
<th>Time lag (in years)</th>
<th>Cross-correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The index of physical volume of paid services</td>
<td>The index of physical volume of GDP</td>
<td>0</td>
<td>0.87</td>
</tr>
<tr>
<td>Real disposable income</td>
<td>The index of physical volume of paid services</td>
<td>1</td>
<td>0.80</td>
</tr>
<tr>
<td>Industrial production index</td>
<td>The index of physical volume of paid services</td>
<td>0</td>
<td>0.67</td>
</tr>
<tr>
<td>Level of innovation activity</td>
<td>The index of physical volume of paid services</td>
<td>1</td>
<td>0.83</td>
</tr>
</tbody>
</table>

The greatest cross-correlation dependence is observed in indicators’ link - the index of physical volume of paid services - the index of physical volume of GDP, which amounted to 0.87. At the same time, there is a synchronous change in both indicators without time lags. The level of innovation activity and the index of physical volume of paid services is related to the time lag 1, i.e. the increase in the level of innovation activity on the basis of multiplicative effects will lead to an increase in the index of physical volume of paid services to the population in 1 year (the cross-correlation coefficient was 0.83). The time lag equal to 1 is also noted in the link of indicators real disposable income of the population and the index of physical volume of paid services – the cross-correlation coefficient was 0.80. Simultaneously industrial production index and the index of physical volume of paid services to the population with a cross-correlation coefficient of 0.67 can be changed. All values of cross-correlation coefficients are statistically significant (p-value is less than 0.05).

**Discussions**

The service sector is taking more and more stable positions in the world economy. Many countries are characterized by the tendency of increasing the volumes of services’ production, increasing revenues from service activities, employment growth in this sector, increasing competition, increasing export and import of services. The changes taking place in the service sector on a global scale are so significant that the modern economy is defined as a service-based one or service economy. The term service sector (service sphere) is currently not only widely used in the scientific environment, but also often used in everyday speech. However, despite the apparent clarity of the term, its interpretation is not straightforward. In Russian literature, there are a number of alternative definitions of the service sector, considering it from different positions. Conventionally, there are two categories of definitions. According to the first, more General category of definitions, the service sector is explained as an economic sphere with specific subject-entity relations and relations in exchange, or as a wide range of economic
activities aimed at meeting the personal needs of the population and the needs of production, as well as the needs of society as a whole, regardless of whether services are provided to individuals or organizations. The second category of definitions is based on the premise of providing services primarily to the population, for example, according to one interpretation, the service sector is a set of industries, sub-sectors and activities, the functional purpose of which in the system of social production is expressed in the production and sale of services and spiritual benefits for the population. Thus, with the scope of services in today's economic environment almost all activities are connected and services provided are not only by traditional, but industrial enterprises too, engaged in warranty and post-warranty service of the manufactured product (transportation services, informational support, etc.). In this regard, it should be noted that there is a special need for a deeper understanding of the service sector, which is considered not as a single industry, but as a large-scale sector of the economy, which has an extensive and complex structure with mobile borders.

**Conclusion**

The economic objective of the services market is to ensure the efficient use of consumer resources to meet the needs of society. The realization of this goal is the result of consumer preferences’ study in the services and their diversity on the market. At the same time, the service sector can act as an independent direction-for example, services of education, health, utilities, and related (servicing) direction - for the industrial sector of the economy in outsourcing issues of certain business processes, the provision of marketing, engineering services, etc. Thus, the development of the services market is a quick multiplier for the transition to a new stage of sustainable development of the entire macroeconomic system, ensuring the balance of production, innovation and social sector.

In an open economic system focused on creating a flow of innovation, at each stage of the innovation cycle, a flow of services is generated – financial, information, consulting, marketing, etc. The Logistics approach to managing the flows of value creation allows someone to simulate this system, conduct a comprehensive diagnosis of its parameters (quantitative, temporal) and contributes to the development of competent management decisions.

Thus, managing a range of services in the economy requires active cooperation between business, government and society in order to achieve sustainable development. The materials of the article can be used in the development of measures to improve the efficiency of the economy’s service sector, taking into account social and economic trends.

**References**


Identification Of Distrust Of The Functionality Of Mobile Applications. Suggestions For Personalization Of The Data Provided By The Example Of Tourism

Svetlana V. Veretekhina¹, Elena G. Shmakova², Alla V. Medvedeva³, Sergey A. Makushkin⁴, Sergey V. Kashirin⁵, Svetlana V. Pivneva⁶

¹ Department of Information Systems, Networks and Security, Faculty of Information Technologies, Russian State Social University, Moscow, Russia
² Department of Information Systems, Networks and Security, Faculty of Information Technologies, Russian State Social University, Moscow, Russia
³ Department of Information Systems, Networks and Security, Faculty of Information Technologies, Russian State Social University, Moscow, Russia
⁴ Department of Management and Administration, Faculty of Management, Russian State Social University, Moscow, Russia
⁵ Department of Information Systems, Networks and Security, Faculty of Information Technologies, Russian State Social University, Moscow, Russia
⁶ Department of Information Systems, Networks and Security, Faculty of Information Technologies, Russian State Social University, Moscow, Russia

*corresponding author

Abstract
The relevance of the research topic is due to the need for the use of information technologies in the field of tourism. The article provides an overview of domestic and foreign research in the field of mobile applications for tourists. The directions is e-tourism, mobile tourism. The unique opportunities of using molar tourism for personalization of services are described. Before the study, the team of authors considered the latest trends in mobile application programming to improve the tourist attractiveness. It was revealed distrust in the use of mobile applications. Substantiates the distrust of the people poor quality of the mobile app's functions. On the example of violation of accuracy in the chain of characteristics of the tour, the search engine cannot find the required tour. The authors analyzed the negative experience of low-quality mobile applications. When developing mobile applications, information filtering is strictly required. The article describes the types of filtering. The article has a practical orientation. The team of authors has developed a modern mobile application. The developed mobile application takes into account all the above requirements for strict filtering of information in the field of tourism. The article has a screen of a functioning mobile application. An additional function of the developed mobile application is the formation of an individual trajectory of the tourist. A useful function is to provide advice on the availability and movement of public transport, the presence of Bicycle routes. The scientific novelty is the development of a mobile application at the Department of information systems, networks and security. The materials of the article are of practical importance. The results of the research were considered at the faculty of information technologies of the Russian state social University, Moscow. The research materials received a positive conclusion and are recommended for publication at the international level.

Keywords: mobile applications, types of information filtering, digital tourism, e-tourism, mobile tourism, mobile application programming.

Introduction
Active distribution of mobile devices has led to the emergence of a large number of mobile applications that help users to get relevant and useful information online. We can talk about the formation of a whole direction in the production of mobile applications – such as e-tourism, and in particular mobile tourism.
In such applications, mobile devices are used as the main platform for accessing information (Melnikov et al., 2015; Kirillov et al., 2017; Akymbayeva et al., 2018; Ereemeeva & Elgushova, 2018; Shcherbakov et al., 2017; Larionova et al., 2017). The unique characteristics of mobile tourism open up new opportunities for the development of innovative personalized services. For example, knowing the exact location of a user creates a basis for providing location-based services. Most mobile tourism systems provide much more services than traditional web sites, much less printed travel guides. Such systems include personalization features and take full advantage of modern mobile devices. The systems allow to define contextual information about the user, social and environment, aimed at providing an expanded set of context-dependent services. Mobile applications are focused on the satisfaction of personally-oriented information for each user, based on its current and future requests, location, automatically determined by the mobile device, contextual information. Mobile applications collect complete, reliable information about the user of the mobile device (Maloletko & Maloletko, 2016; Vinichenko et al., 2017; Yumatov et al., 2017). Along with the increase in the functionality of mobile applications, there is a need to solve the issues of ergonomics and execution of personalized requests. Issues of tourism industry development were considered in the works of S.V. Veretekhin et al. (2017), "The evaluation of the cluster formation" (Veretekhina et al., 2017). The authors determine the need for the development of cruise tourism using information technologies accompanying tourists with information about planned cruise trips. Mathematical development planning issues have been developed; they were considered in the work of a group of authors under the guidance of the authors.

Authors S.V. Veretekhina et al. (2018) offer mathematical methods "The methods of calculation of the risk-free interest rate are considered. The rate of profitability. As an example, the mathematical calculation of the break-even point is given. The following categories of investment are: according to the nature of investors' participation in the investment process; ownership of the investment risk. The marginal profit from investing in human capital is determined. The sequence of the investment stages is revealed. The national technology initiative was proved" (Veretekhina et al., 2018; Veretekhina & Veretekhin, 2014a, 2014b; Mironova et al., 2017). O.L. Mnatsakanyan, D.Y. Altimentova and D.V. Agaltsova (2017). New educational results achieving by means of distance learning system.

Materials and Methods

The method of study of the use of mobile applications in tourism is the method of empirical research. The empirical research method is based on observation, comparison, measurement and experiment. During the study on the use of mobile applications in tourism, the works of domestic and foreign authors were analyzed. Russian scientists E.V. Vishnevskaya, T.B. Klimova and I.V. Bogomazova (2015) in the work "Modern Mobile Applications for improving the Tourist attractiveness of the Territory" give statistics of research of foreign experts. Statistical data of foreign experts research revealed the distrust of mobile phone owners to the mobile application. Distrust is justified by the incompetence of the user, because the age audience of mankind does not use the full functionality of mobile applications because of their digital illiteracy. In addition, distrust is justified by the complexity of payment – people do not trust mobile applications, the payment process is difficult for the user. E.V. Vishnevskaya, T.B. Klimova, I.V. Bogomazova (2015) and other development of mobile applications in tourism is seen only in one direction – the application for the traveler – audio guide for smartphone. The idea is not new, but as the statistics showed – convenient. The user can independently get acquainted with the city's attractions. The most important function is to familiarize yourself. Independence implies the modeling of the route, the repetition of the audio recording, the choice of language for the translation of the audio recording. If we consider the market of mobile excursion applications in the field of tourism. For tourism, there are the following applications: translators, hotel booking (Hotellook, Booking,) buying tickets (Aviasales, Scyscanner), travel guides (TravelMe), travel companions (BlaBlaCar), car rental (Sixt), maps. Today, mobile applications created for tablets and smartphones are an innovative means of stimulating domestic tourism and promoting investment projects (Vishnevskaya, Klimova & Bogomazova, 2015).
In the course of our research, we have proved that distrust in the use of mobile applications is due to the low quality of the available functions, namely: the unreliability of information, the lack of necessary navigation. Programs do not perform the required filtering. There is no up-to-date algorithm in the software. Let's consider the main problems of modern mobile applications on a concrete example. For example, if in a long chain of characteristics of the future tour (booking tickets, availability of hotel rooms, proximity to attractions, suitable climatic conditions, the ability to travel in a group, the presence of friends in a given city violated the integrity, the tour may not be found (Redkous & Sergeev, 2016).

Negative experience of using the application may have a negative impact on the distribution of this application among the target audience. Mobile applications should personalize the displayed information; implement context-sensitive filtering of information before providing it to a specific user (tourist). Development of personalized systems that use mobile technologies to provide information to users is an important direction in modern programming. In the development of mobile applications in the field of tourism, the so-called recommendation applications have recently become widespread.

**Recommendation systems** are information filtering systems that aim to predict a "rating" (that is, preferences) that a user will provide to an information item (such as a music file, book, or any other product) or a social item (such as people or groups). The recommendation is made either implicitly (for example, by displaying a list of all information items or by displaying relevant information: "if you bought this product, then this one will suit you") or explicitly (when the user requests a recommendation). There are currently six categories of recommendation systems.

Types of information filtering (Figure 1):

1. **Joint filtering.** This type is most widely used in e-Commerce and social networks. Target users are recommended items similar to those selected by other users with similar preferences, so users "correlate" with each other (39%).

2. **Content-based filtering.** The recommendations of these systems depend on the content items that the target user has selected in previous interactions. In particular, the various candidate elements are compared to those previously assessed by the user and it is recommended to use the most appropriate elements (22%).

3. **Knowledge-based filtering.** These systems use a knowledge-based approach to obtain advice, arguing about which elements meet the user's requirements (for example, a recommendation for a tour will depend on whether the type of beach or the availability of an amusement Park is more important to the target user). Knowledge is created by recording user preferences/choices or by asking users to provide information about relevance and correctness of choices (18%).

4. **Demographic filtering.** These systems are mainly used in marketing, recommending elements based on the user's demographic profile. A user profile is formed on the basis of demographic data, such as the number of times a user views certain content depending on its country, language, age or gender (12%).

5. **Matrix-factorization.** This type of recommendation system includes a variation of collaborative filtering, using "baseline" settings for each user and item. Baselines are additional model parameters that you enter for each user and item. They indicate the overall deviation of a user or item's rating from the global average (9%).
Types of information filtering (% %)

Collaborative filtering
Content-based filtering
Knowledge-based filtering
Demographic filtering
Matrix-factorization

Figure 1. Types of information filtering.

6. Hybrid system. These systems use a combination of the above methods, taking advantage of one method to compensate for the shortcomings of the other, thereby improving overall performance. Hybridization can be implemented in several ways: for example, by creating content-based forecasts and collaborating separately and then combining them; by adding content-based capabilities to a collaborative approach (and Vice versa); or by combining approaches into a single model. Existing e-tourism recommendation systems analyze the needs and desires of the user either explicitly (by request) or implicitly (by scanning the user's online activity). As a result of the use of the data obtained, the mobile application offers destinations to visit, attractions, events/activities or complete travel packages. The main task of the recommendation type mobile application is to facilitate the process of finding information for the traveler and convince him of the expediency of the services offered. Such applications allow you to access information at any time and in any place, even at low speed Internet connection. The main tasks of the mobile application in tourism are presented in Figure 2.

Tasks of mobile application in tourism (% %)

Availability of Internet connection (any kind of speed)
Confirmation of expediency of the services offered by the mobile application
Data personalization
Easy (intuitive) information search interface

Figure 2. Tasks of mobile application in tourism.
Mobile applications for tourism have great prospects for development and distribution. Various types of
tourism cover a significant part of users who in recent years prefer to make their own choice of tour, book
a hotel, follow the latest developments in the field of tourism, monitor interesting events and places of
entertainment, get up-to-date information in real time. The creation of mobile applications for tourists
allow to fully implement the function of personalization of the data provided.

Most mobile apps focused on tourism are used to recommend the city's attractions (e.g. museums,
archaeological sites, monuments, churches, etc.). Recommendations are typically rendered either in a
traditional hierarchical list-based interface or by overlaying thematic icons on the map interface.
Recommended objects are selected based on specialized and long-term preferences stored in the user
profile, often using the user's current location to filter the results. However, mobile solutions are
increasingly taking into account additional parameters, including the date and time, the list of objects
already visited, the model of user mobility, etc. Very popular are visually-oriented applications, where
information is displayed on the map, with reference to the geo-location of the user. Depending on the
speed of the Internet connection used and the settings of the application, the user can choose the quality
of the maps. These can be 2D maps, 3D maps, VRML models, and augmented reality applications. Some
map-based systems include Geographic information system (GIS) servers to improve interactivity with
geo-referencing for attractions (Pochinok et al., 2016).

7. Methods of investigation. The user typically receives information relevant to travel services such
as restaurant, hotel, transportation services, information offices, etc. In most of the systems use filtering
techniques, based on constraints, for the management of the services offered. The user sets constraints,
and the system retrieves and ranks services that meet those constraints. For example, hotel
recommendations may be based on the services offered, customer reviews, room availability, check-
in/check-out time, distance from the starting point and price. A restaurant recommendations can take
into account the style of cuisine, restaurant location, opening hours, customer rating, menu and prices.
More modern systems offer customized recommendations by simulating the probabilistic impact of input
parameters (i.e. user personal information and contextual information) on the attribute values of travel
services. For example, restaurant attributes can be a class (for example, a Greek or Italian restaurant), a
price (for example, low or medium), and a mood (for example, romantic or neat). User context
information may include season (e.g. spring), time during the day (e.g. Breakfast), location, weather (e.g.
sunlight) and temperature (e.g. warm). After collecting contextual information, the restaurant
recommendation score can be a weighted sum of the conditional probabilities of the restaurant attribute
values. A number of systems allow you to give recommendations aimed at finding, even unexpected,
attractions or services. Extracting information about the user's profile, about the profile of users from his
contact list, from related profiles in social networks, allows us to offer unexpected individual solutions
based on the analysis of their actions, preferences, search history, activity of a wide range of people of
interest to the user. Automatic selection of content related to tourism generates a list of recommendations
for each user. Transport and navigation tools that offer routing services based on the geographical
location of mobile users are very popular. Location information is usually retrieved from GPS receivers,
but also using alternative location tracking methods using Wi-Fi, etc. Route recommendations services
are integrated into a variety of mobile apps to help users find a path from their current location to the
recommended attraction. Early designs offered the shortest route guide from the user's current location to the
next. The following projects have already used information from social networks to provide
individual route recommendations.

Results
In the current point-to-point routing guides, mobile apps have focused on getting personalized travel
tours, i.e. ordered lists of intermediate places (attractions) along the original path, taking into account
several user preferences and restrictions, such as current location, available time and travel interests
(figure 3). Modern systems can generate individual traffic paths (excursions, tours, etc.) depending on the
conditions set by the user (for example, routes along high-traffic streets are replaced by routes through pedestrian zones, parks and forests).

![Figure 3. Mobile application interface based on 2d map.](image)

Another popular destination for mobile applications in the tourism industry is mobile tourism systems, which include consulting services on urban transport, taking into account all available modes of transportation (for example, pedestrian, bicycle, bus, tram, metro, etc.).

Conclusion

The mobility of people only grows with time. The use of mobile applications in the tourism and hospitality industry has significant prospects for development and use. Interest in such applications on the part of users makes this area of programming popular. The decree of the Government "Digital economy of the Russian Federation" defines the main directions of digitalization of the company. The team of authors fully supports the construction of a digital ecosystem of data with a high speed of data exchange between economic entities, the creation of an IT infrastructure with full automation of functions and processes, the virtualization of network components, and the reduction of labor costs in various sectors of the economy. The conducted sociological survey has practical value. The results of the studies confirm the fact that the directions in the development of the Digital Ecosystem of data carried out by the Government fully correspond to the confidence of the female part of the population in the changes being made. With most of the confidence, the female part of the population supports the use of artificial intelligence, automation of processes, the use of virtual educational environments and the introduction of robotic products in various areas of the economy. The revealed lack is the ignorance of women in the technical and technological components. The team of authors considers it expedient to increase public awareness of the development of the 8 hubs of the Digital Data Ecosystem. The results of the research can be applied in staff development, expansion of the content of educational programs of the Faculty of Information Technologies of the Russian State Social University, Moscow.

References


Innovative Methods Of Risk Analysis In The Evaluation Of Survivability Of Complex Technical Systems

Vladimir L. Romanovsky¹, Timofey Yu. Gumerov², Elena V. Muraveva³*, Natalia E. Danilina⁴, Lyudmila A. Ugarova⁵, Daniyar I. Bayanov⁶,⁷

¹ Department of Industrial and Environmental Safety, Kazan National Research Technical University, Kazan, Russia
² Department of Industrial and Environmental Safety, Kazan National Research Technical University, Kazan, Russia
³ Department of Industrial and Environmental Safety, Kazan National Research Technical University, Kazan, Russia
⁴ Department of Management of industrial and ecological safety, Togliatti State University, Togliatti, Russia
⁵ Department of Management of industrial and ecological safety, Togliatti State University, Togliatti, Russia
⁶ Department of Aero Fluid Dynamics, Kazan National Research Technical University named after A.N. Tupolev – KAI, Kazan, Russia
⁷ Department of Procurement Stamping, Technological Training Bureau, Kazan Aviation Plant named after S. P. Gorbunov

*corresponding author

Abstract
The article considers the problem of reliability of functioning of difficult technical systems on the example of liquid rocket thrusters. Materials for such motors must operate reliably in complicated combination of force and temperature fields under the influence of corrosive media, radiation, deep vacuum and high pressures. However, the requirements for the materials, can be contradictory. The authors suggest the use of risk analysis "tree structure" to solve this problem. Using this method, the authors prove that the reliability of rocket engines can be increased if you use composite materials that combine dissimilar qualities: high specific strength, stiffness, heat resistance, heat-protective properties, etc.

Keywords: risk analysis, evaluation of survivability of complex technical systems, liquid rocket engines of small thrust, the composite materials, tree structure, propulsion system, the in-cell processes, liquid fuels, a pulsed mode.

Introduction
The problem of determining the survivability of complex systems occurs every time a new technology emerges or an existing one being upgraded. The more complicated the system, the more difficult to get an adequate assessment of the survivability of the system using the classical probabilistic assessment. Survivability is closely associated with the risk of one of the approaches to the analysis which was proposed in (Sirazetdinov & Sirazetdinov, 2007). In this paper, to evaluate the survivability systems is proposed to apply the graphic-analytical method for the analysis of risk "tree structures", given in V.L. Romanovsky (2007; 2013), based on operating with events. As the system under study is considered small thrust jet engine with running a part of composite materials (CM).

The first attempts to introduce composite materials as a material for small thrust jet engine combustion chamber has been made in the nineties of the last century. Some foreign developers have already implemented small thrust jet engine combustion chamber of the CM in the composition of its propulsion systems (Vorobiev, 2010).

Practical implementation of the application of CM in small thrust jet engine is based on achieving the goals of survivability of such engines are not below the level of survivability of small thrust jet engine.
from traditional materials. In the available sources of information search works, to some extent, addressing issues of reliability with small thrust jet engine running part of the CM in actual use, not a success. A methodology of forecasting the behavior of such small thrust jet engine for their successful practical use in the propulsion systems is needed.

Materials and Methods
Small thrust jet engine (STJE) are used as the executive bodies of the control system for the orientation, stabilization and correction of spacecraft. Based on the destination for a small thrust jet engine is continuously increasing. I.e. active lifetime (15 years or more); big resources both in total operation time (up to 50 000 s or more), and in the total number of inclusions (more than 106); multimode, work in both continuous and pulsed modes of a large set with the assumption of any combination of switching times and pauses; high reliability with acceptable thermal state as when it is in continuous and pulsed modes, and during the long shutdowns (Ageyenko, 2014).

According to Standard 17655-89 Rocket Engines for Liquids (1990) reliability of liquid rocket engine (STJE) is the feature STJE maintain a healthy state under specified conditions. Usable state STJE is the state in which STJE is able to create a draft set of values and direction, fulfilling the established requirements for the values of specific impulse, the ratio of fuel components and operating conditions of the components of the roaming device. Under survivability small thrust jet engine we will understand (as there is no such term in the document) its reliability in actual use.

The main difference of the STJE from the full-size small thrust jet engine is not in the difference between the size or other characteristics, and that it is near-wall processes play a decisive role in the intra-chamber processes. You can embed the newest materials, increase the allowable temperature of the wall of the flow and thus, ultimately, to increase the specific impulse, but most likely, the most important challenges remain complex and specific problems of internal thermophysics of such engines.

Internal cooling is the main method of thermal protection of the control liquid fuel engine and is implemented through the creation of a parietal low-temperature gas curtain. The most popular among the various schemes of the curtain forming is the scheme with surface irrigation of the cylindrical portion of the combustion chamber with the liquid fuel component. Gas curtain is formed with the formation of the products of decomposition and evaporation of the fuel film liquid component (Figure 1).

The main parameters determining the efficiency of the cooling system for the chosen fuel, flow profile of the circuit and thermal protection, can be attributed excess oxidant factor αок, length or time of stay of the fuel in the combustion chamber, the combustion chamber pressure p*, fuel consumption, used for creation a parietal layer of low-temperature, or area chamber length ℓ irrigated with liquid fuel component. The efficiency of the cooling system is its ability to ensure the maintenance of the structure temperature within the prescribed limits at the lowest possible loss of specific impulse (Romanovsky, Kovalnogov & Filin, 1989).
Criterion for the choice of fuel consumption for the gas curtain creation is the maintainance the temperature of the wall within its operating condition. Specific impulse must correspond to the maximum value for the specific operating conditions of the engine (Prokhorov, 2011).

As an example, we present the results of numerical analysis of the influence of various parameters on the thermal state and the specific impulse of the control engine fueled with unsymmetrical dimethylhydrazine and nitrogen tetroxide. Main dimensions of the turbine setting are diameter of the cylindrical portion camera - 26 mm; the length of the cylindrical portion of the chamber L = 36 mm; the length of the chamber irrigated with fluid fuel component, ℓ = 13 mm; the combustion chamber pressure p* = 0.5 MPa; the diameter of the critical section - 12 mm; diameter of the nozzle section - 176 mm; length of the supersonic part of the nozzle - 100 mm.

The analysis is performed using mathematical simulations (Kovalnogov & Romanovsky, 1988) of the continuous operation of the engine. Fig. 2 shows the effect of the coefficient of excess oxidant αок at maximum flow along the length of the temperature thermally insulated chamber wall surface T and a specific impulse of the engine J.

As can be seen, with increasing αок temperature structures also monotonically increases. At the same time, the specific impulse varies depending on the ratio of excess oxidant by a curve with maximum reaching maximum values at αок = 0.65. This is due to the fact that when there is a monotonic increase αок temperature of the combustion products also increases, and determines the increase of the wall temperature. Simultaneously, the αок change is also the change of composition and properties of the combustion products. The cumulative effect of these factors can lead to a nonmonotonic variation of the specific impulse, with its extreme value corresponds αок significantly less than that which is typical for large engines.

It should be noted that since the gradual warming up of the gas curtain and its mixing with the main stream within the flow chamber, the fuel used for the organization of the internal cooling involved in creating thrust and the specific impulse losses are comparatively small.

The main mode is the control engine pulse mode. At engine design one should take into account that while pulse mode is on, conditions for the wall overheat at the site of formation of the gas curtain to a higher temperature emerge. This overheating occurs, firstly, due to longitudinal heat flows in the chamber wall during the period of time (τр) between the engine switches (τк), where they can not be transferred in the liquid film due to her absence, and, secondly, for account of the impact of high-temperature combustion products on wall unprotected with the liquid film for a certain length of time. The latter happens due non-simultaneous termination of combustion in the chamber and the closure of the surface irrigation with fluid.

At loss of propellant occurs on the overheated wall it is cooling and the liquid film is heated to the boiling point and evaporates.

The density of the mass flow of steam from the wall surface on the forming site the air curtain depends on the excess wall enthalpy for a certain period of time and can be greater than its critical value at which the squeezing from the gas curtain wall and its mixing with the high temperature core. Thus, for some
time the existence of an organized low-temperature near-wall gas curtain is impossible. In this case only the air curtain (parietal region with a temperature below the temperature of gas in the core of the flow) works. The effectiveness of the air curtain is lower than the gas curtain effectiveness, so the values of the adiabatic wall temperature under pulsed operation of the engine will be higher than their values in continuous operation.

As an example, Figure 3 shows the distribution along the length of the flow chamber adiabatic wall temperature $T_r$ and heat transfer coefficients $\alpha$ for pulsed and continuous modes of operation of the engine (Kovalnogov, Romanovsky & Shchukin, 1988; Romanovsky et al., 1994). As seen, the pulse mode is thermally heavier than continuous operation mode.

![Figure 3](image-url)

**Figure 3.** Distribution of the heat transfer coefficients and adiabatic wall temperature along the highway the engine chamber: 1 - pulse mode ($\tau_p = 0.06$ s; $\tau_k = 0.04$ s); 2 is a continuous mode.

To solve the problems of the organization of the chamber walls protection from overheating due to their design features, the pulsed mode of operation and the availability of powerful total convective and radiative heat fluxes to the wall are applicable: curtain internal cooling, the use of heat-resistant coatings or composite materials (CM) (Zagornyan & Vorobyov, 2011).

Materials for small thrust jet engine must work reliably in a complex combination of power and temperature fields, when exposed to aggressive environments, radiation, high vacuum and high pressures. Often the requirements for materials, can be controversial. This task can be accomplished through the use of composite materials. CM allow for a given combination of dissimilar properties: high specific strength and stiffness, heat resistance, wear resistance, thermal properties, and others. Spectrum properties of the CM can not be obtained using conventional materials. The use of CM allows you to create previously unavailable new designs (Petrov, Berdnik & Mihalirov, 2010).

MAI researchers conduct research in the field of small thrust jet engine. The possibility of using carbon-ceramic composite materials (CCCM) as the material of the combustion chamber is regarded as one of the most promising ways to improve STJE (Kovateva, Vorobyov & Borovik, 2011).

The desire to apply the composite material to create a small thrust jet engine combustion chamber is due to ensure increase of specific impulse of the engine by increasing the temperature of the combustion products and the operating temperature of the wall by changing the mixing and reduce fuel component usage on the curtain.
On the basis of fire experiments on the engine MAI-202-200 (AT+UDMH) analysis was carried out to increase the specific impulse in the case of the combustion chamber made of the CM. As a result of calculations on the experimental and theoretical model of the thermal state of the small thrust jet engine "MAI-202-200" (AT + UDMH), it was shown that the application of the new material will significantly increase the specific impulse (Figure 4).

![Figure 4. Calculated dependence of the pulse of the MAI-202-200 engine depending on the oxidizer excess coefficient for different maximum temperature of the combustion chamber wall.](image)

Comparison of specific impulse represented by 2b and Figure 4 shows the favor of the new materials for small thrust jet engine.

**Results and Discussions**

We now turn to the methodology of predicting the behavior of small thrust jet engine in terms of survivability using the graph-analytical method of risk analysis "tree structures" (Sirazetdinov & Sirazetdinov, 2007; Romanovsky, 2007). To do this, we should perform an analysis of the impact of various factors on the survivability of small thrust jet engine with a flowing part of the CM on the basis of operating events.

Running state of the engine is determined by a summary state of the composite material of construction of the running part, and the response of the turbine setting for thermophysical stress (Figure 5). Under the stress of running thermophysical part we mean the total response to temperature, pressure, velocity, chemical composition of the working turbine setting of the engine.

Such problems are quite serious:
- Requirements for the connection of the "composite-metal" are high strength at high temperatures and in corrosive environments, high oxidation resistance, strength of connection issues (taking into account the heat load) (Kovateva, Vorobyov & Borovik, 2011);
- Materials based on compounds with near zero coefficient of thermal expansion (CTE) are used in devices subjected to thermal stress. In composites with the participation of such compounds can be obtained by a given CTE that allows you to create products that are not subject to destruction at the contact points of structural elements (Krasnenko et al., 2010).

CM condition, in turn, will be determined by a set of age-related changes of CM (characteristics of the material at the specific moment of time), the reaction of CM on the impact of the environment of the engine (apologize for a certain mysticism in his address to the engine as a living creature) and the reaction of CM on thermophysical stress. About the response of a material impact on the environment: ordinary carbon in the solid state can be graphite or diamond. There is no guarantee that the composite material will not be modified in real-world conditions.
Operator "set of events" (Σ) is a formal neuron (Romanovsky, 2013) and has a group of synapses - unidirectional input connections and axon - the output connection. Each synapse is characterized by synaptic connection or her weight Wi, characterizing the channel capacity and evaluating the influence of the input signal to the output signal. Current state of the neuron is defined as the weighted sum of its inputs (Figure 6).

In this case, the weights Wi will determine the extent to which a particular input factor, ultimately, on the characterization of the state the engine turbine setting. To quantify this state we need full information on all components - "the participants of the analysis."

Let's consider the possible course of events in the operation of small thrust jet engine with a flowing part of the CM (Figure 7).
The engine is in the idle state ("silent") and if there is no activation command this mode continues. When activation command is given (work in any of the available modes), readiness of the engine to work in this mode and acceptable condition of the turbine setting motor can work out the command and return to the standby mode. In this case, the reaction of CM and the turbine setting on the overall stress on the thermophysical will follow. Further changes may occur in the turbine setting before the next engine activation.

If the engine is not ready or the engine did not work out the command, depending on the circumstances, it can be interpreted as a random failure or total failure of the engine.

Contribution/Originality
This study is one of few studies which have investigated methodology of forecasting the behavior of small thrust jet engines. This study uses new methodology such as graph-analytical method of risk analysis "The Tree Structures"
The paper's primary contribution is finding that suggested metod is applicable in the selected field allowing to find out possible outcomes in different conditions and work regimes.

Conclusion
Conducting probabilistic forecasting reliability of liquid rocket thrusters with running a part of composite materials under real conditions of their operation is possible with details of events (Romanovsky, 2012) and the availability of information from different disciplines on the reaction of CM of the structure itself running on the internal and external influences.

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Modeling The Management System Of Open Innovation In The Transition To E-Economy

Svetlana S. Kudryavtseva1, Farida F. Galimulina2, Irina A. Zaraychenko3, Naira V. Barsegyan4

1 Kazan National Research Technological University, Kazan, Russia
2 Kazan National Research Technological University, Kazan, Russia
3 Kazan National Research Technological University, Kazan, Russia
4 Kazan National Research Technological University, Kazan, Russia

Abstract
The relevance of the article is related to the need to develop new approaches to the management of open innovation networks in the electronic economy. The purpose of the article is to determine trends in the development of open innovation networks on the basis of modeling in the conditions of the formed electronic economy. The relevance of introducing a model of open innovation in the management of innovation networks is shown. The article analyzes the main trends in the development of the digital economy in Russia, compares them with the countries of the world. The trends for such indicators as: gross added value of the sector of information and communication technologies in the formation of the gross domestic product, investment in fixed assets, the structure of shipped products, including innovation, the costs of technological innovation, are systematized. Economic and organizational factors that restrain the innovative activity of enterprises in the sector of information and communication technologies are analyzed. The materials of the article can be used to develop measures to improve the efficiency of open innovation networks in the electronic economy.

Keywords: e-economy, open innovation, innovation network, information and communication technologies, gross value added, innovative products, innovative activity, national innovation system (NIS).

Introduction
The Relevance of Research
At present, the transition from a closed model of the innovation process, based mainly on the use of own internal resources, to the model of open innovation based on the use of internal and external sources of innovation (Chesbourn, 2003) can be noted as an important trend in the innovative development of countries.

In a closed model, due to the concentration of R & D within a single company, it is possible to carry out large-scale fundamental and applied research and use of achievements within the company. This circumstance strengthens the company's competitive advantages. In fact, we are talking about I-advantages (advantages of internalization) in accordance with the eclectic paradigm of J. Dunning (1980). However, the implementation of this type of benefits is possible only in large companies (international corporations) that have powerful innovative potential and significant financial resources. Nevertheless, to keep the leading positions in the world market at present this is not enough.

In modern interpretation, the introduction of the concept of open innovation in the structure of the company assumes the creation of an innovative ecosystem by analogy with the interaction of living organisms in biology. The innovative ecosystem is understood as a set of conditions that ensure the successful creation and development of enterprises, a system of energy exchange, and mutually beneficial ties between its participants (Kopeikina, 2008).

The model of open innovation assumes a significant differentiation of methods of forms of inter-firm cooperation, based on cooperation and network interaction. These include research contracts, joint ventures and cooperative agreements, licensing agreements, mergers and acquisitions, strategic technological alliances, etc. (Shinkevich et al., 2016).
The dissemination of an open model of the innovation process is an imperative of modern society, tuned to innovative interaction. Close cooperation between corporations and external organizations will be more successful if the internal R & D management system is combined with research projects carried out by external firms (Kudryavtseva et al., 2016).

The limited internal resources of the enterprise are exacerbated in the context of accelerating the product life cycle, tightening the requirements of consumers and increasing sophistication of innovative developments. This feature generates the need for a transition to a model of collaborative R & D departments. More and more modern companies of the world level (Sony, Toshiba, IBM, etc.) implement their innovation process on the basis of the model of an innovative network that includes partners with unique competencies and expanding opportunities for individual development. A perspective network approach, applied to the economy of innovation, used by G.M. Gradoselskaya (2004), M. Castells (2010), R.M. Patiurel (1997), M.L. Katz and K. Shapiro (2003), O.A. Tretyak and M.N. Rumyantseva (2003), R.M. Nizhgorodtsev (2010); Davoudi et al. (2018), Fartash et al. (2018), etc. Traditionally, in the focus of innovation networks research the structural features, interrelations and benefits of participation in the innovation network (Cook & Whitmeyer, 1992), as well as the coordinator or structural leader of the network (Doz, Olk, & Ring, 2000). Another area of research reflects the inter-sectoral relationship and the nature of the innovation flows within the innovation network (Scherer, 1984, Verspagen, 1997, Schnitzer & Watzinger, 2014, Davoudi & Tastan, 2015, Acemoglua, Akcigitb & Kerrc, 2016). The trend in the formation of innovative networks becomes relevant in the context of the globalization of supply chains, as well as the development of the concept of open innovation. At the same time, the integration of structural models of innovation networks into new business paradigms becomes an urgent task of scientific comprehension.

Innovative development of the country is a complex process that requires competent management in order to increase the competitiveness of the national economy in the world arena. In recent years, the most relevant tool is digital transformation, which will provide the business community with new opportunities for growth. So, one of the important tasks of the country’s socio-economic development is identifying ways to accelerate digital transformation. In addition, it is extremely important to understand the role of the relationship between the innovation ecosystem, its participants and digital transformations.

The relevance of research into the development of the digital economy (e-economy, Internet economy) is strengthened by the dynamic development against the backdrop of the fourth industrial revolution (Yudina, 2017). Some scientists emphasize the cooperative interaction of participants in the innovation process. Since innovation is the driver of economic development, the use of digital solutions in the technological development of the country becomes necessary. The electronic economy provides the innovatively active participants in market relations with the opportunity to promptly introduce, commercialize innovations with obtaining super profits (Bykovskaya et al., 2018). It should be borne in mind that in Russia the problem of ensuring the effective interaction of innovative agents is not solved (Galimulina et al., 2016).

Other scientists consider artificial intelligence technologies as one of the factors of the digitalization of the economy, including machine learning, in-depth training, cognitive calculations, etc. (Tsvetkova, 2017). It is important to take into account potential risks and difficulties that impede the creation of a full-fledged e-economy: differences in the level of development of information communications between regions, lack of investment resources, ineffective functioning of institutions, etc. (Semyachkov, 2017).

Methodological Framework

Methods of Research
During the research the following methods were used: analysis, synthesis, system analysis, systematization and generalization of facts, method of comparison, description, analogies, economic and mathematical modeling, forecasting.
Theoretical Basis of the Research
The theoretical basis of the research is the fundamental and applied work of foreign and domestic scientists exploring the innovative development of economic systems, open innovation networks; dealing with the issues of modeling the patterns of development of innovative systems in the e-economy, the development of management tools for innovative development.

Stages of Research
The study was conducted in three stages:
1) systematization of the main theoretical provisions of the electronic economy;
2) analysis of trends in the development of innovations in the electronic economy;
3) modeling and forecasting trends in innovative development in various types of innovation systems.

Results
Systematization of the Main Theoretical Provisions of the Electronic Economy
Within the framework of the research topic under digital transformation we mean the process of integrating digital technologies (telecommunications) into the management of innovation activities. The International Telecommunication Union (ITU) singled out 6 main groups interested in the digitization of innovation: entrepreneurs, the public sector, financiers, scientists, the private sector and the business support system.

The studies of the International Telecommunication Union have shown that there are many obstacles to digital transformation, in particular (from Accelerating Digital Transformation Good practices):
- lack of coordination and mechanisms for the development of contextual policies that support innovation in the field of digital technology and entrepreneurship;
- ambiguous distribution of roles between stakeholders in the development of their innovative economic system;
- lack of innovative capacity, including software infrastructure;
- insufficiently optimal integration of innovative economic systems in key sectors of the economy;
- influence of dynamically changing environment of information and communication technologies.

In the innovative economic system, entrepreneurs and innovators need a variety of strategies, initiatives and specific support programs to ensure the success of start-ups and the development of small businesses. However, in many countries, the institutional capacity to adjust policies and programs for the development of the digital innovation economic system may be lagging behind.

Studies of the International Telecommunication Union show that different countries (regions, cities) have different innovative opportunities in terms of digital innovation infrastructure. Innovative opportunities should be available throughout the country to ensure comprehensive development. For the entire economic system, a software innovation potential is required. The latter, also known as software infrastructure, consists of programs and resources - technology centers and technology parks, training resources and research institutes that offer the acquisition of skills, practical experience and other resources to support innovative enterprises.

Under the current economic conditions, the e-economy has become a priority for creating conditions conducive to economic growth. This model has a significant reserve for increasing the competitiveness of Russia's economic system in world markets, as well as providing a flexible transition to a new technological order.

In the economy of the new way, the key factors in economic activity are electronic technologies and services, as well as digitally presented volumetric, multisectoral data, processing and analysis of which allows, in comparison with traditional forms of management, to significantly improve efficiency and quality in the production and consumption of goods, works and services , as well as in management procedures, which is reflected in the Program "Development of the Digital Economy of Russia until 2035".
Analysis of Trends in the Development of Innovations in the Electronic Economy

The digital economy sector is one of the fastest growing. However, despite this, its share in the formation of gross added value in Russia during 2011-2017 remains at the level of 3%. In value terms, the gross added value of the ICT sector in 2017 was 2211.1 billion rubles. International comparisons have shown that Russia’s share in the ICT sector is significantly inferior to other countries in the post-industrial economy. Thus, the share of the ICT sector in the formation of GDP in the Republic of Korea was 10.4%, Sweden - 7.3%, the United States - 6%, Germany - 5%. In the international ratings on the level of ICT development, Russia’s positions were as follows: according to the ICT Development Index, the country ranked 45th with a value of 7.07, the Development Index of the e-Government - 35th place (0.7215) and the Global Cybersecurity Index - 10th place (0.788).

In the structure of the gross added value of the ICT sector, 40% accounted for the information technology industry and other information services, 47% for telecommunications and 13% for ICT. In 2017, ICT organizations shipped goods and services worth 3375.2 billion rubles, the largest share of which was accounted for services related to ICT - 54%, ICT equipment - 14%.

The ICT sector is a high-tech sector of the economy, where innovative activities are actively carried out. In 2016, the share of ICT organizations implementing technological innovation was 9.5%. However, since 2012, this indicator has been decreasing. The share of innovative goods in the total volume of shipped products, on the contrary, shows a growth trend - the value of the indicator increased from 3.9% in 2012 to 6.4% in 2016. The share of costs for technological innovation in the total volume of shipped goods was 3% (in 2015 - 4.1%).

A detailed analysis of the aggregate level of innovative activity of ICT organizations showed that among the types of economic activity, the highest level of innovation activity was observed in the production of electronic components, radio, television and communication equipment - 34.2%, office equipment and computer equipment - 21.7% and communications - 13.3%. Some types of innovation activities for the ICT sector were characterized by: acquisition of machinery and equipment - 48.1% of the total number of ICT sector organizations, software - 38.8%, research and development - 34.2%, training and staff training - 23.9%.

Among the factors hampering the innovation activity in the field of ICT, the most significant were the following: lack of own funds - 11.8% of organizations noted this factor as the main inhibitor, the high cost of innovations - 10.6%, significant economic risk - 8.3%, low innovative potential of the organization - 4.7%, uncertainty of economic benefits from the use of intellectual property - 4.4%.

Modeling and Forecasting of Trends of Innovative Development in Various Types of Innovation Systems

Weak institutional support for innovation is in many ways an obstacle to the introduction of the model of open innovation in the Russian national innovation system, slows down the transition to a new technological order and does not allow efficient use of technology windows of opportunity for accelerated innovation development. Thus, the development of open national innovation systems is possible on the basis of a balanced state innovation policy, an important direction of which should be the implementation of multifunctional measures aimed at building open innovation models supported by institutional support and taking into account the globalization trends of the world economy and national interests.

One of the most important indicators of the innovation economy is the achievement of sustainable growth rates. Modeling the patterns of development of economic systems at the micro, meso and macro levels is successfully realized by constructing production functions. Strengthening the impact of crisis situations in the economies of the world has caused the need to focus on studying the theoretical foundations and patterns of economic growth. The model of P. Romer (1992) is considered as a classical model of economic development, which attached special importance to technological changes, which in the most general form is an increase in the efficiency of the use of
available raw materials. In other words, in an economy with a high level of development of technology and the institutional environment, the return on investment will be higher, and investment will be made more rapidly. Thus, the exogenous concept of economic growth was supplemented by an endogenous model that takes into account the influence of new technologies on the development of economic systems. The classical production function determines the relationship between output Y and production factors (capital K and labor L). The equation of the Cobb-Douglas production function is an economic-mathematical model of the mutual influence of the factors of production K (production capital) and L (human capital) on the net profit of the sector. We note that the production function is distinguished by increasing \((\alpha + \beta > 1)\), constant \((\alpha + \beta = 1)\) and decreasing returns \((\alpha + \beta <1)\).

\[ Y = A \times K^\alpha \times L^\beta \]  
(Romer, 1992).

For the purposes of the study, the following factors were used as factors of the production function:
- Y - share of value added of the service sector as a percentage of GDP;
- K - the cost of research and development as a percentage of GDP;
- L - number of researchers per 1 million people.

The initial data for modeling was information on countries with a high level of openness of NIS and strong institutional support for innovation (Sweden); with an average level of openness of NIS with institutional support for innovation (Germany) and with a low level of openness of NIS and weak institutional support for innovation (Russia). The dynamic series included indicators from 1996-2013., as a tool for analysis, the software product Statistica was used.

Based on production functions for countries with a high level of openness to NIS and strong institutional support for innovation (Sweden); with an average level of openness of NIS with institutional support for innovation (Germany) and with a low level of openness of NIS and weak institutional support for innovation (Russia), a forecast of innovative development using exogenous (independent) variables is constructed: K - research and development costs as a percentage of GDP, L - the number of researchers per 1 million people and the endogenous (dependent) variable Y - the proportion of the digital economy in GDP. The production functions and elasticity coefficients obtained are shown in Table 1.

| **Table 1. The equations of production functions** |
|---------------------------------|-----------------|-----------------|-----------------|------------------|
| **Country**                     | **The equation of the production function** | **The value of the degree \(\alpha \) for the variable «K»** | **The value of the degree \(\beta \) for the variable «L»** | **The adequacy of the model** |
| Sweden (high level of openness of NIS and strong institutional support for innovation) | \(33,3 \times K^{0,17} \times L^{0,11} \) | -0,17 | 0,11 | R-square 40%, significance F 0.02, standard error 0.01 |
| Germany (average level of openness of NIS and strong institutional support for innovation) | \(147,7 \times K^{0,30} \times L^{-0,13} \) | 0,30 | -0,13 | R-square 43%, significance F 0.01, standard error 0.01 |
| Russia (low level of openness of NIS and weak institutional support for innovation) | \(913,3 \times K^{0,28} \times L^{-0,34} \) | 0,28 | -0,34 | R-square 85%, significance F 0.000005, standard error 0.01 |
The obtained production functions can be used to construct a forecast of innovative development, where the share of the digital economy in GDP is the resultant variable. Proceeding from the above measures on institutional and infrastructural support for open innovation in the Russian economy, it can be assumed that strengthening institutional and infrastructural support for innovation will yield a positive multiplier effect, as a result of which we propose to consider the forecast model of Russia’s innovative development as a model using a multiplier. The multiplier is calculated as the ratio of the increase in the share of the digital economy in GDP to the cost of research and development as a percentage of GDP. Thus, the magnitude of the multiplier was 0.5 percentage points of the annual increment for the resulting variable - the share of the digital economy in GDP. However, we consider it expedient to introduce a multiplier: in the first forecast year we will take the multiplier value as a growth of 0.1 percentage points in the resultant indicator, in the second forecast year - as 0.2 percentage points, etc.

Based on the models of exponential smoothing, the forecast of exogenous (independent) variables was constructed at the first stage: K - the cost of research and development as a percentage of GDP and L - the number of researchers per 1 million people. Then, in the second stage of the analysis, using production functions, a medium-term forecast was constructed for the endogenous (dependent) variable Y - the share of the digital economy in GDP (Figure 1).

![Figure 1. Forecast of the share of the digital economy in GDP (%)](image)

Thus, the strengthening of institutional support for open innovation in the Russian NIS will reduce Russia's lag in the share of the digital economy in GDP from Sweden in the five-year period to 4.7 percentage points (according to the initial data, the gap is 12.9 percentage points), with Germany - to 3.5 percentage points (according to the initial data, the gap is 8.6 percentage points), in the ten-year period with Sweden - up to 3.5 percentage points, with Germany - up 2.3 percentage points.

**Discussions**

The management of an open NIS requires the study of the phenomenon of open innovation based on the synthesis of the concepts of political economy, administrative science and institutional theory. Transformation of NIS for transition to an open type in the conditions of economic modernization should be based on the following principles that shape the management features of open innovation:
- timeliness: recognition of the need for intellectual capital as the driving force of innovative development (the contribution of the intellectual economy sector to the GDP growth of developed countries averages 30%);
- complexity: use along with internal ideas and developments of external knowledge; diversification of channels for entering the market of a new product through its own networks, as well as through the sales system of external partners;
- adaptability: designing a model of a "learning organization"; formation of crowdsourcing system;
- dynamism: consideration of innovations as a factor of achievement of competitive advantage of national, regional economic systems, and also separate subjects of managing; ensuring innovative development based on network cooperation and interaction;
- synergism: the predominance of integrated systems of technological development ("global-linked"); an integrated system for assessing the economic, social and environmental factors of innovation;
- efficiency: reduction of payback time and increase of profitability of innovations; increase in innovative rent.

The indicated principles allow to determine the mechanism of stimulating NIS and institutions to increase the effectiveness of innovation in open macroeconomics - expanding the range and increasing the focus of information, financial, intellectual flows in the knowledge creation chain, innovations and competencies that allow to form a competitive advantage. The business model of participants in the innovation process is aimed at integrating all links in the value chain: suppliers, consumers, intermediaries. Innovative changes are seen as a factor of increasing the competitiveness of the entire integrated chain by modernizing the business model. External partners share market, technical, credit and other risks of the innovation process with participants in joint innovative activity, reducing the level of uncertainty and instability of the innovation system.

Conclusion

Thus, the management of NIS in open macroeconomics allows solving complex problems of increasing the effectiveness of innovation activity when moving to a new technological way in the conditions of modernization of the Russian economy. The incorporation of the institutional and cultural profile, the use of the methodology for assessing the integral indicator of openness, the effectiveness of the contribution of open innovation to the functioning of NIS, the model of prospective institutional trajectories, the use of stream management of open innovation contribute to identifying opportunities to overcome innovation inhibitors, to enhance the innovative potential of NIS and to develop incentives for innovation activities. The carried out research allows drawing a conclusion that methodological and methodical questions of management of the Russian innovation system in conditions of open macroeconomics have an important socio-economic significance.

The results of the research can be used to develop measures to improve the efficiency of open innovation systems in the electronic economy.

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References


Future Experts Training On Traditional Activity Types For Arctic Territories

Raisa I. Platonova¹, Aleksandr A. Sergievich², Galina B. Mikhina³, Marianna M. Olesova⁴, Pavel P. Khoroshikh⁵, Alexandra I. Pavlova⁶

¹Institute of Physical Culture and Sport, North-Eastern Federal University Named after M.K. Ammosov, Yakutsk, Russia
²School of Art and Humanities, Far Eastern Federal University, Vladivostok, Russia
³School of Pedagogy, Far Eastern Federal University, Vladivostok, Russia
⁴Department of General Education, Oktyom Branch of Yakut State Agricultural Academy, Oktemtsy, Russia
⁵Far Eastern Regional Scientific Centre of RAE, Far Eastern Federal University, Vladivostok, Russia
⁶Department of General Education, Oktyom Branch of Yakut State Agricultural Academy, Oktemtsy, Russia

*corresponding author

Abstract
The existing quality problems of workers training in the system of domestic secondary vocational education are analyzed. Education and training programs of secondary vocational education institutions engaged in the training of skilled workers and mid-level specialists for Arctic are not fully focused on ensuring the priorities of industrial development of the Arctic territories of Russia. The needs of circumpolar regions' economy in personnel with secondary vocational education are provided by graduates of educational institutions within 30-50% (except for Chukotka Autonomous district). The authors substantiate a promising approach to obtaining professional education in the field of industrial working professions and traditional types of economic and labor activities for the polar zone of Russia, taking into account the potential of Arctic Skills and the international Olympiad movement of young workers and students of middle professional level on World Skills, bringing the professional qualification structure of training in accordance with the real needs of the economy and employers of specific regions of the Arctic zone.

Keywords: industrial development of Arctic, regional system of secondary vocational education, Arctic territories, workers training, reindeer husbandry, circumpolar society, ethno-cultural community, World Skills, Arctic Skills, traditional industrial and economic activities, innovative technologies.

Introduction
In the 21st century, the intensive industrial development of Arctic resources for Russia becomes a strategic task, the solution of which will ensure the country's economic breakthrough in a rapidly globalizing world. Today, the Arctic territories of the Russian Federation provide 15% of the national income of Russia, more than half of Russia's mineral reserves and about 25% of the world's undiscovered hydrocarbon reserves are mined in its territory (Resolution of the Government of the Russian Federation, 2014). The use of innovative technologies in the fuel and energy and mining complexes, the development of transport corridors and infrastructure in the circumpolar territories are impossible without qualified personnel (Agarkov, 2015; Barabaner, Vasiliev & Egorov, 2016; Klokov, Krasovskaya & Yamskov, 2000; Tastan & Davoudi, 2015). The presence of human capital, which is professionally trained and competent, is one of the significant factors of development, directly stimulating the growth of processed products and services with optimal ratios of labor and capital at the new technological stage of the Arctic's development (Sigova & Stepus, 2016; Khamnaev, 2012). The development of the natural resources of the polar and circumpolar territories of the Russian Federation, along with the protection of national territorial interests and ecology, requires improving the quality of life, socio-economic and ethno-cultural
conditions of the economic activity of the aboriginal and old-aged population of the region, modernizing
the infrastructure of the communal and transport systems, creating appropriate conditions for life activity
of northerners and visiting specialists.
Federal and regional programs of the beginning intensive industrial development of the Arctic include,
along with the development of the fuel and energy, mining and transport complexes, include the
preservation and support of traditional industrial and economic activities, such as reindeer herding,
hunting, fishing, fishing for the marine beast, traditional crafts of the North and the old-timers. From this
point of view, it is of fundamental importance for the youth of the circumpolar territories to receive the
professions in demand in the region, both in the field of industrial mining and processing, and in the field
of traditional activities.
A.G. Novikov (2005), I.I. Podoinitsyna (2013) indicate that an ethnos, well adapted in its ecological niche
(which is typical of the traditional community of the aboriginal population of the Arctic), “relies in
professional (labor) activity on strictly defined types of work, thanks to which it is historically fixed and
reproduces itself on this territory... Professional occupations are immanently connected with the very fact
of the consolidation of an ethnos on earth as an organized community of people, as a natural collective.
Traditional professional occupations are closely related to the ethnic traditions of labor”.
In the countries of the Arctic G8, which include Russia, the opportunity to engage in traditional activities
of their ancestors is considered by the representatives of the indigenous peoples of the North, as one of
the conditions of national revival (Sigova & Stepus, 2016; Pudov, 2013). In Sweden and Norway, the right
to engage in the breeding of reindeer belongs under the laws exclusively to ethnic Sami. In the
northernmost province of Canada, New Quebec, inuits (eskimos) and Indians, who possess 2/3 of all
hunting areas, are engaged in traditional types of labor activity: hunting and fishing. In the Russian
Federation in the 90s only ethnic Nenets engaged in reindeer husbandry on Yamal.
Of course, in the modern world, the experience of professional training of representatives of the Arctic
ethnic groups to industrial professions has been gained. Already half a century in Canada,
representatives of small indigenous peoples have implemented special programs for vocational training
of workers, training the aboriginal population to work in new for them working professions - on oil
pipelines, in airport technical services, in the social sphere and in the service sector. Thus, in the
Northwestern Territories, where the leading sector of the economy is the mining industry, there is a special
Commission on the training of Aboriginal people in mining (Mine Training Committee). College-
educated, urbanized indigenous people of the North become civil servants, work in business and tourism,
and in extractive industries that comply with the official government policy on the priorities of hiring
indigenous people and providing them with benefits.
Although the successful domestic experience of vocational education of indigenous minorities of the
North has more than eighty years (Ovchinnikov, 2010), one of the main tasks of the Arctic zone’s
development in the Russian Federation is the development of human potential, including the retention of
young people in the Far North, as well as its involvement in solving scientific, technological and
economic problems associated with the development of the region. Formation of youth generation of
demanded engineering and technical workers to work in the circumpolar territories will be ensured, -
according to experts, due to the modernization of the vocational education system, especially its middle
level, focused on ... expanding professional competencies, implementing new generation educational
programs for training specialists of working and technical professions motivated to self-development and
self-improvement in their professional activities (Agarkov, 2015; Sigova & Stepus, 2016; Podoinitsyna,
2013; Ovchinnikov, 2010; Davoudi et al., 2018; Fartash et al., 2018) Meanwhile, “the pace of technological
re-equipment of secondary vocational education and the development of its personnel potential is clearly
lagging behind” (Blinov & Yesenina, 2015), and “in the regions of Russia, unlike in countries with
developed market economies, the quality of the workforce becomes critical” - “the middle age of workers
in domestic industry is 53–57 years” (Listvin, 2017). The needs of industry in the new generation workers
exceed the capabilities of the Russian vocational education system: “training at the levels of primary
vocational education and secondary vocational education is 1 million people, and the annual forecast of the need for blue-collar occupations for 2016 was 2 million people” (Stepus, 2016).

A significant problem of vocational education for the Arctic is the discrepancy between the professional competencies of working professions and the requirements of the modern labor market. Back in 2014, in a report, E. V. Tkachenko used data that 62% of graduates of primary vocational education and 55% of secondary vocational education were not competitive in the global labor market; almost 80% of graduates of engineering universities had a low level of training (Tkachenko, 2014). The number of employed Russians engaged in simple unqualified labor with narrow specialization or labor of average complexity is almost 50% of those employed in various industries (Kyazimov, 2017). Also problematic ones are the quality issues of training of personnel and teachers of vocational education, the development and implementation of educational programs, the construction of economically mutually beneficial relations between vocational schools and potential employers.

Among young Russians, the image of the Arctic of the Future is mainly based on the possibilities of industrial development of natural resources, which significantly narrows the intended scope of professions and competencies that will be in demand in regional labor markets (The main results of a survey of leading employer companies operating in the Arctic zone of the Russian Federation, 2015). The declared restriction of opportunities in the field of professional choice for northern youth does not correspond to reality, as the full list of unique professions and specialties of secondary vocational education, implemented in the framework of the priority project Education in the direction of Training highly qualified specialists and workers taking into account current standards and advanced technologies in all entities of the Arctic zone of the Russian Federation includes 185 items in 2017 (from 13 for the Chukotka auto ohm County to 73 in the Arkhangelsk region). The research results show that if for the Arctic regions of the Russian Federation the annual need for personnel with higher education is estimated at the level of 6-8 thousand people, then the need for personnel with secondary vocational education prepared for modernized vocational education in new programs is 4 times higher.

The Purpose of the Article
The purpose of this article is to study the processes of training workers for traditional types of economic and industrial activity in modernizing regional systems of secondary vocational education.

Material and Research Methods
The study used such methods as a theoretical analysis of scientific papers on the stated topic, documents on the strategic development of territories belonging to the Arctic zone of Russia, state statistical reporting on the labor market, monitoring results of the Rosobrnadzor, synthesis of research materials in the preparation of the scientific apparatus of work.

Results and Discussion
State programs of accelerated exploration and development of the Russian Arctic actualize the training of personnel for the circumpolar territories, including the 13 Arctic and northern uluses of the Sakha Republic (Yakutia). Extreme climatic conditions of living in the region, vast territory with undeveloped transport infrastructure and complex logistics, raw materials orientation of the economy and less than 1 million people (average density 0.33 people in the central regions, 0.2-0.3 people in the north) require highly qualified personnel, prepared according to the modernized educational programs of vocational training and having competencies demanded by employers.

The data of the republican monitoring show that the need of the Arctic and northern uluses (regions) of Yakutia in 2016-2025 in the personnel of secondary vocational education level will be 2213 people, with higher education - 1101. In order to ensure the full-fledged vital activity of the population permanently residing in the Arctic and the Far North, such areas as transport, construction, mining, agriculture, the sphere of ICT technologies and medicine need new specialists.
As it is known, the transition to the next stage of technological development of mankind is accompanied by cardinal changes in the structure of the population’s employment, an increase in the quality of human capital, structural disproportions in the global, federal and regional job vacancies (Mishina, 2015). According to experts, by 2030, 7 million occupations will disappear; one fifth of the world labor force will be doomed to some extent or another to be reduced.

One of the leading domestic experts, R.N. Urazov, the General Director of the World Skills Russia Union, believes that “it is extremely important not only to predict, but also to develop professions in the industry of the future. As soon as the need arises for the emergence of a new specialty related to work in the high-tech industry, we introduce it as a competence of World Skills. We are holding competitions not only for the professions that are now in the factories, but also for those that will appear soon. The development of the Future Skills unit prepares us for the upcoming changes in the field of personnel training related to the introduction of innovative technologies into production processes. If today we do not think over the ways of development of educational programs, then tomorrow we will face the lack of required skills of personnel, which in turn will lead to a slowdown in economic growth and lower competitiveness (WorldSkills Russia as the locomotive of vocational education, 2017).

In order to substantiate the priority directions in the system of personnel training, to minimize the imbalance of personnel in the labor market for the economic and social development of Yakutia, a TOP - Region was developed for the most popular and promising specialties and working professions taking into account international standards and advanced technologies. The regional system of secondary vocational education reached the All-Russian recognition, when in 2015 the TOP-100 rating of the independent public council of the contest 100 best organizations of secondary vocational education in Russia included 3 colleges of the republic. At the end of 2017, Yakutia entered the top ten strongest regions according to World Skills criteria, overtaking all regions of the Far Eastern Federal District. The high level of middle-level specialists’ training, the compliance of vocational education programs with the requirements of the regional labor market, the emergence of new forms of integration of vocational education institutions, employers and enterprises are the result of the introduction of new standards for vocational education introduced in 2011 and the implementation of the international competition for World Skills working youth, 6 vocational education clusters, 6 multifunctional centers of applied qualifications, 5 specialized competence centers World Skills are created, all educational programs of which are developed with the direct participation of employers. One of the key tasks of educational institutions in the territories of the Arctic and the Farthest North is the preservation of centuries-old local competences and traditional types of labor activity of indigenous peoples in specific regions, which will be complemented by the development of general cultural competencies and new professional activities caused by social and technical changes in the life of the Arctic community (IT-technology).

Industrial development of the Arctic and the Far North without modern ecological developments destroys the environment of the circumpolar territories, which is extremely vulnerable to anthropogenic influences, taking away from the indigenous communities the opportunity to engage in traditional activities. Meanwhile, the traditional types of economic management of the peoples of the North and the Arctic (reindeer herding, fishing, fishing for marine animals), conducted in accordance with the ecological principles of the ancestors, not only preserve the biological resources of the territory, but also act as guarantors of the demographic and social stability of the Arctic society, ensure the self-preservation of the aboriginal and old timers of the population as an ethno-cultural and ethn-ecological group. Preserving and developing with the help of modern eco-saving technologies of traditional activities of the indigenous peoples of the North and the old-timers of the population helps maintain the ecological balance of the planet, biodiversity, and the integrity of the living biosphere. Languages, original culture, traditions, national clothes and way of life acquire their original meaning and fully find practical application only in traditional economic activities that take place in their natural habitat.

At the end of the twentieth century it was established that the number and reproduction of the indigenous peoples of the North is in direct correlation with the number of nomadic reindeer herding
and the number of deer. Peoples with stable indicators of reindeer herding, have a positive dynamics of natural growth.

Being engaged in traditional production and cultural activities, including reindeer herding, the indigenous peoples of the Arctic zone at the present stage do not experience professional competition in the job market. In Yakutia, there are a number of educational institutions specializing in professions that are in demand for the continuation and development of the traditional life style of reindeer herders: the Arctica boarding school for children of the peoples of the North (Neryungri), multidisciplinary colleges in the villages of Tiksi, Zhigansk and Verkhoyansk, Arctic College of the North (s. Chersky).

The population of Russian deer is 1.5 million heads, and it is a base not only for the traditional socially significant type of economic activity in the Arctic regions, but also a promising direction for the economy. In Chukotka, in the Nenetsky Autonomous District and in the Republic of Sakha (Yakutia), the professions of reindeer breeders, reindeer herders, machine operators, and veterinary technicians are highly demanded. Regional vocational schools of the northern territories are looking for new ways to form professions related to the reindeer husbandry of the 21st century. Thus, the Taimyr College (Krasnoyarsk Territory) implements a bachelor program for its students in conjunction with the Lapland University of Applied Sciences, the Finnish Education Center, the Norwegian Film Institute, and the Fairbanks College (Alaska). In 2016, the leadership of the Arctic College of Northern Peoples (s. Chersky, Yakutia) in 2016 launched a project to hold international competitions in reindeer herding for the peoples of the Arctic, supported by the Ministry of Vocational Education and Staff Placement of the RS (Y) and the international organization Northern Forum. The leading tasks of the Arctic Skills International Championship of Professional Skills were: to draw the attention of the international, federal and regional public to the issues of training personnel for work in the Arctic, including northern domestic reindeer breeding; the preservation of the traditional way of life of indigenous peoples; popularization of professions in demand in the Arctic and the Far North; taking into account the specifics of the Arctic regions in the preparation of future specialists.

The championship was held in April 2018 in the village of Iengra in the Neryungrinsky district of the Republic of Sakha (Yakutia) - a place of compact living for Evenks conducting a traditional nomadic way of life. Fifty participants — college students and young reindeer herders from the northern uluses of the republic, the Krasnoyarsk Territory, the Yamalo-Nenetsky Autonomous District, Chukotka, and Norway — competed in five competencies: Designing a camp and building a plague, Reindeer farming, and Cooking fish dishes from the chir, Operation and maintenance of off-road motor vehicles, diesel generators, First aid in the field (tundra) conditions. The future hostesses of the plague were cooking fish soup and tea on the fire, butchered fish, treated deer skins, provided first aid, and the male part of the contestants collected plague, counted the reindeer herd, weaved chaunts and caught deer them with, whipped fish, repaired motors, turned the ignition of Burans. A record number of spectators gathered deer races.

Further development and implementation of a new generation of educational programs for the training of highly skilled workers in the system of secondary vocational education must be conducted according to the following criteria: a scientifically based long-term forecast of the real need for personnel; reproducing of the main tracks Future Skills; ensuring an effective process of forming new professional competencies for future graduates; taking into account the factor of innovative development of enterprises in the region and educational institutions, the actual conditions and prospects for the development of circumpolar territories; the level and possibilities of the educational claims of social groups and strata of the population of a particular region.

It should also be taken into account when developing regional educational programs for vocational training of the workforce for the Arctic zone of Russia, the presence of subjective factors, such as: ethnic-cultural preferences in the world of work; public opinion and the fashion of the profession as a reflection of the level and strategy of the claims of consumers of educational services. Another negative factor for the modern youth environment is the lack of an attractive image of the Man of the working profession in mass media and actions that contribute to the reassessment of the prestige of receiving education in the
system of secondary vocational education. To refrain a low assessment by target groups of working specialties, including those in the sphere of traditional activity, and bring to them that working professions are the basis of the well-being of the Arctic zone of the Russian Federation, they are widely demanded, have many positive characteristics and their obtaining can become more profitable in material and social aspects than higher education.

Conclusion
In the last decade, the Russian system of secondary vocational education has undergone significant changes, evidenced by the provisions of the new Federal Law On Education in the Russian Federation, dissertation research and the works of scientists and practitioners in the field of vocational education, giving an objective assessment of the current state of the Russian vocational education, mechanisms and techniques affecting the training of demanded and qualified technical personnel (Ishmatova, 2017).

The training of future mid-level specialists and highly skilled workers is conducted in the arctic regions in 81 educational institutions (including 29 in Yakutia). At the new stage of the industrial development of the Arctic, the formation of a high-quality work force requires:

- real coordination of efforts of all participants in the interaction - the state, the vocational education system, regional authorities and employers implementing large-scale projects for the development of natural resources in a particular region of the Arctic zone of the Russian Federation;
- conducting in-depth monitoring of national and regional labor markets in order to promptly respond to prospective and current needs of the Arctic regions for skilled labor;
- Establishment of close contacts with the leading employers of the regions, which provide personnel orders to the secondary vocational institutions in the Arctic region in the areas of training;
- increasing the flexibility and responsiveness of regional systems of secondary vocational education to the emergence of new demand in the labor market and among large regional employers;
- mandatory participation of institutions of secondary vocational education in the Young Professionals Movement – World Skills Russia and Arctic Skills in order to ensure that the graduates acquire the competencies and practices of international standards;
- when developing new curricula and educational programs to take into account the factors of innovative development of the region and educational institutions, the actual conditions and prospects of territories’ development; the level and possibilities of the educational claims of social groups and strata of the population of a particular region (Ermoshkina & Ishteryakova, 2017);
- the implementation of the transfer of ethno-cultural preferences in the field of labor for a range of professions in demand in a particular region;
- Development and implementation of a system of measures aimed at creating an attractive image of the Man of the working profession in the mass media and the youth environment of the region;
- bringing to target groups information on the demand in the region for specific working professions, including in the field of traditional production and economic activities that provide graduates with a professional trajectory, social preferences and material well-being;
- training and retraining of vocational schools’ teachers and industrial training masters of modernized vocational schools in the World Skills Academy for mastering the best world and domestic practices and World Skills standards in the system of secondary professional education
- development of new educational plans and educational programs based on the use of the main tracks of Future Skills - the fastest and most flexible training program at the lowest cost, a demo exam format conducted by independent experts and ensuring objectivity of the assessment, its adequacy, the presence / absence of a gap between employer requirements and graduate skills to Skills-passport with the student modules’ listing.
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Civilization Mentality And Education Systems

Sergey S. Oganesyan¹, Salikh Kh. Shamsunov²

¹The Centre of Research of Problems of Execution of Criminal Punishments and Psychological Maintenance of Professional Work of Employees of Criminally-Executive System, Federal Penal Administration Service Research Institute, Moscow, Russia
²The Centre of Studying of Problems of Management and the Organization Executions of Punishments in Criminally-Executive System, Federal Penal Administration Service Research Institute, Moscow, Russia

*corresponding author

Abstract

In this article the authors propose, first, to demonstrate the dependence of education systems on the types of mental civilizations in human history identified on the basis of the analysis of the monotheistic Holy Scriptures (the Torah, the New Testament and the Koran), Second, provide an overview of the problems the modern mental civilization presents to the strategy of educating the modern man. Third, we will show that the types of mental civilizations we identify fully accord with the strategic development of the whole humankind set forth in the above-mentioned Holy Scriptures which the Koran sees as the One God’s three Messages to humankind. In the most general way we can talk about three types of mental civilizations in the history of humanity’s development: “paganism,” “monotheism,” and “the scientific perception of the world” (otherwise “civilization of people self-governing” their activities drawing on their inherent intellectual capacity). Each of the above-mentioned mental civilizations is marked by its distinct system of education and upbringing. The article identifies the main direction of the development of the education system characteristic of the people belonging to the modern mental civilization.

Keywords: civilizational mentality, monotheism, scientific world perception, education systems, study and character-building process.

Introduction

This article seeks, first, to show the dependence of education systems on the types of civilization mentality of the societies we identify in human history; second, to provide an overview of the problems the modern civilizational mentality presents to education systems in Russia and the world. Third, we shall try to demonstrate that the types of mental civilizations we identify correlate fully with the direction of humankind’s development set forth in the Holy Scriptures of monotheism (the Torah, the New Testament and the Koran), a direction that is inevitable because it has been preordained for it from on high by the Force which has created humanity on earth.

It is not by chance that we turn to the Holy Scriptures of monotheism. For it is these Scriptures that have over the millennia determined the life activities of the whole mankind and of each individual. Let us not forget that as late as two or three hundred years ago practically all people were under the direct influence of the core world views spelled out in them and followed the norms and rules they contained.

Before going into the substance of the problem let us define the terms that are key to our topic, namely “civilization” and “mentality.” By “civilization” we mean the level of social development, material and spiritual culture achieved by a given socio-economic system (Oganesyan, 2013; Oganesyan, 2016).

By “mentality” we mean the intellectual and spiritual features of human beings. “Spirituality” means the specific perception of the world by people which influences their psychological (spiritual) reaction to the phenomena and events of the surrounding world, and their patterns of behavior in various life situations (Oganesyan, 2013; Oganesyan, 2016)

In terms of the specificities of world perception and organization of people’s activities one can in the most general way identify three types of civilizations in human history: “paganism,” “monotheism” and “scientific world perception” (otherwise the “civilization of self-government” by people of their own
activities proceeding from their inherent intellectual capacities and possibilities) (Oganesyan, 2013; Oganesyan, 2016; Tastan et al., 2018).

This typification of civilizations fully coincides with the information contained in the Torah, the New Testament and the Koran about three successive mental types of people: the pagans, followed by monotheists and finally, according to St. Paul, “life-creating spirit” and Lord in Heaven, i.e. Man who has attained the level of his Creator (The Bible, 1992; Koran, 2008; The Torah, 1993). Each type of mental civilization has its own manifestations in terms of content, forms, methods and means of education and upbringing.

Research Methods
This article uses research methods that are traditional for humanities studies. In particular, the comparative analysis of the semantics of lexical units in the texts belonging to different civilization epochs. We are referring above all to such monotheistic Holy Scriptures as the Torah, the New Testament and the Koran (The Bible, 1992; Koran, 2008; The Torah, 1993). We have also used the method of observing the use of words and collocations in texts belonging to different genres and styles.

Results and Discussion
In the framework of this article we have chosen not to dwell on the specificities of the pagan civilization and the system of education and upbringing characteristic of a long bygone era. It was based on “traditions and customs” bequeathed by the ancestors who, after their death, became gods, and it was in full harmony, as ethnographers and historians maintain, with the civilizational mentality and living conditions of the pagans regardless of where they lived on earth (Fustel de Coulanges, 2010) The most convincing example today is the education and training of children and adolescents among “mentally conserved” ethnic groups in the Far North as well as in Africa and America who have been isolated from modern life.

Monotheistic mentality, the closest to us in time, still exerts an influence on the fundamental aspects of modern life, including the education system. This influence is attributable not only to the known conservatism of pedagogy, but also to the fact that the transition from one civilizational mentality to another, in this country, for example, like in many other countries, has been taking place in the lifetime of just two or three generations. It is no secret that many teachers still rely not only on the content, methods and means used by their own teachers, but continue to adhere to the same authoritarian and uncompromising “spirit” of instruction and character building that was characteristic of religious civilizations: paganism and monotheism.

It is universally known that religious perception of the world assumes the unassailable authority of the Holy Scriptures, the faith apologists and the behavior rules of all the members of a social group shaped by them. No one, under whatever circumstances, has the right to doubt, let alone deny the core world view and ideology of the Holy Scriptures. They maintain that God, being out of reach of man in terms of omnipotence, omniscience and reason, has revealed to man the data on the origin of the world and of humans and has given them the most reasonable norms and rules (commandments, laws and ordinances) of life on earth. The Scriptures, and following them, the clergy, preach that the One God, as the Creator of the Universe and everything that is in it, is the Supreme Law-Giver and Supreme Judge of all and sundry and therefore everything He has handed down has to be scrupulously and unconditionally complied with. For He, being omnipresent, all-seeing, eternal, immortal and no respecter of persons, personally watches how His will is followed. He personally gives to each for his abidance or “lawlessness” (or “sins,” in the language of the Scriptures).

Because the Holy Scriptures of monotheism all assert that the Universe is run solely by its Creator and its sole and true Ruler Who through His anointed ones has established one-man rule among the earth people, the principles of one-man rule, and hence authoritarianism is key in monotheism permeating
every aspect of the life of men, their families as well as states, including education and upbringing of the citizens. (The Bible, 1992; Koran, 2008; The Torah, 1993).

It is necessary to stress two closely interconnected psychological features of people in the monotheistic civilization which make them believe everything that is written in the Scriptures and submit to authoritarian and not any other kind of rule. These features stem, first, from the very high suggestibility of people in religious epochs and their sincere faith in the existence of external forces which have a decisive impact on the life of all and sundry on earth. And second, from their innate fear of punishment by “external” forces and of the people whom God vested with special powers (“gifts”) for managing and running them.

Let us recall some of the “psychological precepts” of Jesus concerning the need for sincere believing without hesitation and doubting, “in the simplicity of the heart”: “You have great faith! Your request is granted”, “Why are you so afraid? Do you still have no faith?” (The Bible, 1992). The Koran clearly warns the doubters: “Never will Allah forgive them nor will he guide them to a way” (Koran, 2008).

The reliance on the fear of otherworldly forces characteristic of religious people is manifested in the capacities and powers of the One God that are inconceivable for ordinary mortals recounted in the Holy Scriptures and in the demonstrations of His omnipotence, omniscience and wisdom. In the Scriptures all the natural phenomena on which the life, wellbeing and misfortunes of the earth people depend are associated with the manifestations of God’s will (The Bible, 1992; Koran, 2008; The Torah, 1993).

The Koran conveys these words of the Lord: “That is only Satan who frightens [you] of his supporters. So fear them not, but fear Me, if you are [indeed] believers” (Koran, 2008, 102).

At the same time a comparative analysis of monotheistic Scriptures shows that over time, from the Torah, to the New Testament to the Koran, the psychological precepts were changing orienting man not only toward fear of God, but also toward love of Him and of man as a God-like creature (The Bible, 1992; Koran, 2008; The Torah, 1993).

The followers of Christianity and Islam are sure to this day that not only fear of God, but pious love for Him will lead to eternal bliss in heaven.

Not surprisingly, the systems of education and upbringing in the monotheistic epoch are riddled with authoritarian forms and methods of managing and organizing the education process. It is no secret that until recently in practically all schools and universities students were obliged to obey their teachers and mentors in everything.

One need hardly explain why in the monotheistic mental civilization teaching methods were based on study by rote and the development of “mechanical memory” and why the most common method was one of catechism (question-answer) which instilled knowledge that had to be memorized.

Need one explain that in the monotheistic epoch the teacher shied away from explaining the cause-and-effect relationships between objects and phenomena in the surrounding world; why he did not encourage creative initiative, thought and cognitive capacity of the students; why he did not stimulate independence in solving tasks but instilled faith in God’s providence and God’s mercy? It is no accident that in the monotheistic epoch education was the business of religious organizations (synagogues, churches, mosques). Hence the emotional suppression and leveling of pupils and consequently their passivity, lack of initiative, lack of imagination, shirking of responsibility and difficulties, marked conformism and simultaneously, a sneaking lust for power.

By contrast, the scientific perception of the world, unlike the religious one, does not recognize absolute truths. It cannot exist without doubts and hesitation, without open expression of opposing alternative ideas, views, opinions, positions, judgments and points of view. The scientific world perception posits infinite cognitive activity of man and recognizes debate, discussion as key methods and means of cognizing the world.

Besides, the scientific world perception cannot do without a critical analysis of established positions and opinions. A piece of scientific research is valued above all on account of the novelty of its ideas, hypotheses and propositions and ground-breaking approaches to existing problems and ways of solving
them. Therefore the scientific perception of the world and thinking which have been adopted by a
sizeable part of humanity cannot rely on “faith in the simplicity of the heart” and the “authorities” not
only of the Holy Scriptures and the clergy, but also of scientists and scientific schools.
Thus the scientific world perception, being tolerant by definition, clashes with the religious world
perception oriented toward immutable dogmas, postulates and authoritarianism.
The founders of the new mental civilization of “scientific world perception” (Descartes, Voltaire, Golbach,
Diderot, John Locke, Kant, Comte and others) undermined the age-old faith in the immutable authority
of the Holy Scriptures, religious authorities and religious organizations.
The new ideas in pedagogy and didactics manifesting pioneering ideas linked with the transition to a
new civilizational mentality were brilliantly manifested in the work of the outstanding Czech pedagogue
and thinker Jan Komensky (1989), bishop of Moravian Brethren and at the same time the founder of
scientific pedagogics who systematized and popularized the classroom lesson system. Recognizing three
sources of cognition – feelings, reason and faith – Komensky put his trust in organs of senses. He
distinguished three stages in cognition – empirical, scientific and practical. He believed that general
education and the creation of a fundamentally new school would help bring up children in the spirit of
humanism (Komensky, 1989).
Nevertheless, in determining the final aim of molding the individual Komensky stayed within the
framework of the religious perception and ideology because he was a staunch believer in the existence of
“the heavenly Kingdom” and preached the need to prepare man for “eternal life” in heaven. However,
being influenced by the advanced ideas of the “Enlighteners” he believed all the surrounding phenomena
to be knowable, including the pedagogic process which in his opinion, should and could be run by the
teachers themselves. It has to be said, however, that Jan Komensky’s pedagogical views did no challenge
the underlying world view of the Holy Scriptures. They claimed that of all the living creatures on our
planet man alone possesses a special mental nature implanted in him from the start by the Creator, which
enables man to engage in cognitive activities on his own. We subscribe to this view expressed by
Komensky. Not only the Old Testament (Torah), but also the New Testament and then the Koran all say
that man was created by the Father in Heaven in his image and likeness and “breathed into his nostrils
the breath of life,” that is, God gave man his mental nature and Himself told man the names of all that
exists. (The Bible, 1992; Koran, 2008; The Torah, 1993).
It is therefore our deep conviction that the transition to the civilization of scientific perception of the
world is fully justified in terms of the data on the essence (including mental essence) of man set forth in
the Torah, the New Testament and the Koran.
What are the driving forces that stimulate a change of mental civilizations? The following factors and
circumstances constitute the immediate causes of humanity’s transition from the mental civilization of
monotheism to the mental civilization of the scientific world perception with corresponding new
requirements to the system of education. First, the steady growth of the world’s population which is
already approaching 7.5 billion while the natural resources (required for life support) are limited. This
forces people to give up extensive methods of making “products” for their life support to intensive
methods. Second, there is the special mental nature of man stressed in the Holy Scriptures. For the
transition to intensive methods of production is only possible thanks to the strictly human mental
capacities and abilities. It is the intellectual and, more broadly, mental qualities of man, his “God-like”
qualities, according to the Scriptures, qualities that no other living thing on our planet possesses, that
enable man to solve the diverse problems of his existence and development on earth.
This accounts for the cognitive activity of people and, as a consequence, a massive increase not only of the
volume of knowledge about the surrounding world and constant renewal of data about it, but a
spectacular increase in the number of channels through which information is retrieved and processed.
The growing population in the world stimulates integration processes in practically all spheres of life on a
worldwide scale, including integration processes in the education sphere. Today ethnic groups and
peoples, through inter-state, corporate and other links go beyond the boundaries of their previously
autonomous and to some extent unique mode of existence. They are forced to join the world community, including the information and educational space with all the problems and tasks for national systems of education and upbringing that this entails.

In that respect the monotheistic Holy Scriptures can be called the forerunners of the scientific world perception civilization, first, because the One God, unlike the pagan gods, is the Creator, the Law-Maker, Supreme and Ultimate Judge of all the people of the world regardless of their family, genus or tribal origin. Second, because the perception of the world given by the One God and the ideological foundations of people’s life are expressed in the formula given by Jesus Christ for all time. The formula goes like this: “So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets. (The Bible, 1992) Today these words of Jesus, the quintessence of human being, are regarded as the golden rule of human morality. It should form the basic world view which the whole system of modern education and upbringing should use as the foundation in molding people’s mentality.

Conclusion
All that has been said here about the fundamental differences of the “scientific world view” from the moribund historical arena of monotheistic religious civilization presents new challenges to the education systems of modern states. Under the pressure of the above-mentioned objective factors and many other historical factors and circumstances the goals and tasks of the education and training process and the list of general education and specialized disciplines to be studied, as well as the content, forms and methods and means of instruction have to change. This accounts for the revision of established pedagogic and didactics positions and views based on the traditional classroom lesson system, contact form of instruction and authoritarian methods of organizing the teaching process, a revision that is forced and therefore particularly painful for education workers (and not only in our country).

It is impossible within a single article to even list the main problems and tasks presented by the new mental civilization to the education system. Still, even on the strength of the above-said it is safe to say that the education systems in all the modern states are, first, poised for grandiose changes due to the integration processes and the emergence of a worldwide education system with all the consequences that entails for the national education systems. Second, they face the challenges of determining the optimum content of the education process at all the levels of the national education system which involves the fostering of a basically new type of individual capable of creative, highly intellectual and energetic activity. A personality “in the image and likeness of God.” A personality equipped for independent and continuous education, including systematic self-education. A personality prepared to tackle increasingly difficult tasks that crop up in people’s lives. A personality, moreover, that is aware of the exceptional importance of the laws and regularities for scientific disciplines as well as for relations between persons. A personality with a high level of legal consciousness and social responsibility not only before one’s compatriots, but before the whole humankind.

And third, the development of ground-breaking new forms of organizing the education and training process (individual and collective, contact and distance ones) as well as methods and constantly improving latest teaching techniques.

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Moral And Demographic Determinant Of The Formation Of Youth Social Immunity In The Sphere Of Higher Education (In Russia And In The Republic Of Belarus)

Maria A. Erofeeva1, Alla N. Stolyarova2, Irina M. Ilyicheva3, Galina M. Kodzhaspirova4, Alexei Yu. Kodzhaspirov5, Olga A. Pogodina6, Irina V. Gorohova7

1 State University of Humanities and Social Studies, Kolomna, Russia
2 State University of Humanities and Social Studies, Kolomna, Russia
3 State University of Humanities and Social Studies, Kolomna, Russia
4 Moscow Pedagogical State University, Moscow, Russia
5 Moscow State University of Psychology and Education, Moscow, Russia
6 State University of Humanities and Social Studies, Kolomna, Russia
7 State University of Humanities and Social Studies, Kolomna, Russia

*corresponding author

Abstract
The specific nature of the moral and demographic determination in the formation of social immunity of young students in Russia and the Republic of Belarus is updated in the paper. It is based on the formation of moral and gender culture of youth which includes development of scientific notations about interpersonal gender interrelations. The initiated analytical study of the theory and practice of ideological and morale building activities in the sphere of higher education in Russia, Republic of Belarus and Commonwealth of Independent Countries enable store veal and define the trends, contradictions and regularities of the youth socialization with due regard for the political and ideological determinants of available resources, applied approaches and methods for formation of social immunity of young people in the light of national interests. Sweep in changes of the XXI century require having a grasp of the factor of endogenous and exogenous impact on the youth socialization and taking them into account in the social immunity as an object of ideological and morale building activities under conditions of the higher educational institution. Its hall be under stood here under that risks with respect to the youth socialization can generate the whole set of threats simultaneously in different spheres and several directions by virtue of the social and demographic specific nature. In this respect consolidation of state institution sand structure so civil society in the formation of the youth social immunity is required by way of taking in to account a number of determinants of influence on the ideological and morale building activities in the higher educational institution. The lead determinants are the information-political, moral-demographic and integrative factors of the youth socialization on the level of a global-local social medium. The main point of determinants consists in dependence of the scope of ideological and morale building activity at the university on the risk factors caused by transformation in all life spheres. It demands new approaches to patriotic and civic education as a source of national identity of the youth. The essence of information-political, moral-demographic, social-demographic and integrative aspects of the scope of ideological and morale building activities under conditions of growing challenges of globalization are considered as interrelations here.

Keywords: education strategy, social immunity, gender socialization, higher education, morale building of the youth.

Introduction
The formation of the gender culture of young people based on the moral and spiritual values is a political strategy of the state in all spheres of society. Egalitarian ideology becomes an integral part of the Russian and Belarusian ways of life. It meets the political and legal foundations of the state political doctrine. The gender culture of young people is under stood to mean a key issue of the civic and political education.
Youth as a whole has clear enough value-based world view attitudes and ideas about moral ideals in the sphere of intercultural and social gender interrelations.

All social medium of direction in fluences from the part of socialization agents on the process of gender development of young people is instrumental in generation of social immunity of the youth complying with the principles of ideology of gender equity in the light of the ethnic culture and mentality of the Russian and Belarusian society.

The formation of social immunity of young students requires comprehension of the main point of the spiritual and demographic determinant, which basis and mechanism are composed by the gender identity as a consequence of the impact of the agree gate of global-local factors as a physoemotional core of the sexual energy of individuals in social dimension, which influences and defines the condition of the immune system.

Therefore, it is not exaggeration to say that moral and spiritual focus of the youth gender socialization still remains the leading one in resolving demographic threats of national security, and in overcoming gender discrimination in society as a whole and some part of the youth. The formation of the youth gender culture based on moral and spiritual values is a political strategy of the state in all spheres of society.

In order to understand the specific nature of the spiritual and demographic determination, let used is close the results of panel social studies of young wedded couples in the countries of the Eastern Europe, Russia and Belarus under the guidance of I.A. Gundarov (2009), the distinguished Russian philosopher and demographer. The scholar justified and described the phenomenon of the spiritual and demographic determination reflecting interrelations between the spiritual and emotional atmosphere in society, state policy effectiveness with regard to the youth and young families, their moral and emotional general state and level of demographic safety.

According to the scholar the specified factors have a great influence on the state of the demographic situation in a particular country, especially on their productive health of young people. In particular, I.A. Gundarov (2011) reveals there as on so flow birthrate discovered in the course of the social studies in the countries of Eastern Europe and Union States which lie not in motivational aspects (reluctance or unwillingness of the young marrieds to give birth to children), but in deformations of the psychosexual sphere of personality, and loss of proper reproduction by young people, especially young men. The specified problems of reproductive dysfunctions are conditioned by psychogenic and psychosomatic disorders mostly of young men who are more stress-susceptible by virtue of gender features of the psychosomatic sphere which manifests itself as excessive aggressiveness, “anxiety, economic insecurity and sense of unfreedom”.

All this makes relevant social immunity of young students as an object of gender education. Problem solution is associated with the formation of the atmosphere of culture of interrelation between a woman and a man in the academic environment, which is based on integral personality with due account for the gender. At this point essential is the daily ethics of mutual respect, partnership of young women and men, civilized style of academic relations of students, lecturers and administration of the higher educational institution on the principles of the Code of Academic Honour. The priorities of moral and civic education include reliance on the development of the gender culture of students, adoption of values of the society, family and marriage. Generation of egalitarian consciousness by the youth as a frame work for equitable and equally responsible relationships between genders in all spheres of society’s activity is of current interest. System approach is required to prepare young people to family life based on the values of family, love, marriage, maternity, paternity, and matrimony, moral and physical chastity (Khramtsova, 2013). Today it is especially relevant to develop character, will and personal responsibility of the youth for manifestation of sexuality. Individual programs shall be developed to follow a student family, assist in solving its problems, support students in hardships, and students with special needs. Motivational educational technologies for formation of health protection of young students are in demand (Kravchenko & Krasikov, 2004; Tastan et al., 2018).
Significant is the Russian experience of fundamental classical research universities implementing an efficient policy with respect to student families (experience of the Russian State Social University in Moscow; State Social and Humanitarian University in Kolomna). Administration of the universities and student management bodies provide substantial financial aid (up to 100,000 Russian rubles) and social support to students making a family, having children (social payments upon applications) at the expense of non-budgetary funding sources, provide separate accommodation to student families in dormitories, and ensure allowance for health improvement of student families.

In view of the specified circumstances the ideological and morale building activities at the university shall be formed in line with the priorities of the state youth policy basing on the development and application of the resource and material, regulatory and managerial mechanisms of social support of certain youth categories, as well as on formation of a healthy lifestyle culture in conditions of the academic environment. It will be instrumental in alleviation of social adaptation of students, creation of social and economic conditions for support of student youth of a particular university as a comprehensive policy and ideology, ensuring not only warranties of a quality education, assistance in finding a worthy job, and social guarantees, but also provision of additional sources of material and moral support, and stimulation of youth orientation towards the values of family and marriage as a spiritual basis of social immunity.

Therefore, to the forefront comes the objective of assertion of national interests in demographic sphere of societal life and activity by way of education of the gender culture of youth based on the moral and family values (Erofeeva, 2004; Herzfeld, 2002).

Theoretical Background
Consideration of the sociopolitical theory of gender culture.
The grounds for the education process of the gender culture of you there the following conceptual provisions:
1. individual is a unique spiritual “selfness”, subject of the choice of: free self-consciousness, self-activity and self-determination;
2. differentiation of the social, political, psychosexual, cultural and individual origins in the formation and development of the individual as a foundation of civic education;
3. individualization as a means of the individual support in the autonomous, gender and spiritual selfness, integrity and self-determination.

Results
Theoretical and methodological provisions of the youth gender socialization in the sphere of higher education as a priority of national interests were evolved.

Conceptual rethinking of the modern theory and practice of the gender culture education was realized.
The results of the conducted analytical research are timely and necessary for renewal of the youth, educational, social and gender policy of the Union State with respect to the youth in the sphere of higher education, on the labor market, and in the sphere of formation of the culture of healthy lifestyle and leisure. The present paper is an answer to the urgent issues of the youth socialization practice in the Russian Federation and the Republic of Belarus with due account for transformation realia and globalization challenges. Increment of scientific-theoretical knowledge in the area of sociology and political science of youth required scientific and conceptual understanding of tendencies, transformation contradictions and trends for general socialization of the rising generation under the influence of the globalization challenges and threats.

Discussion
Sustainable and progressive development of the transforming Russian and Belarusian society under conditions of globalization challenges is determined by the processes of recovery of political culture on
the level of gender subject ness and in light of ethnic culture. Global principle of political world order –
gender equity as a factor of active representative democracy acts as a determinantal balance of the social
transformation. Experience shows that in transforming societies the ethic-egalitarian type of gender
interrelation is in demand. Precisely such type of social communications in all spheres of society is
defined by phenomenon “gender culture” in social and individual manifestation. It is especially pressing
for the policy of national states with respect to the gender culture of youth under conditions of growing
challenges of globalization and threats to demographic safety. The political significance of the issue is
highlighted by S.G. Ayvazova (2002), Russian specialist in the area of gender research in the paper
"Gender equity as a problem of Russian reforms: political aspect": “…problematics of the gender equity is
of landmark nature in analysis of the present-day political process”.

As noted above, youth socialization represents a priority sphere of the national state interests. It is one of
the basic functions of the political system and its institutions. Under conditions of social modernization,
the activity of the state institutions, society, and socialization agents requires renewal with due account
for the globalization factor influence on the society as a whole, and teenagers and youth in particular. Its
associated with destructive outside influence of informational threats, ultra-gender ideologies of
depreciation of family and marriage values, legitimation of equal marriage and adoption procedures. All
this has a real threat for the Russian and Belarusian societies of conventional principles which are a
spiritual foundation for nationhood.

At the same time the youth social medium experiences the impact of contradictions of transformations
which consist on the one side in growing social energy, and on the other side in widespread sponging,
reliance on conformism, absenteeism and primitivism of cultural inquiries. There by traditions, moral and
family values making spiritual foundations for continuity of generations are degraded.

Therefore, the objective of governmental authorities and institutions of civil society under conditions of a
global-local social medium is formation of the social immunity of student youth by way of building
leisure culture and integration of the youth social potential to modernization processes.

Hence, the primary position of the author is to consider gender culture a san objectified and subject if
egalitarian ideology of cooperation of women and men in different-level systems of society and based on
the values of ethnic culture. There from the key issue of the state policy for the purposes of sustainable
and successive development is a gender culture of young people in light of the national identity and on
the basis of ethos-conformity of the political decisions taken. This approach applies the statement of A.I.
Prigozhin (2006) about taking in to account the peculiar features of mentality and people’s traditions. He
emphasizes that “managerial decisions of all ranks shall be counted for ethos-conformity. Their fortune
after implementation in a specific social environment shall be evaluated and predicted.” (Prigozhin,
2006).

Alongside with that inhuman socialization the ethnic culture values are integrated in to individual
consciousness through the political theory, fixed in the form of certain convictions and realized in
practical activity. The individual gender culture for med in such away and dipped in to social practice
covers as a matter of fact all spheres of life: public, political, and family on the principles of equality, trust,
mutual respect and mutual help between the genders. A. Giddens (2005) who regards the present-day
democracy as a democracy of emotions point sat feasibility of the approach. The scholar specifies: “The
democracy of emotions refers to emergence of such forms of family life where men and women are equal.
Expansion of equality between genders cannot be limited only by the sphere of electoral rights but should
also apply to the sphere of private and intimate life” (Giddens, 2005). At this point substantiation of the
gender methodology of the policy of youth gender culture education in the frameworks of egalitarian
conception is given. From this perspective the gender culture is regarded as an imperative of the
globalization-civilizational process.

First of all, conceiving gender contradictions as a driving force of social and cultural processes let us
emphasize the stabilizing role of the youth gender culture. Its instrumental in removing contradictions
and establishing gender balance between the interests of women and men. Therefore, the gender culture
serves as a social and cultural transmission of social equality. Such approach can ensure equality of opportunities for women and men in private sphere. This in its turn has an impact on active appearance of particularly young women with an increased reproductive load in the socio-professional and socio-political spheres of life as an expansion of opportunities of access to distribution of power, resources and social benefits.

Secondly, the phenomenon of the youth gender culture becomes an object for evaluation on the level of revealing the value-conscious relation of the individual to the problems of sociocultural interrelation of genders. As N.I. Andreyeva (2002), the Russian philospher notes, values have the criterial property of “gender evaluation of sociocultural reality”. It enables to judge about “the degree of progressive development of this or that society.” As N.I. Andreyeva (2002) states in this respect “the higher the level of sociocultural development of society, the higher the level of cultural interrelation between genders. And the other way around, the higher the level of gender culture, the higher the level of development of society” (Andreyeva, 2002). We share the approach of N.I. Andreyeva (2002) to comprehension of the social determination of the phenomenon of gender culture. The gender culture is regarded as an aggregate of all sociocultural ideas, theories, standards and rules existing in the given society with respect to the gender issue, as well as forms of their implementation expressed in social being. N.I. Andreyeva (2002) uncovers the structure of this phenomenon: “The gender culture has two components: material and spiritual. The basis of the spiritual component of gender culture is gender consciousness: public and individual. The basis of the material component of the gender culture is social being. The gender culture appears in all spheres of public life: economic, political, social and spiritual” (Andreyeva, 2002). The gender culture is considered in the present paper as a political category. The phenomenon of the gender culture means a multidimensional notion a singular synthesis of:

1) science, as it reflects the latest achievements in research of sociocultural processes of gender interrelation;
2) state policy and structures of civil society and is fulfilled in the activity of state and public institutions on the level of gender subject ness;
3) law, since egalitarian principles of social equality, freedom, and responsibility of genders are fixed on the level of lawmaking;
4) culture as a form of ethnic-egalitarian relations of genders in society;
5) morals as a content of reproduction of moral and ethical values in actual practice of intercultural interrelation of genders.

Along with that the gender culture is considered a san integrative constituent of all types of social policy: youth, educational, family, gender, economic, demographic etc. Such approach enables to generate gender culture of youth as a foundational characteristic of the individual with due regard for the gender category, based on the scientific world view reflecting a certain level of ethnic-egalitarian consciousness, innovative type of thinking, active creative activity and equitable relationships in private and sociopolitical spheres. To elaborate the issue valuable are the conclusions of E.A. Zdravomyslova and A.A. Temkina (1996), the distinguished specialists in the sphere of gender research, who consider the phenomenon of the gender culture in terms of two aspects: synchronic and diachronic. In particular, E.A. Zdravomyslova and A.A. Temkina (1996) in the paper “Gender evaluation of social and political activity during transition period” emphasize that according to the theory of social structure “a dynamic evaluation of the gender culture – the process of its creation and reproduction in the process of socialization” is required. On the other and, based on the theory of gender system, the gender evaluation of the whole social structure of society is required. The scholars conclude that “the theory of the gender social structure enables to study the diachronic aspect of the culture; whereas the concept of the gender system – a synchronic one”.

In paper “Pedagogic system of students’ professional readiness to gender education of school children” the value of gender education as an integral component of socialization is emphasized (Erofeeva, 2015b). In this respect the author notes that socialized individual is determined by the quality of “gender
education of a man of culture, citizen and moral person capable of the fullest self-fulfillment and revelation of one’s abilities.” It shall be understood as a gender differentiation of the civic-political education. There by the task complex of sociopolitical, psychosexual and communicative development of the youth as a subject of policy is settled. Based on such an approach the criteria of the individual gender culture are the following parameters: egalitarian consciousness, gender identity in the light of political national values; social, gender, feminine, political and legal knowledge; social activity as an attitude towards the world, society, opposite sex, and oneself.

Conceptual rethinking of the modern theory and practice of the gender culture education is required with in the frameworks of the paradigm of social health, the provisions of which were elaborated by the World Health Organization and adopted by the United Nations as a political strategy of national states. The paradigm integrates the following concepts as components:

- knowledge as realization by individual of his / her psycho physiological features with the account for gender; it implies preservation and maintenance of health, prevention of diseases, bad habits, active good rest and development;
- motivational as self-understanding of one’s nature, unique selfness as a source of moral self-development, self-determination, self-fulfillment and self-perfection;
- practical as an active sociocultural life activity through the development of values of ethnic culture, civil roles, and models of social behavior with equal rights and responsibilities.

Studies of Ye.M. Babosov (2010), B.P. Bitinas (1997), A. Giddens (2005), Ye.V. Kombarova (2011), S.A. Kravchenko (2009), D.S. Likhachev (1991), J.A. Rawls (1971), E. Spranger (1957), S. Parker (1983), H. Plessner (1953) and others justify the social philosophy of life activity which is based on dialectics of labor, marriage, leisure, knowledge, creativity and self-development of the gender subjectness of the individual. The principle of axiological pluralism of the existing education conceptions updates the task of formation of the youth gender culture in light of ethnic-egalitarian paradigm. It means: civil-political education of young people shall be implemented as an ethnic-cultural identification with due account for the gender. Designation of educational institutions as the principal agents of political and gender socialization consists in formation of intellectual and creative environment for social development of young people and ensuring functions of social control be way of adaptive and selective effect on significant spheres of the individual’s life activity: psychosexual, emotional-volitional and regulative-moral. That is why formation of the gender culture of you this understood as a factor of sustainable development of the transforming society and building representative democracy with the account for integrity of gender subjectivity in unity of the natural, social, and emotional-moral origins.

There from comes the relevance of the conceptual model of formation of the gender culture of youth as a purpose of socialization, ethnic identification on the basis of values of love, family, marriage, moral and physical chastity. Precisely such approach enables to resolve the pressing problems of youth socialization in gender dimension. The proposed model of formation of the gender culture of youth was elaborated on the basis of a comprehensive analysis of scientific studies in various subject areas: the latest philosophy, sociology, political studies, medicine, developmental and social psychology, education methodology, social pedagogy, political didactics, and social systems management theory. It enabled in the framework of the present paper to justify gender methodology of the policy of gender culture education through implementation of interconnected directions of the educative activity: world view, political-adaptive and socio-coordinate.

Let us proceed to consideration of sociopolitical theory of gender culture. Despite the fact that science makes an active use of the regularities of gender theory, at the same time the political category “gender education” has not been developed so far. Let us give a definition of the category. Gender education as a content and tool of the state policy is under stood to mean an object-oriented, scientifically justified process of formation of the scientific system of views of the individuals on the unity and inter conditionality of biological, psychosexual and sociocultural human nature, regularities of formation of masculinity (manliness) and femininity (femaleness) through mastering a variety of social roles of women
and men on the basis of ethical standards, culture, values, ideals and morale of society. Formation of the gender culture of youth as a method of an active socio-political life activity for the purposes of taking part in the society transformation processes acquires particular significance. At the heart of it is a responsible choice of socially standard practices of femininity and masculinity, self-respect and self-control of sexuality manifestations as a condition of spiritual-emotional personal development. It is especially important in the present-day situation since gender self-identification is associated not with the biological essence of the individual, but with the choice of certain non-standard models of youth behavior. In this regard the formation of gender culture of youth acquires an exclusive political importance and is considered as education of character, will and responsibility. The object for such education shall be development of healthy sexuality as an integral part of a strong, balanced and creative personality. We assume that a notion of sexuality shall be considered as a back-bone component of gender culture and is understood in science as a “core aspect of the human being throughout a lifetime including gender, gender identities of the role, sexual orientation, eroticism, pleasure, intimacy and reproduction” (Erofeeva, 2015a; Erofeeva & Khramtsova, 2015; Erofeeva, 2015b; Khramtsova, 2011).

The scope of gender education in our view includes a system of knowledge about psychophysiological, sociocultural and socio-political aspects of sexual relations: study of genetic, hormonal, neurophysiological factors of social development, peculiarities of puberty (sexual development of girls and boys). Young people shall master the skills of settling physiological, psychological and sociocultural problems during the identity crisis as an adaptation to transition from childhood to youths, and from youths to adulthood.

Girls and boys shall be prepared to family life, marriage with equal rights and responsibilities, and parenthood through master in go flexible gender roles, egalitarian models of behavior based on completeness of social knowledge about family functioning as a social and spiritual institution. Value-based focus of the gender education shall be instrumental in motivation of the youth for physical and moral chastity, sexual intactness, and sexual abstinence before marriage. The result of the gender education policy is a conscious countermeasure of the youth to negative impact of the environment in the sphere of sexual relationships, risks and threats of alcohol addiction, drug addiction, prostitution and sexually transmitted diseases. In the course of learning, communication and creation the youth shall be oriented towards comprehension of life priorities as a unique natural gift. It is important to apply the accumulated spiritual experience of the world religions in the sphere of marital relations. Such approach can overcome the negative destructive nature of intersexual relations of the modern youth. Gender culture of young people shall become an integrator of all types of the society culture: spiritual-moral, national, civilian, economic, political, legal, pedagogic, environmental, informational, family and domestic, moral and sexual, aesthetic, emotional etc. The phenomenon of the gender culture as a fundamental characteristic of the individual integrates the moral and sexual culture as a basic foundation and motivational mechanism. The formation of the moral and sexual culture of the youth includes the development of scientific ideas about interpersonal interrelations of genders, knowledge about psychophysiology of genders, sexuality, personal and social qualities, individual roles, responsibility for sexual behavior, making a family, and child-rearing. Socialization subjects—everybody having relation to the world of youth shall ensure an awareness-raising activity with the purpose of formation of scientific notions about the biology and sociology of gender. The scope of the policy of moral and sexual culture education includes: informing about human psychophysiology, sexual and reproductive health; notions about socially important reference standards of masculinity and femininity; maturity of emotional-volitional sphere, skills of self-regulation and self-control of sexuality, responsibility for its manifestation; prevention of early pregnancy, and sexually transmitted diseases.

Let us expand on the structure of the process of moral and sexual culture education as an interconnected four-component system which includes: world-view, motivational, emotionally moral and activity components. Methods and means of the policy of education of moral and sexual culture of the youth are as follows: study of the family genealogic tree, traditions and customs; conducting collective forms of
family leisure; intrageneric family holidays; confessional traditions and ceremonies; arranging joint lab our activities, charity and volunteering, social participation in social actions and projects; training habits of overcoming difficult life situations; familiarization with the moral values of the family; shaping a positive moral image of the family, equitable and specific female and male roles in the intimate sphere; situations and boundaries of moral responsibility, development of social ideals of the positive civilian example of parents in the family and society. The result of the policy of education of moral and sexual culture of the youth is social maturity, readiness to marriage and acceptance of family values.

At that one should understand that this type of policy in relation to the youth requires adaptive preparation for risky situations of social development, in particular, different types of violence, including sexual violence. Such preparation at the same time includes knowledge of methods of social security; protection of internal life; proper social interrelation of persons of the opposite sex. Along with this, openness and trust to the surrounding social environment shall be trained. Consequently, moral and sexual culture is a basic element of the gender culture. The modern socialization theory does not have elaborated principles of formation of the gender culture of a person. The grounds for the process of education of gender culture of the youth are the following conceptual statements:

1. An individual a unique spiritual “selfness”, subject of the choice of: free self-consciousness, self-activity and self-determination;
2. Differentiation of the social, political, psychosexual, cultural and individual origins information and development of the individual as the foundations of civil education;
3. Individualization as a method to support an individual in the autonomous gender and spiritual selfness, integrity and self-determination.

Let us expand on the essence of criteria of the gender culture of a person, content of the world view criterion and its indicators. Relevant is the political knowledge about society, state and family as social structures of gender relations, their functions, social, political and moral values, civil rights and duties, traditions, customs and egalitarian nature of relationships between the members of the family, civil roles of father and mother, importance of domestic lab our, its principles, distribution and control of the family budget. It is required to educate realization of the family value as a foundation for the human life, dialectics of family hardships and achievements, familiarization with the values of the family culture. It is necessary to form the system of scientific notations about sexual relationships, basics of hygiene, safety, responsibility for manifestation of sexuality, maintenance of moral and physical chastity.

Development of the gender culture and socialization components includes motivational criterion. The scope of indicators of the criterion are as follows: generation of attitudes and value-based focuses on family life, maturity of value-based relation to the family as unique environment for the comprehensive human development; focus on making one ‘sown family, childrearing; development of careful attitude to the family members and children, understanding their needs, domestic support of children’s interests in a family; maintenance of inter-generational links, digestion of the older generation’s experience.

The purpose of education of the gender culture of the youth is understood to mean the enrichment of the moral sense of individuals in the sphere of the inter-cultural interrelation of genders. It preconditions the emotional-volitional criterion and its respective indicators: development of the emotional-volitional sphere through updating spiritual aspect of gender relations in all spheres of the public life. Political motivations for the values of love, friendship, trust, and respect in the family as an individual adaptive space are required. Relevant is education of positive inter personal attitudes, self-regulation skills, and balanced control of the inner state. Psychological culture of interpersonal relations of young people with the opposite sex should be developed.

The degree of maturity of the gender culture is determined by the activity criterion and its indicators. It demands the formation of an active civil position of the youth and political participation of women. For that it is required to expand the range of social and political relations, motivate social and professional development, level of political awareness, and develop the culture of healthy lifestyle. It is required to
master the fundamentals of pedagogic family culture of bringing up the rising generation. Social and practical skills of the family economic activity are also necessary.

The level of the gender culture of the youth is an integral indicator of the development of democracy and general culture of society, social characteristic of the moral-ethical state of the family institution, and basic indicator of the effectiveness of educational activities of institutions of the youth political socialization. Reflecting fund, a mental biosocial quality of the individual, the gender culture includes moral focus of the gender subjectness, egalitarian type of world-view, and moral-ethical principles of life activity in family and society (Gundarov, 2009).

The formation of the gender culture of the youth based on spiritual and moral values is a political strategy of the state in all spheres of society. Egalitarian ideology becomes an integral part of the Russian and Belarusian way of life. It complies with the political and legal grounds of the political doctrine of states. The gender culture of the youth is understood as a key issue of the civil and political education.

Youth as a whole has clear enough value-based and world-view focuses and ideas about the moral ideals in the sphere of intercultural and social interrelation of genders. All social environment of directional influences from the part of socialization agents on the process of gender development of the youth contributes to generation of the social immunity of young people complying with the principles of the gender equality ideology in the light of ethnic culture, and mentality of the Russian and Belarussian society.

The political practice of Russia and the Republic of Belarus in the sphere of education of the gender culture of the youth has positive results. According to the report of the UN following the results of the year 2014 about human development in the rating of countries by the index of the human potential development, the Republic of Belarus ranks 50th among 182 countries and 1st among the Commonwealth of Independent States. The Republic of Belarus was transferred to the group of countries with high index of human potential development, the indicators of which are indices of low maternal, and infant mortality; coverage of all groups of population by quality general accessible educational services; and sustainable growth of birth-rate.

Conclusion

Application of a number of the latest paradigms, inter-disciplinary theories and conceptions, aggregation of the obtained results of research programs and educatory projects enabled to justify the fundamental conclusion about the increment of the factorial role of the youth in securing national interests, and growing innovative potential of both, national states – Russia and the Republic of Belarus, and the Union State. In this regard, the principal objective of the authorities, state management sphere, local deputy councils, executive and regulatory bodies, and territorial public self-government bodies becomes the formation and development of social immunity of the youth as a factor of security of the Union State.

First of all, linkage of the representative democracy with an active participation of the youth is a universal and global principle of the UN. It is a humanitarian and legal imperative of the democratic system. Our state is also committed to these ideals. In this respect the elaborated approaches to the formation of the social immunity of the youth are undertaken in the light of provisions of the Concept and Programs of National Security of the Union State countries. The priorities of securing the national interests are as follows: spiritual and moral education of the youth, familiarization of students with the value of the state ideology; development of innovative potential, youth leadership, and youth initiatives; young talent pool; prevention of harmful habits; education of the culture of health protection and leisure culture of the youth.

Secondly, the methodology of the social immunity of the youth requires the account of determinations in line with the tendencies and trends of the inter-state integration of the Republic of Belarus and the Russian Federation; states of the Commonwealth of Independent Countries; and participating states of the EurAsEC. The pivotal object of the multifaceted integration is meant to be the inter-state pooling of resources and mechanisms: political-ideological, socioeconomic, sociocultural and academic for the social
development of the youth on the principles of equality of opportunities as equitable subjects of integralional processes. It will make possible not only to multiply life chances of the youth of these countries and expand the conditions for self-fulfillment of young people, but also generate sustainability of the social immunity with respect to the risks and threats of the global-local social medium on the basis of commonality of the youth interests, national interests of states, and personal attitudes within the framework of integration of the youth and educational policy.

Thirdly, the National security of states is impossible without regard for the spiritual-demographic determination, the essence of which is in interrelation of the spiritual-emotional atmosphere of society, youth community, effectiveness of the state policy with respect to the youth and institution of young families, socio-psychological, moral and emotional health and level of demographic security. The specified factors have a considerable affect on the dynamics of improvement of the demographic situation state, especially on the reproductive health of young people. This factor shall be the prior one in the policy of the Union State.

Fourthly, sustainability of the young person’s immunity to risks and threats of socialization depends directly on the structure-forming action on formation of young people from the part of the institution of family, since the priority place in formation of the worldview, convictions, and social identity as a source and mechanism of political immunity of the person belongs to family and small social groups.

At the same time the influence of small groups on the socialization process is inversely proportional to the family influence: the smaller the family influence the greater the influence of various representatives of the immediate surrounding, and vice versa. A family as a socialization institution of there is in generation, and spiritual foundation of nation hood requires new measures of support from the part of the state to raise the image, prestige and status of maternity, paternity, family with many children, family lab our dynasties, and national traditional holidays of development of family traditions of the Belarusian nation.

In new sociopolitical conditions the policy with respect to the family is meant to belong-term and comprehensive, targeted and preventive to early detect the signs of social ill-being and cope with them.

Fifthly, under new sociopolitical conditions there is a change in functions of activity of the higher educational institutions as a subject of the state policy with respect to the youth at the level of purpose, scope, technologies and methods of management in the sphere of ideological and educational activities, a principal tool for the formation of social immunity of a person.

An nonmanagerial model of the ideological and educational activity in the higher educational institutions, the traditional segments shall be not only supplemented, but also renewed by a totally new ones, especially in the sphere of leisure and health protection.

Sixthly, it is impossible to ensure a drastic shift in development of the political legal consciousness of Belarusian students, intellectual elite of society, an object and subject of the state national interests without a national-state position of the entire academic staff of the higher educational institution as a key figure of the academic process. The content of academic subject areas in the sphere of ideological and educational activities, a principal tool for the formation of social immunity of a person.

Seventhly, the development of social immunity of the student youth shall be correlated with education of the civil, political and gender culture and health protection culture of the youth. In this respect a many-sided social partnership is required as well as strengthening of integration of activity of the educational institutions, authorities, regulatory bodies, youth associations and organizations, local management and self-management, and civil society being formed, which can significantly influence on the decrease of disadaptation among the youth.

According to social research, there appear dependency, consumer attitudes, reliance on conformism, instability of the civil and patriotic position, and tendency towards destructive manifestations among young people. It hinders of the political participation of the youth. At that, such values as confidence none’s activity efficiency, civil duty sense, availability of resources and public experience do not guarantee their transformation into political identity and involvement in the society modernization.
For sustain ability of the social immunity of the youth as a driving force of the interests of the Union State, abroad and active practice of students and young specialists’ involvement in the sphere of state building and political management is required. Relevant are motivations for the prospect of career growth, social and academic mobility of the student youth; innovative directions in the state support of the institution of a young and large family as a factor of demographic security of the Union State.

Reference
Importance Of Flexible Design In School Buildings: Sample Of Herman Hertzberger Schools

Özge İSLAMOĞLU
Karadeniz Technical University
https://orcid.org/0000-0003-4801-2097

Abstract
Flexibility is a design approach that enables you to meet these changes in the face of changes and developments depending on space, user and function in the process. Today, technological developments, rapid changes in education systems, etc. have made it necessary for the education systems and their learning environments to be changeable and adaptable to the changes that may be experienced. This situation made the concept of flexibility even more important in the organization of educational buildings. Prof. Dr. Herman Hertzberger, who has made important studies on educational matters, has been proposing to withdraw from the relation between space and the user by bringing the user to the fore in the school and housing projects he has produced since the 1960's. Hertzberger adopted a design approach that centered on open-ended solutions and user-centered projects in his school projects, allowing architects and users to interact and communicate with each other and produced flexible solutions on this count. In this study, the design approach of Herman Hertzberger’s school buildings was examined in the context of the flexibility strategies revealed as a result of the literature review, and the analysis of the schools which are formed in accordance with the flexible design concept and the inferences that will shed light on the new designs have been made.

Keywords: Flexibility, Flexibility strategies, Herman Hertzberger, School design, Spatial analysis

FLEXIBILITY CONCEPT AND FLEXIBILITY STRATEGIES
“Flexibility” is the most prominent concept that takes the stage to accurately determine the correlation between user needs and space and to adapt the spatial organization to the conditions, functions and techniques that have transformed during the process. Flexibility, thus, relates to maximum adaptation of space as a consequence of time-dependent changes and developments; effectively meeting the transformed demands, thereby elevating life quality at the peak level throughout life (Figure 1).

![Figure 1. Flexibility and change](image-url)

Flexibility concept that is a must in designs to meet the needs of user, environment, technology and function has been examined from a wider viewpoint in a myriad of studies. As a universal design principle equally valued in modern design, one of the design criteria, flexibility, is in essence a concept that dates back to antiquity when, consciously or unconsciously, sheltering action was practiced in traditional methods. As the studies that investigate flexibility concept within a historical scope are examined (Gök, 1993; Schneider and Till, 2007), it is detected that this concept relates to the earliest settlements in which it was already attempted to put into action.

According to the discourse of Gropius in 1954, “The architects have to conceive building not as a monument, but as a receptacles for the flow of the life which they are to serve, and that his conception...
should be flexible enough to create a background fit to absorb the dynamic features of our modern life” (Forty, 2000). Moving from here, it is important to create a dynamic, changeable and developable potential in buildings and places when life is thought to be a dynamic process.

Being introduced to architecture terminology at the onset of 1950s, flexibility concept allowed communication in design, user’s role, accessibility and similar concepts to be frequently discussed as a consequence of prioritized role of social thinking and social benefit in the domains of architecture, urban design and planning of those years (İncedayı, 2008). In those ages, with the accentuated role of flexibility concept in the Western world particularly, it became globewide popular with the development of novel designs, productions and methods. The theoretical and practical explanations that many architects provided for this concept nourished its development till present age by analyzing through various methods. Flexibility approaches provided in a multitude of methods are chronologically listed in Table 1.

Table 1. Flexibility approaches of designers and researchers.

<table>
<thead>
<tr>
<th>Designers and researchers</th>
<th>Flexibility approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corbusier (1914)</td>
<td>Free plan and free facade system</td>
</tr>
<tr>
<td>Taut (1920)</td>
<td>Flexible plan forms allowing multi-aspect usages</td>
</tr>
<tr>
<td>Rietveld (1924)</td>
<td>Organizing around a nucleus and mobile dividers</td>
</tr>
<tr>
<td>Rohe (1927)</td>
<td>Open plan system, addition units, prefabrication systems and modulation system</td>
</tr>
<tr>
<td>Weeks (1960)</td>
<td>Unfinished solutions</td>
</tr>
<tr>
<td>Rippen (1960)</td>
<td>Wallless, doorless, open-space circulation systems in which objects and humans can move</td>
</tr>
<tr>
<td>Schulz (1963)</td>
<td>Changeability of components and connections</td>
</tr>
<tr>
<td>Kiziltan (1967)</td>
<td>Multi-aspect usages of volumes and modular system</td>
</tr>
<tr>
<td>Lappart (1969)</td>
<td>Potential to be developed as permitted by land use and non prevention of changeability by the bearing system</td>
</tr>
<tr>
<td>Habraken (1972)</td>
<td>Open plan system and erecting support and infill units in the structure</td>
</tr>
<tr>
<td>OBOM Group (1980)</td>
<td>Hierarchical structure of building system</td>
</tr>
<tr>
<td>Yürekli (1983)</td>
<td>Building technique and resolutions agreed on the building system</td>
</tr>
<tr>
<td>Gök (1993)</td>
<td>Different plan types and modular plan system</td>
</tr>
<tr>
<td>Altas and Özsoy (1993)</td>
<td>Adaptability without any physical changes conducted</td>
</tr>
<tr>
<td>Friedman (2002)</td>
<td>Reordering the subcomponents through enlargement and division</td>
</tr>
<tr>
<td>Monahan (2002)</td>
<td>Multi-aspect, transformable, scaleable, changeable</td>
</tr>
<tr>
<td>Stoa (2003)</td>
<td>Multi-purposely functioning shared areas, different plan types and secondary usage areas</td>
</tr>
<tr>
<td>Deniz (2003)</td>
<td>Hierarchical order of building elements as support structure and complementary structure</td>
</tr>
<tr>
<td>Schneider and Till (2007)</td>
<td>Dividing the building components as soft and hard</td>
</tr>
<tr>
<td>Hertzberger (2009)</td>
<td>Structure system that supports space design likely to be formed by the user and multi-purpose usage of spaces</td>
</tr>
<tr>
<td>Schenk, Remoy, Jong (2011)</td>
<td>Technical and functional measures</td>
</tr>
<tr>
<td>Kronenburg (2011)</td>
<td>Adaptation, mobility, transformation and interaction</td>
</tr>
</tbody>
</table>
Based on these analyses it surfaces that as an effect of changing technologies and needs in due course, flexibility approaches correspondingly received a variety of treatments. It is possible to view some of these works as structural, some as spatial and the rest as both structural and spatial. At the end of literature review on flexibility concept, certain sub-concepts were identified and these concepts were defined as ‘flexibility strategies’. Strategies of flexibility concept recognized as one salient criterion of quality were listed as combining/divisibility, mobility, multi-purpose usage, addition /subtraction, modularity, neutral areas and different plan types (Figure 2).

Figure 2. Flexibility strategies

*Mobility Strategy: Mobility strategy refers to the possibility of different organizations of the spaces and fittings to meet the diversified needs by means of moveability feature. It entails inner space changes that the user can perform as an outcome of its easy-mobility feature at most.

*Multi-purpose Usage Strategy: It can be defined as the use of structure, space or fitting by different users for different purposes in different time periods or in simultaneous periods or the capacity of a component with a certain function to meet a different function as well.

*Modularity Strategy: The result of selecting a particular module and developing a corresponding planning that enables the changeability and improvement of a spatial organization. Modularity is connecting standard sizes to forge different functions.

*Addition/Subtraction Strategy: It is the flexibility approach that is actualized by the horizontal or vertical addition or subtraction feature of a structure, space or fitting plan to meet the potential conditions in future.

*Neutral Areas Strategy: These areas refer to unspecified areas that are formed to enable different usages of several units to be erected within the structure and to allow their functional changes. Within that scope neutral areas strategy can reasonably be defined as reorganization of an unspecified unit of which function is ambiguous to serve for a different purpose in the upcoming dates.

*Combining /Divisibility Strategy: This strategy refers to transforming two or more units with insufficient size to one single unit or the divisibility of one or more larger units to smaller units to allow the structural change.

*Different Plan Types Strategy: This approach allows creating the flexibility aimed in a spatial organization by employing different plan types. In a structure typology flexibility would be provided by creating different types as area and solution. This approach seeks to offer a variety of solutions in different levels within a structure.
Flexibility strategies assist the implementation of diversified spatial, functional and semantic uses. Presence of flexibility strategies during design and usage levels are requisites of forming the kind of spaces that can adapt to the changes and development in the process. As an outcome of utilizing flexibility strategies in physical dimension, it is feasible to erect designs allowing a diversity of functional and semantic usages. It can thus be possible to create sustainable and customizable spaces promoting users' participation.

Flexibility is important in the development of design, planning and use in many types of buildings in order to be able to change, change, and offer different usage alternatives. Depend on the changing educational systems and developing Technologies school buildings are a priority among these buildings. For this reason, the term of "Flexibility" is frequently and strongly emphasized in the studies (Moore ve Lackney ,1994; Brubaker, 1998; Cornell, 2002; Karabey, 2004; Vural, 2005; Perkins ve Bordwell, 2010) about design principles and methods of school buildings. Among the studies on flexibility, Herman Hertzberger's rhetoric and practices on school design have an important place.

EXAMINATION OF HERTZBERGER’S SCHOOLS ACCORDING TO FLEXIBILITY STRATEGY
Architect Herman Hertzberger has been moving in his designs with human relationships, human scale and gauge principles since the beginning of his career, often taking on the role of the physical environment on education, and has made considerable contributions to the flexibility of his school and space organization. One of Hertzberger's greatest influences on 20th-century architecture is to oppose the idea of "form functioning" according to early modernist conception. Hertzberger thinks that the main function of the building is not to find a complete solution to the use of the space. For this reason, it has argued that it is necessary to construct flexible spatial fictions where different requirements can be met.

Hertzberger states that flexibility is an important part of architectural design and that there is no single solution that is appropriate for all users (Hertzberger, 2009). Hertzberger argues that it is possible to make structural-scale evaluations in order to achieve flexibility in design and that this is possible with a terminology called "Polyvalence". It calls the "Polyvalence" approach a form that allows for different uses without ever needing to be changed. According to the functions in this form, it is possible to customize, disassemble and multi-purpose the spaces to be flexible.

According to Hertzberger, the form should be interpretable and should be planned in accordance with flexible planning (Dudek, 2000). According to him, it is the user who plays the active role in the structure, and the role of the architect is to present a cage to the user in which the user can choose his own behavior. The comfort of the user is not the result of any form forced by the architect around, it is the result of his own momentary activity (Colquhoun, 2005) Hertzberger defends that the designer and the user have to interpret each other and to exist together, suggests areas that can be filled by the user with the incomplete construction. According to him, the real design has to only consist of a temporary framework that can be filled inside (Islamoglu, 2014). The architect has created fictions, where the flexibility is at the forefront at the scale of building and space in the school projects he designed.

When Hertzberger’s school designs are examined, it seems that they have the potential to adapt to the developments and changes that can take place in the process from mass design to spatial organization to furniture order. All of the Hertzberger schools have features that will generate data for new school designs with this approach and are an example of flexibility in architecture (Table 2. Primary and secondary school projects are shown). Because of limitations on article size within the scope of the study, "five schools" were selected in order to make in-depth analyzes from the school projects that constitute flexibility in terms of flexibility. These are Delft Montessori, Apollo, Anne Frank, De Spil and Raffaello schools. The selected schools are been noted to be strong examples of qualified and flexible approaches in terms of space organization.
Table 2. Herman Hertzberger’s Primary and Secondary School Projects (URL 1)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delftse Montessori School</td>
<td>1960</td>
<td>1966</td>
</tr>
<tr>
<td>ApolloScholen</td>
<td>1980</td>
<td>1983</td>
</tr>
<tr>
<td>Basisschool De Evenaar</td>
<td>1984</td>
<td>1986</td>
</tr>
<tr>
<td>Anne Frank</td>
<td>1993</td>
<td>1994</td>
</tr>
<tr>
<td>Montessori College Oost</td>
<td>1995</td>
<td>2000</td>
</tr>
<tr>
<td>S.G. Newen Hoorn De Titaar</td>
<td>1996</td>
<td>2004</td>
</tr>
<tr>
<td>Brede School Schalkwijk</td>
<td>2002</td>
<td>2007</td>
</tr>
<tr>
<td>Brede School De Opmaat</td>
<td>2001</td>
<td>2007</td>
</tr>
<tr>
<td>Arnhem 2004-2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFC Spil Arnhem</td>
<td>2004</td>
<td>2008</td>
</tr>
<tr>
<td>MFC Prijshaven, Arnhem</td>
<td>2006</td>
<td>2009</td>
</tr>
<tr>
<td>SplicentrumWaterijk, Arnhem</td>
<td>2007</td>
<td>2011</td>
</tr>
<tr>
<td>Linsdhoek 2007-2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFC De Witte Gromingen</td>
<td>2008</td>
<td>2012</td>
</tr>
<tr>
<td>ABC De Witte Gromingen</td>
<td>2013</td>
<td>2017</td>
</tr>
<tr>
<td>Brede School, Appingedam</td>
<td>2010</td>
<td>2014</td>
</tr>
<tr>
<td>Twickel College Hengelo</td>
<td>2013</td>
<td>2016</td>
</tr>
<tr>
<td>Raffaello Basis en Middelbare School, Italie</td>
<td>2005-2012</td>
<td></td>
</tr>
<tr>
<td>MFA De Witte Gromingen</td>
<td>2013</td>
<td>2017</td>
</tr>
<tr>
<td>Brede School, Arnhem</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Brede School, Amsterdam</td>
<td>2015</td>
<td>2016</td>
</tr>
</tbody>
</table>

A characteristic feature of many Hertzberger’s designs is the way that the interior is deliberately left unfinished, so challenging users to make the space their own (appropriation of space). A certain amount of over-dimensioning is required if space is to be used multifunctionally. This same idea can be found in the work of Mies van der Rohe whose designs were strongly influenced by the effort to achieve a degree of independence from function, location and climate (Mees, 1984). Mies believed that good architecture can accommodate a variety of different functions, as can be seen from the way his designs provide simple, generous spaces which can be equipped and used by the users to suit their needs in any way they think proper (Voordt and Wegen, 2005).

It is not a comparison of selected schools that are aimed at study, but an example of flexible space approaches that take place in different schools in each school. Flexibility evaluations to be carried out in this context are made in the context of flexibility strategies put forward as a result of the literature survey. Schools’ flexibility analyzes are discussed in terms of mass characteristics, flexibility strategies in classrooms and circulation areas.

**Flexibility Strategies in Delft Montessori School**

Delft Montessori School was built in 1966, during the process in 1968, 1970, 1981, 2007 and 2009 with various additions and changes have come up to the day. Thanks to its flexible structured mass and space organization, it can be easily added to accommodate improvements and changes in the process (Figure 3). The additions of the three stages were carried out by first adding new classes to the school (1966-1968), secondly by adding a separate entrance, playground and classroom school (1970) and then adding classrooms and multi-purpose rooms (1981). The ability to create spaces that meet the requirements emerging in the process in the school is related to the flexible structure in the mass fiction.

![Figure 3. Delft Montessori schools change scheme by years](image-url)

At the Delft school, the flexibility criterion, especially in the classrooms, is held on the frontline. Classroom locations are in L form, and according to Hertzberger, this form provides flexibility by creating subspaces to support formal, informal and creative activities. Different activities are held at the two ends of the L classrooms and in the corner. Classrooms at the Delft school are thought of as house...
buildings on a street. The entrance halls between the street and the classroom are arranged to be able to function as pass-through-storage. In these places, niches were created for extracurricular activities. Small areas at the lower level in the entrance of the classrooms are areas where individual activities are carried out (Figure 4a). In addition, windows were opened to provide visual communication between the street and the classroom, and showcases were created to strengthen the street perception. Adjacent to the exterior wall are the banks, window seats, shelves providing storage and demonstration areas, as well as for multi-purpose use of the spaces (Figure 4b). In addition, a terrace and garden relation is constructed for each classroom, students learn by experimenting with nature and project development is provided in this way (Figure 4c).

Figure 4. Classrooms at Delft Montessori School

Circulation areas are multi-purpose areas where different activities can be performed. This area "podium block", which is designed in connection with the classrooms, stands out. This block includes education, teaching, sitting, reading, playing, etc. It is a flexible base that allows different actions. Circulation can be narrowed and expanded in cases where it is obstructed and allows for different spatial arrangements (Figure 5a, b, c). At the back of the room is a central reading desk and an open area for the fireplace to provide opportunities for personal and group interaction. This area, which has a roof window, consists of independent tables and seating units for spontaneous activities (Figure 5d).

Figure 5. Circulation areas at Delft Montessori School

When we look at Delft Montessori School in the context of flexibility; It is seen that all the places of the school will meet all kinds of learning activities and the multifunctional and different activities can be realized together. Flexibility from mass level to classroom style understanding to multifunctional street contact is considered as an important design criterion.

Flexibility Strategies in Apollo Schools
Apollo Schools was designed in 1980 in Amsterdam. According to Dudek (2000), Hertzberger developed an approach to develop the social interaction organizations in the Apollo schools and the details proposed in the construction phase. The Apollo Schools and the schools that he has designed later are
examples of social interaction. The Apollo schools are three-storey schools consisting of twin masses, Montessori Okulari and Willemspark School. Both masses have the same exit point. The only difference between the two masses is the different orientation of the balconies in the classrooms due to their different location (Figure 6).

![Figure 6. Massive layout at Apollo Schools](image)

The classrooms are surrounded by a central hall and this is the heart of the school. The passage areas between the classrooms and the corridor constitute individual, independent study areas (Figure 7a, b). Window strips, shelves and protrusions in the classrooms show themselves as areas where they can improve their hand skills and aim to give children the feeling of being comfortable and belonging as they are at home (Figure 7c).

![Figure 7. Classrooms at Apollo Schools](image)

Apollo schools are designed as a large central hall that allows flexible spatial edits instead of corridors for activities that can not be carried out in classrooms with small circulation areas. This hall is surrounded by four classrooms located on all floors of the school and is designed as a connection. The ladder in the hall constitutes the focal point of the school. The brown wooden ladder in this area is designed for children to carry out planned activities on the spandex side. This staircase is used for socialization, play, theater, work, recreation, meeting and meeting purposes (Figure 8).

![Figure 8. Circulation areas at Apollo Schools](image)
Hertzberger’s desire for non-classroom learning has brought with it areas that can be realized on the outside. The formation of school materials in general from concrete and concrete blocks supports user participation in the settlement process by giving a feeling of unfinished (Hille, 2011).

**Flexibility Strategies in the Anne Frank School**

The Anne Frank school designed in 1993-1994 is planned in the vertical direction (Dudek, 2000). Hertzberger believes that school buildings should be everywhere and that learning is a learning tool. For this reason, he has adopted an understanding that all building components can be read clearly. The walls of the walls, the steel profiles carrying the roofs, the gross concrete walls, the stairs, the steel carcasses, etc., can be used to understand how the building of the children stands up and how these parts come together. All the details used are simple, based on basic combinations and large enough for children to perceive (Figure 9).

![Figure 9. Massive layout of the Anne Frank School](image)

All floors have two connected classrooms with bath and rest room. The walls between the classrooms and the hall can be opened. Thus, the ground floor can be opened to the surrounding garden, allowing for flexible use (Dudek, 2000). Hertzberger reflected the idea of school as a residence in Anne Frank’s school. The classrooms, the library, the teachers’ room and the executive chambers all open up to the same gap and create a feeling of being gathered under a single roof. This fiction is designed to be detectable from the outside thanks to the vault-shaped metal cover (Figure 10). According to Güzer (2000), in this roof structure only a cover is an integral part which forms the direct inner space and the outer form, not the end form.

![Figure 10. Classrooms in the Anne Frank School](image)

The school consists of three independent small houses gathered around a central hall. This hall is the entrance hall and the meeting area at the same time (Figure 11a, b). The ladder here is a vertical street effect (Hertzberger, 2009). As in almost all Hertzberger constructions, the stair railings are treated like a sculpture. The balustrades are massive enough to provide safety, and at the same time, they are designed for multipurpose purposes that will complement the transparency of the space and allow children to play. Every aspect of the discovery is open and offers surprises. The fact that the stairs located in the central hall can also be used as an auditorium is a reflection of Hertzberger’s flexible use of the staircase concept (Figure 11c).
Due to the fact that the school garden is not large enough, Hertzberger moved the playground on the back side to the school and aimed to make the neighborhood texture felt at school. This school is also aimed at re-establishing the connection of the students to the school by changing the day the graduates of the pavement stones designed at the ceramics workshop of the school are graduated and thus maintaining the relations with the school (Güzer, 2000). There are areas where sub-groups can be created where different activities can be performed at the same time in the school.

**Flexibility Strategies in De Spil School**

Designed between 2004 and 2008, the De Spil School consists of 2 primary schools, kindergartens, child care houses and a sports hall in an area of 3980 m2. The school has a massive fiction in a newly built urban park that connects two rectangular blocks with a common area. The two blocks that make up the mass frame have the flexibility to make new joints. These blocks are connected to the area where the joint activities are taking place and creating the street sense (Figure 12).

Flexibility and communication have been emphasized in places where students from Muslim, Catholic, Protestant or different religions have been designed in the sense of a community school for the purpose of mutual learning and learning together. Students learn by experiencing in a street-learning environment in a natural environment.

When the classrooms of the school are examined, an approach that is far from classical classroom approach is seen. Classrooms that are completely open and have a partitioned structure within themselves; Provides flexibility in spatial construction (Figure 13). In addition, the classrooms on the ground floor - learning spaces are integrated with the garden, and learning environments are expanded. The structural structure of the school is designed to be able to pass through a 12-meter clearance, thereby creating a flexible planning approach by creating spaces that can be divided openly and optionally when required. The only areas that are not flexible in the school are wet spaces, cloakroom and storage areas. The learning spaces in the school are expressed by Hertzberger as learning zones. Teachers contribute to the education of students by acting in these regions or by being found in a central counseling bank (Hertzberger, 2008).
In De Spil School, all spaces can be used as learning places, especially in circulation areas. The wooden ladder located in the circulation system is a learning place where multi-purpose activities are possible. In addition, this multi-purpose staircase element can be transformed into playing, working, resting places supported by wooden furniture (Figure 14).

When examined in the De Spil School in the context of flexibility; the fact that massive fiction has been able to make additions, the areas of learning can be merged-divisible, the general fiction is based on street ideas, and the intensity of multifunctional uses in learning areas has been considered as an important design criterion of the concept of flexibility.

**Flexibility Strategies in Raffaello School**

The Raffaello School was established in a new residential area in the south of Rome between the years 2005-2012 and within 4800 m² area. The school has proposed a flexible training program against traditional Italian pedagogy. The school is made up of courtyard blocks with a modular organization around a central backbone. Each of the two-storey blocks has a courtyard where it can be used as a garden and learning area (Figure 15). Like in traditional roman houses, units are able to expand and grow by adding modular units grouped around a courtyard.

Within the process, flexible connections between classrooms, classrooms, circulation spaces and classrooms and outdoor spaces were established in the potentially planned school for possible population growth. Hertzberger suggests a plan for opening, expanding and liberating this school. Due to its modular structure, it is possible to make changes in interior space planning according to user requests and requirements. In school design, walls and transparent surfaces are important architectural
elements as interior-exterior relation, classroom-common area relation, classroom-garden relation (Figure 16).

![Figure 16. Classrooms at Raffaello School](image)

School blocks lined up along a central axis are connected to each other by a common area. The stairwells in this area, which are the heart of the school, provide a multi-functional use by creating a street sense. Continuation of this common use is the passage to the canteen, school theater, outdoor courts and gymnasium. All parts of the space can be converted to different usage areas by splitting or joining them when necessary (Figure 17).

![Figure 17. Circulation areas at Raffaello School](image)

Hertzberger's approach to flexible spatial arrangements in line with the needs and requirements of the building user is manifested by the diversity of interior and exterior spaces in this school. The school, which consists of a combination of open courtyard blocks, contributes to the expansion of the main axis by creating spaces for outdoor learning spaces and socialization and relaxation in different forms.

Hertzberger's non-formal learning - everywhere learning approach has brought together the design of multi-purpose areas in the interior as well as interior fiction. The seating areas with terraces where students can get together by stairs have important duties as learning and socializing places. This approach can be considered as an indication of Hertzberger's social interaction in learning spaces.

**EVALUATION AND CONCLUSION**

According to Hertzberger's school planning model, children need to explore, have fun, experiment and observe, that is, learn by living. For this reason, the school has designed spaces for students to support these activities, organized spaces that allow flexible solutions to empower and enhance communication, away from traditional school and classroom models.

When examined in the context of the flexibility of the five Hertzberger Schools studied in the study, it was determined that there were some common design decisions. These are summarized in the following headings.

- Mass properties and flexibility strategies
- Classroom design features and flexibility strategies
Design features of circulation spaces and flexibility strategies

Mass Properties and Flexibility Strategies
As a result of the mass evaluations, it seems that all schools have designed flexible masses that can be expanded in low and horizontal. All of the schools are articulatable and modular masses with a simple façade system shaped by modern planning. The reason for this is to design flexible masses that are capable of growing and growing, where possible user requirements can be met in the future (Figure 18). Only the massive order of the Anne Frank School was planned vertically due to land constraints.

Figure 18. Mass Properties and Flexibility Strategies for schools

Classroom Design Features and Flexibility Strategies
As a result of the evaluations made about the classrooms, it is seen that all the areas were designed as a learning area in the schools and the education was realized outside the classrooms. For this reason, he has designed flexible classrooms that are completely open-plan, where interior and exterior spaces can be combined. Classrooms are divided into sub-spaces that can allow individual and collective activities. The niches and subspaces created in these areas are areas where different activities can be carried out flexibly. Moreover, it is observed that all the classrooms in which all the schools have no closed classrooms are in contact with the circulation areas and common usage areas and the learning takes place in every place of the school (Figure 19).

Figure 19. Okullarda dersliklerin tasarım özelliklerini ve esneklik stratejilerini

Design Features of Circulation Spaces and Flexibility Strategies
The circulation areas highlighted in all the schools surveyed seem to be areas that determine the typology of schools. These areas are the heart of Hertzberger schools. Circulation areas are a multi-purpose area where all the classrooms and other units are opened, in a structure far from the classical corridor concept. Circulation areas in Hertzberger schools; Not only the areas where the units are connected to each other but also where the students are able to socialize, to listen, to study, to teach each other, and to perform spontaneous activities. Half walls, glass walls are designed to be transparent so that almost all the places can see each other. These areas are learning streets that can be illuminated with natural light. Apart from its primary functions, the stairs in the circulation areas are of remarkable quality as a learning space (Figure 20).
In Herman Hertzberger schools, flexibility approaches are seen to be very prominent in the mass order, classrooms and circulation areas (Table 3).

**Table 3.** Flexibility strategies in mass, classrooms and circulation areas related to analysis

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<td>- Addition and modularity strategy depending on mass properties</td>
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<td>- Combination / divisibility strategy depending on classroom-classroom, classroom-circulation and classroom-garden areas being combinable</td>
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<td>- Mobility strategy depending on the movement of the door, furnitures, surfaces used in the classrooms</td>
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<td>- Strategy for multi-purpose usage depending on some areas created in classrooms, multi-purpose use of furnitures and surfaces</td>
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<td>- Modularity strategy based on the modular planning of the classrooms and the formation of the modularity of the equipment used</td>
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<td>- Strategies for neutral areas, depending on some areas in the classrooms and equipment left unfunctional</td>
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<td>- Different plan type strategies depending on the formation of classroom plans in different forms</td>
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<td>- Circulation areas-combining / divisibility strategy depending on the availability of classrooms</td>
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<td>- Strategy of moving depending on the movement of doors, furnitures, surfaces used in circulation areas</td>
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<td>- Strategy for multi-purpose use, which is related to multipurpose use of certain areas, staircases, furnitures and surfaces formed in circulation areas</td>
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<td>- Modularity strategy for equipment used in circulation</td>
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areas due to modularity

- Strategies for neutral areas, depending on some areas in the circulation areas and the deregulation of the equipment

All of the specimens examined show that the masses are addable. It is seen that the classrooms and the circulation fields can be combined with each other and they are used for multipurpose purposes. Schools have flexible spatial and mass construction depending on their flexibility strategies. This flexibility approach is the key to Hertzberger's understanding of flexibility, which can not be the only solution suitable for the user, the need for spaces to allow for different uses, and the freedom to change to the user. Flexible schools have been devised where the concepts of accessibility, communication-aware, giving the user freedom.

Another feature that emerges in Hertzberger schools is the importance given to user participation. It aims to support students' self-reliance, belonging, personalization and personal development by allowing flexible usage that students can make changes. The user has adopted an approach that gives the building the freedom to make decisions on its own initiative.

In Hertzberger's schools, maintaining the development of students in more participatory, liberal, flexible environments instead of traditional educational approaches will positively affect learning efficacy. In addition, in parallel with the change of education systems and methods, flexibility is an important parameter in terms of the adaptation of mass and spatial fiction to change adaptation in schools.

Working in this context is thought to be a source of data for the schools that will relate the learning environments to the learning environments in the direction of flexible spatial fictions and will be designed in this direction.

RESOURCES

21. URL 2.://www.e-architect.co.uk/images/jpgs/holland/montessori_school_delft_r061211_j.jpg

FIGURE RESOURCES
1. Figure 1. Flexibility and change (Created by the author) 
2. Figure 2. Flexibility strategies (Created by the author) 
3. Figure 3. Delft Montessori schools change scheme by years, a.URL2, b.(Hertzberger, 2008) 
4. Figure 4. Classrooms at Delft Montessori School a,b,c (URL3) 
5. Figure 5. Circulation areas at Delft Montessori School (URL 3) 
6. Figure 6. Massive layout at Apollo Schools (URL 3) 
7. Figure 7. Classrooms at Apollo Schools a.URL3, b,c.(Hertzberger, 2009) 
8. Figure 8. Circulation areas at Apollo Schools (URL1) 
9. Figure 9. Massive layout of the Anne Frank School (URL 4) 
10. Figure 10. Classrooms in the Anne Frank School 
11. Figure 11. Circulation areas in the Anne Frank School 
12. Figure 12. Massive layout of the De Spil School 
13. Figure 13. Classrooms in De Spil School (Herman Van Doorn Office) 
14. Figure 14. Circulation areas in De Spil School (URL 5) 
15. Figure 15. Massive layout at Raffaello School 
16. Figure 16. Classrooms at Raffaello School 
17. Figure 17. Circulation areas at Raffaello School Resim (URL 6) 
18. Figure 18. Mass Properties and Flexibility Strategies for schools (Created by the author) 
19. Figure 19. Okullarda dersliklerin tasarım özellikleri ve esneklik stratejileri (Created by the author) 
20. Figure 20. Design Features of Circulation Spaces and Flexibility Strategies (Created by the author)
The Impact of Psychological Capital Levels of Preschool Teachers on Their Life Satisfaction and Individual Performance Perceptions

Salim Akyürek (Corresponding author)
School of Tourism and Hotel Management
Near East University, Mersin 10, Turkey
Turkish Republic of Northern Cyprus

Hülya Şenol
Department of Biological Sciences, Faculty of Arts and Sciences,
Eastern Mediterranean University, Mersin 10, Turkey
Turkish Republic of Northern Cyprus

Figen Yaman Lesinger
Faculty of Sport Sciences
Near East University, Mersin 10, Turkey
Turkish Republic of Northern Cyprus

Abstract
The purpose of this study is to determine the impact of psychological capital level of preschool teachers working in Famagusta and Nicosia districts of Turkish Republic of Northern Cyprus (TRNC) on their life satisfaction and individual performance perception, to explain the relations between individual performance perception and life satisfaction, and to identify how the individual performance perception and life satisfaction of teachers differ according to demographic factors. The sample of the study consists of 238 preschool teachers. Psychological Capital Scale, Individual Performance Scale and Life Satisfaction Scale were used for collecting data in the study. The data obtained at the end of the research were analyzed using SPSS (22.09 program). The mean values, standard deviations and score intervals of all variables were examined. Regression analyses were conducted in order to determine the relations between dependent and independent variables and the interactions of these variables with each other. The relation between optimism, resilience, hope and self-efficacy, which are sub-dimensions of psychological capital scale, with performance perception and life satisfaction were examined. In addition, whether individual performance perception played an intermediary role in the interaction between psychological capital and life satisfaction was tested. In the end of the study, it was found out that psychological capital levels of teachers working at pre-school education institutions was weakly related with their life satisfaction and individual performance perception and that they affected each other partially, that individual performance perception did not affect life satisfaction, and that individual performance perception did not play an intermediary role between psychological capital level and life satisfaction.

Keywords: Individual performance, life satisfaction, performance, psychological capital, pre-school, preschool teacher.

Introduction
In recent years researchers have focused on the virtues of positive and strong behaviors instead of the reasons of negative behaviors. This area, called “positive psychology” in psychology, is an understanding based on the development, exploration and supporting of individual and society and focusing on the healthy instead of the unhealthy (Hefferon and Boniwell, 2014). Positive psychology emphasizes such concepts as happiness, creativity, personal strengths, performance, skills, imagination, goodness, self-sacrifice, satisfaction, love, ability, positive groups, communities, and organizations (Seligman and
Positive organizational behaviors emerged benefiting from positive psychology. In the idea of positive organizational behavior, studies and applications come to the forefront which aims at the increasing of measurable, improvable and manageable strengths of the individual with the purpose of increasing the performance of employees (Luthans and Youssef, 2007). Positive organizational behavior is interested in concepts related to the situations which improve according to conditions and affect performance. It is especially related to individual performance (Luthans, Youssef and Avolio, 2006). As a result of the studies conducted on positive organizational behaviors, positive psychological capital concept which is related to human capital gained importance as it aimed at understanding the value of humans and exploring their potentials (Kutanis and Oruç, 2014).

In order to be able to understand the happiness of individual, it is essential to comprehend the relations between life satisfaction, job satisfaction and expectations. The relations between life satisfaction and job satisfaction are in positive direction (Judge, Hulin and Dala, 2012). Studies show that life satisfaction and job satisfaction are related to the performance of the individual (Dönmez, 2014; Polatç; 2011; Uslu 2010; Ülker and Recepoğlu 2013; Telef, 2011; Akçay, 2012; Luthans, 2002). In short, it is stated that individuals whose psychological capital is high enjoy higher life satisfaction levels. It is observed that individuals with high life satisfaction also have higher job satisfaction levels as a result of which they show higher work performance. These concepts are also related to the field of positive organizational behavior as they are connected with life and work.

Pre-school education institutions and especially pre-school education teachers represent the first step of education and the most important driving force of social development (Akgün, 2015). Teachers performing their duty properly are related to their ability to use their individual skills, potential powers and psychological capacities and reflect their happiness, satisfaction and other positive feelings that they will obtain in the end. This study which was conducted on pre-school teachers aimed at finding out how their psychological capital level affected their life satisfaction and individual performance perception. Obtained findings show that their strengths such as psychological capital affected their ability to reach desired behaviors such as happiness, satisfaction, efficiency, motivation and performance.

Psychological Capital

Positive psychological capital is a concept which emerged as a result of positive organizational behavior studies. It is based on the studies conducted by Fred Luthans et al. in 2004 on positive psychology and positive organizational behavior concepts which reflect the features of positive organizational behavior in the best manner. The concept is based on economic, social and human capital and positive power of individual (Zhao and Hou, 2009). Positive psychological capital is defined as the positive psychological development state of an individual in its most general sense (Luthans and Avalio, 2009). Positive psychological capital consists of optimism, self-efficacy, hope and psychological resilience dimensions. One of the most basic features of its dimensions is that they make motivational contribution in accomplishing one’s task and reaching one’s goals (Avey, Luthans and Mhatre, 2008). There is high-level interaction between dimensions. The whole is more than and different from its pieces and each dimension adds a different feature to the concept. For this reason, it is argued that the concept has more meaning than just being the sum of dimensions and that it has more impact on performance and behavior (Avey, Luthans and Mhatre, 2008; Kutanis and Oruç, 2014). When an individual has high level of these dimensions, other dimensions are also affected which leads to change and development (Yaşin, 2016). For example, people with hope build their own path to success, are more optimistic and resilient; people with higher self-efficacy can resist to problems more than others. Individuals who are more hopeful enjoy higher sense of confidence and self-efficacy. It is also emphasized that they are more resilient to crisis situations and able to find exits more rapidly (Snyder, 2000). If positive psychological capital is to be defined in terms of dimensions, it can be defined as individual having self-confidence while taking
responsibility and paying effort to complete difficult tasks (self-efficacy), the will to reach success with a positive viewpoint (optimism), paying effort to reach success at present and in the future, trying new ways without losing faith (hope), and struggling with difficulties without giving in (resilience) (Luthans, Youssef and Avolio, 2007). Positive psychological capital is related to the positive and strong dimensions of individual. Psychological capital expresses a psychological potential which is not stable. It has a dynamic structure and capacity which grows and develops in time (Kutanis and Oruç, 2014). In the studies conducted, it is stated that psychological capital can improve, and improvable dimensions such as creativity, wisdom, goodness, humor and flow can be added in the future (Luthans, Youssef and Avolio, 2006). The basic features of psychological capital concept can be listed as follows:

A. Self-Efficacy

Self-efficacy is related to the self-confidence and self-belief of a person. The individual builds a path so that they can perform requirements, motivate themselves and act in self-confidence, which means that they have self-efficacy (Luthans and Youssef, 2007). Self-efficacy can be defined as determining the easiness and difficulty level of a work, creating one’s own opinion in this regard and, as a result, generalizing this opinion for different situations and reaching success. Individuals with high self-efficacy usually sign up for difficult tasks and continue fearlessly in the face of challenges (Çetin and Basım, 2012). The formation of self-efficacy of a person is related to the past experiences of a person. The more successful their past performances, the higher their self-confidence. Individuals evaluate and motivate themselves by looking at the achievements of others. What matters here is the extent to which they can obtain feedback. Being psychologically strong can also be listed among the elements which affect self-efficacy (Bandura, 1977). Activities which can improve self-efficacy of individuals can create an impact on increasing their performance as well (Stajkovic and Luthans, 1998a).

B. Hope

Hope is defined as the determination of an individual in reaching their targets, motivating and finding new ways in the face of obstacles and continuing their path using these new ways (Lopez, Ciarlelli, Coffman, Stone and Wyatt, 2000). As can be seen, hope includes both the will and the method to be used in line with the object of the will (Çetin and Basım, 2012). If an individual has a strong will, is resolute for reaching their targets, is an internally-controlled person who does what he/she decides, is fearless against challenges and able to determine their target, it means that he/she has hope (Luthans, Youssef, Avolio, 2007). Hopeful people can find another way when things go wrong (Snyder, 2002). Synder (2000) concluded in his studies that the higher the hope of individuals, the higher their confidence and achievements. For this reason, it can be seen that hopeful people have higher performance and are more successful (Peterson and Luthans, 2003). It is stated that hope positively affects job performance and job satisfaction (Çetin and Basım, 2012; Yaşin, 2016) and therefore increases life satisfaction.

C. Optimism

Optimism is shown as the prior condition of an individual to show resilience against negative situations (Yaşin, 2016). Optimism is the person feeling that a positive situation is intrinsic, permanent and general, whereas they feel that a negative situation is extrinsic, temporary and specific (Peterson, 2000; Luthans and Youssef, 2004). Optimism is among improvable features and it has a structure which can change according to time and circumstances (Luthans, Avey, Avolio, and Peterson, 2010). Optimist individuals can be motivated more easily, eager for knowledge, psychologically strong and patient; as a result, they can have higher performance. According to optimists, obstacles and difficulties are seen as the keys to success and new opportunities (Çetin and Basım, 2012).

D. Psychological Resilience

It is defined as the strength of an individual to reach success by dealing with an obstacle, uncertainty or any negative situation (Luthans, Vogelgesang and Lester, 2006). It is related to the individuals renewing and healing themselves in the cases of uncertainty, conflict and disagreement, bringing themselves
together and continuing the task with an increased responsibility (Luthans, 2002). Psychological resilience reflects adaptation to a new situation along with a positive intrinsic situation and coping mechanism (Masten, Reed and Gabrielle, 2002). Psychologically resilient individuals are able to keep stress under control and deal with stressful situations easily (Maddi, 2006). In short, resilience can be defined as the capacity of leaving behind bad situations, failures and cases which are difficult to cope with due to an increase in responsibilities and keep moving forward (Luthans and Youssef, 2004). It is reported that psychological resilience increases performance, makes adaptation to changes easier and affects success (Coutu, 2002; Çetin and Basım, 2012).

As dimensions of psychological capital, optimism, self-efficacy, hope and psychological resilience have both similarities and independent and differentiated features (Çetin and Basım 2012). These dimensions are collected under the concept “psychological capital” in order to create some measurable structure. Psychological capital gains importance as an investable element in terms of organizational and individual development, performance enhancement, and competitive advantage. In short, psychological capital tries to understand and improve the strengths and positive dimensions of an individual as a result of which it aims to teach the individual the ways for being a happier, more successful and better person.

II. Life Satisfaction
Life satisfaction expresses a situation which adds meaning to the lives of people and which people should possess. One of the objectives of people is to obtain life satisfaction. Life satisfaction emerges as an important element of happiness. It can be said that there is a positive relation between life satisfaction and happiness. In order for people to be happy, they have to reach life satisfaction at a certain level. The concept of life satisfaction introduced by Neugarten, Havinghurst and Tobin (1961) (Özer and Karabulut, 2003) emerges as a multi-dimensional concept which has equivalents in the fields of psychology, sociology, economy and culture (İz and Özer, 2003; Özgür, Gümüş and Durdu, 2010). As one of the most important determinants of the sense of goodness and quality of life of an individual, life satisfaction includes the quality of life and goodness judgments of an individual (Ash and Huebner, 2001). In psychology, happiness is explained with reference to the concept of “subjective well-being” (Diener, 2000). Subjective well-being consists of positive and negative feeling components related to life satisfaction (Dorahy, Lewis, Schumaker, Akuamoah-Boateng, Duze and Sibiya, 2000). Life satisfaction indicates a cognitive, in other words, judgmental process. Individuals operate this judgmental process by comparing their present situation with standards and reach a conclusion (Haybron, 2004). Individuals feel good about themselves based on their judgmental and cognitive evaluations about their lives. In the past having good income, receiving good education, making a good marriage and being young made people feel good; today, the general opinion is that this well-being is the result of life satisfaction. Life satisfaction is defined as the pleasure and happiness that an individual obtains as a result of their achievements and their expectations (Bakan and Güler, 2017). Life satisfaction, which is related to almost our entire lives, consists of three sections. First is the well-being obtained as a result of comparisons; the second is the emotional state created by one’s own judgements; and the third is the satisfaction caused by their relationships (Yetim, 2001). Life satisfaction has a dynamic structure which can change according to the living conditions and personal standards of an individual. Self-knowledge and self-awareness increases life satisfaction (Tümkaya, Hamarta, Deniz, Çelik, Aybek, 2008). However, distortion in the feelings of individuals reflects to their lives and leads to the deterioration of their relationships, which, in turn, negatively affects their life satisfaction (Pellitteri, 2002). When individuals love their job and get satisfied performing it, their life satisfaction, productivity and performance increase. Effort should be paid to display the factors which positively or negatively affect the life satisfaction of an individual and increase their life satisfaction (Ünal, Karildağ and Yoloğlu, 2001). An examination of the literature shows that there are studies on life satisfaction, job satisfaction, occupational burnout, emotional intelligence, family attitudes, family integrity, problem-solving, psychological assistance, occupational attitudes, self-efficacy, subjective well-being, occupational loneliness, self-respect and beliefs (Recepoğlu, 2013).
Nevertheless, the studies which examine the relation between life satisfaction and psychological capital are limited in the literature.

III. Individual Performance

Performance is a concept which is related to the skills, abilities, experiences, communication patterns, efforts, disciplines, inclination to teamwork, supervision and management of employees that they possess related to their jobs. The success and performance of an organization is related to the level of efforts paid while reaching the objectives and targets and the extent to which they are reached in the end of the process (Churin, 2006). In other words, performance indicates a process and success indicates the result of that process. Individual performance is realizing a job defined in accordance with the characteristics and abilities of a person within acceptable limits (Küçük, 2005). In other words, the performance of a person is defined as directing the interests, skills, abilities and motivation of a person towards predetermined objectives and targets and paying effort in this direction (Sigler and Pearson, 2000). If performance is all efforts paid in the path towards desired results, individual performance can be explained as the sum of all efforts of an individual on this path. In order to discuss individual performance, there has to be a defined job which is suitable for the characteristics and abilities of the person and an evaluation system which shows the achievement while doing this job (Yıldırım, 2008). If the person obtained an achievement above the determined values in the end of the evaluation, his/her performance will be accepted as “high”; otherwise, the performance will be accepted as “low”. After this stage, the performance can be evaluated as bad, medium, good, very good or perfect. The degree of performance of an organization must be examined both at individual and organizational level (Sevim, 2016). However, in organizations where individual performance is not adequate, organizational performance cannot be expected to be adequate, either. Evaluation of the performance of employees constitutes one of the most important tasks of managers. The employee, the individual who pays effort desires to receive the reward of his/her efforts and expects that their managers take notice of these efforts. For this reason, managers must see what employees do and respond to their expectations and satisfaction (Baruçoğulları, 2004). In this context, evaluating performance accurately is essential for directing the employees to their work, incentivizing them and increasing their confidence in the organization. Otherwise, the success obtained and performance shown cannot last long. Individual performance is open to change and influence (Büte, 2011). Personal characteristics, abilities, beliefs and values of a person are factors which affect their performance. The main element which distinguishes organizations from their competitors and strengthens them is the impact that their abilities and skills created in their performance (Obeng and Ugboro, 2003). Another important topic is increasing individual performance. The first element in increasing individual performance is concentration. In working life, luck has a minor impact on success and performance. The key to success is hard work. Although being in the right place at the right time and knowing the right people works now and then, it cannot be claimed that this is valid for all times. In order to obtain true performance, one should determine what, when and how to perform. The second factor is competence which consists of the skills, knowledge and abilities of a person which result in better performance. It is the belief of an individual in his/her own skills and beliefs in performing a job (Hu and Leung, 2003). It consists of the abilities from birth, skills added with experience and learned knowledge. Then personality, motivation and observed behaviors are also added to these characteristics. Individuals should develop behaviors which are conforming to the climate and culture of the organization so that they can reach organizational, departmental and individual outcomes (Paşa, 2007). The third and last element is self-commitment and dedication. Commitment includes an individual identifying and harmonizing their objectives with those of the organization whereas dedication includes relating with the organization, paying efforts in this direction and feeling the need to make this relation long-term and permanent. At this point a responsibility which does not include any relation of interest should be understood. Managers cannot continue long-term relations without ensuring employee confidence and increasing their commitment to the organization (Doğan, 2005). In order to obtain high
performance these three elements must exist together. Managers have to determine which of these elements is needed, and when and to what extent they are needed (Fitz-Enz and Philips, 2001). Studies showed that there is a relationship between individual performance and several variables. Researches related individual performance with several topics such as organizational commitment (Kitapçı, 2006; Rahman et al., 2011; Chang and Chen, 2011), organizational climate (Sunimanand Al Harethi, 2013), autonomy (Parker, 2007), job satisfaction and empowerment (Yao, Chen and Cai, 2013), and organizational silence (Aktas and Şimşek, 2013). There are several studies in the literature on organizational performance. In this scope, studies on individual performance remained at a minimum level. It will be beneficial in order to completely comprehend the premises of performance if the behaviors of the individual are studied and the effects of individual performance are explored (Brown et al., 2011). In conclusion, the contribution of employees of an organization is a topic closely followed by the owners and managers of an organization. For this reason, organization owners and managers want to measure the performance of their employees and the employees want to find out their performance. This is as important for the individual as it is for the effectiveness and efficiency of the organization. For this reason, individual examinations occupy an important place in performance evaluations. There are very few studies which examine the relation of psychological capital and life satisfaction to individual performance. In this paper, an effort is paid to display the relation between these three variables.

Method
The objective of the study is to determine the impact of psychological capital level of pre-school teachers working in Famagusta and Nicosia districts of the Turkish Republic of Northern Cyprus (TRNC) on their individual performance perception and life satisfaction and explain the relations between individual performance perception and life satisfaction.

A. Universe and Sample
The universe of this study consists of teachers working at pre-school education institutions in TRNC in 2017-2018 academic year. There are 1011 pre-school teachers working at pre-school institutions under Ministry of Education of TRNC. The sample of the research consists of 278 teachers chosen with random sampling method who are working at private and public pre-school institutions.

B. Data Collection
Three scales were used in order to collect data in this cross-sectional field study. Psychological capital scale was developed by Luthans, Avolio, Avey and Norman (2007) and adapted to Turkish by Çetin and Başım (2012). Life satisfaction scale was developed by Diener, Emmons, Larsen and Griffin (1985) and adapted to Turkish by Dağlı (2016). In order to measure the individual performance level and perceptions of teachers, Individual Performance Scale was used which was developed by Kirkman and Rosen (1999) and employed by Sigler and Pearson (2000) which was later adapted to Turkish by Çöl (2008).

C. Data Analysis, Research Model and Hypothesis
Data obtained in the study were analyzed using SPSS 22.0 statistical data analysis package program. Definitive statistics such as mean, standard deviation, minimum and maximum values belonging to the scores obtained by participants from psychological capital, individual performance perception and life satisfaction scales and their sub-dimensions are displayed. The normal distribution harmony of the dataset was examined using Kolmogorov-Smirnov test, Q-Q plot and skewness-kurtosis coefficients in order to determine the hypothesis tests which would be used in the study and it was found out that the dataset concurred with normal distribution. Durbin Watson statistics was used to examine autocorrelation and regression analyses were used in order to determine the relations between variables and impacts. Hypotheses and model (figure-1) created in order to explore the relations between variables which was discussed theoretically in the study are provided below.
H1: Psychological capital level of pre-school teachers has significant impact on life satisfaction.
H2: Psychological capital level of pre-school teachers has significant impact on individual performance perception.
H3: Individual performance perception of pre-school teachers has significant impact on life satisfaction.
H4: Individual performance perception plays the role of an intermediary in the relation between psychological capital and life satisfaction of pre-school teachers.

FIGURE 1. Research Model

Results
This section of the paper includes findings on research data. First of all, psychological capital levels, life satisfaction and individual performance level of pre-school teachers will be discussed; then, the findings concerning the relations between variables and their impacts will be provided. Mean and standard deviation values of capital levels, life satisfaction and individual performance perception of pre-school teachers are shown in Table 1.

Table 1 Mean and standard deviation results of psychological capital life satisfaction and individual performance perception levels of pre-school teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Scale Weights</th>
<th>Score</th>
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<tr>
<td>Self-efficacy</td>
<td>5.35</td>
<td>0.66</td>
<td></td>
<td>1-6</td>
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<tr>
<td>Optimism</td>
<td>5.42</td>
<td>0.60</td>
<td></td>
<td>1-6</td>
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<tr>
<td>Hope</td>
<td>5.14</td>
<td>0.58</td>
<td></td>
<td>1-6</td>
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<tr>
<td>Psychological Resilience</td>
<td>5.41</td>
<td>0.62</td>
<td></td>
<td>1-6</td>
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<tr>
<td>Psychological Capital</td>
<td>5.32</td>
<td>0.56</td>
<td></td>
<td>1-6</td>
</tr>
<tr>
<td>Life Satisfaction</td>
<td>5.57</td>
<td>0.61</td>
<td></td>
<td>1-7</td>
</tr>
<tr>
<td>Individual Performance Perception</td>
<td>3.51</td>
<td>0.50</td>
<td></td>
<td>1-5</td>
</tr>
</tbody>
</table>

An examination of Table 1 shows that teachers enjoy high psychological capital levels (mean=5.32; s=0.56). A similar situation is also observed in dimensions. Likewise, it is seen that life satisfaction (mean=5.57; s=0.61) and individual performance perception (mean=3.51; s=0.50) of teachers is also above mean values.
H1: Psychological capital level of pre-school teachers has significant impact on life satisfaction.

Table 2 gives the regression analysis results of the impact of psychological capital levels of pre-school teachers on their life satisfaction.

Table 2: The impact of psychological capital levels of pre-school teachers on their life satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Standardized coefficients</th>
<th>Non-standardized coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(β)</td>
<td>Std. error (β)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>5.657</td>
<td>.352</td>
<td>16.094</td>
<td>.000</td>
</tr>
<tr>
<td>Psychological capital</td>
<td>.016</td>
<td>.066</td>
<td>.241</td>
<td>.0409</td>
</tr>
</tbody>
</table>

r = 0.015
r² = %0.1
F=1.058   p=0.0409

A very low relation with 0.015 positive-direction (r²=%0.1) has been found between psychological capital level and life satisfaction of pre-school teachers. The regression model established was determined as valid (F=1.058 p=0.0409). Generally psychological capital level of pre-school teachers affect their life satisfaction (p<0.05).

Concerning an examination in terms of dimensions, the results of multiple regression analysis conducted on the impact of sub-dimensions of psychological capital level of pre-school teachers (optimism, resilience, hope, self-efficacy) on their life satisfaction is given in Table 3.

Table 3: The impact of sub-dimensions of psychological capital level of pre-school teachers on their life satisfaction

|                          | Standardized coefficients | Non-standardized coefficients | t    | p    | Collinearity Statistics | Tolerance | VIF |
|--------------------------|--------------------------|-------------------------------|------|------|                        |           |     |
|                         | (β)                      | Std. error (β)                |      |      |                        |           |     |
| Constant                | 5.679                    | .356                          | 15.965 | .000 |
| Optimism                | .271                     | .110                          | .263 | .014 | .303                    | 3.296     |     |
| Psychological Resilience| .061                     | .118                          | .061 | .514 | .608                    | .241      | 4.156|
| Hope                    | -.444                    | .110                          | -.420 | -4.049 | .000                  | .319      | 3.132|
| Self-efficacy           | .071                     | .125                          | .076 | .571 | .568                    | .192      | 5.210|

r=0.254   r²=%6
Durbin Watson statistics=0.981
F=4.697   p=0.001

When the Durbin Watson statistics is evaluated, it varies between 0 and 4. Regression analysis requires that there is no auto-correlation between independent variables. For a regression analysis, Durbin-Watson value has to be between 1.5 and 2.5. In this model, Durbin-Watson statistics was found as 0.981 and dependence was observed between independent variables in the regression model. In other words, it means that there is auto-correlation between independent variables which is an obstacle for multiple regression model. A low level relation in 0.254 positive direction was detected between optimism, resilience, hope and self-efficacy sub-dimensions of pre-school teachers. Six percent of life satisfaction of pre-school teachers is explained by optimism, resilience, hope and self-efficacy levels. When the tolerance and VIF values are evaluated in terms of the existence of multiple linear connection (VIF<10 and Tolerance>0.10 is required) it is seen that there is no multiple connection problem. The regression model established is found to be valid (F=4.697 p=0.001). It has been found out that life satisfaction and hope levels of preschool teachers has a significant impact (p<0.05). However, it has been observed that
psychological resilience and self-efficacy variables do not have a significant impact on life satisfaction (p>0.05).

**H2: Psychological capital level of pre-school teachers has significant impact on individual performance perception.**

Table 4 shows the results of regression analysis on the impact of psychological capital level of preschool teachers on their individual performance perception.

Table 4 The impact of psychological capital level of preschool teachers on their individual performance perception

<table>
<thead>
<tr>
<th></th>
<th>Standardized coefficients</th>
<th>Non-standardized coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(β)</td>
<td>Std. error (β)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>4.249</td>
<td>.284</td>
<td>14,955</td>
<td>.000</td>
</tr>
<tr>
<td>Psychological capital</td>
<td>.139</td>
<td>.053</td>
<td>2,616</td>
<td>.009</td>
</tr>
</tbody>
</table>

R= 0.156
r²= %2
F=1.692 p=0.009

A very low relation with 0.156 positive-direction has been found between psychological capital level and individual performance perceptions of pre-school teachers (p<0.05). In other words, while the individual performance perception of preschool teachers is increasing, so does their psychological capital level. The established regression model was found as valid (F=1.692 p=0.009). Psychological capital level of preschool teachers affect their individual performance perception (p<0.05). Concerning an examination in terms of dimensions, the results of multiple regression analysis conducted on the impact of sub-dimensions of psychological capital level of pre-school teachers (optimism, resilience, hope, self-efficacy) on their individual performance perception is given in Table 5.

Table 5 The impact of sub-dimensions of psychological capital level of pre-school teachers on their individual performance perception

<table>
<thead>
<tr>
<th></th>
<th>Standardized coefficients</th>
<th>Non-standardized coefficients</th>
<th>t</th>
<th>p</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(β)</td>
<td>Std. error (β)</td>
<td></td>
<td></td>
<td>Tolerance VIF</td>
</tr>
<tr>
<td>Constant</td>
<td>4.362</td>
<td>.295</td>
<td>14,786</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>.142</td>
<td>.091</td>
<td>1.565</td>
<td>.022</td>
<td>.303 3.296</td>
</tr>
<tr>
<td>Psychological Resilience</td>
<td>.048</td>
<td>.098</td>
<td>.489</td>
<td>.625</td>
<td>.241 4.156</td>
</tr>
<tr>
<td>Hope</td>
<td>.123</td>
<td>.091</td>
<td>1.348</td>
<td>.036</td>
<td>.319 3.132</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.054</td>
<td>.103</td>
<td>.524</td>
<td>.601</td>
<td>.192 5.210</td>
</tr>
</tbody>
</table>

r=0.197 r²= %4

Durbin Watson statistics=1.429
F=2.755 p=0.028

Durbin-Watson statistics was found as 1.429 and it was observed that there is dependence between independent variables. In other words, it means that there is auto-correlation between independent variables which is an obstacle for multiple regression model. A very low relation at 0.197 level was found between the optimism, hope, resilience and self-efficacy sub-dimensions and individual performance perceptions of pre-school teachers. Four percent of the individual performance perception of pre-school teachers is explained by optimism, resilience, hope and self-efficacy levels. When the tolerance and VIF values are evaluated in terms of the existence of multiple linear connection (VIF<10 and Tolerance>0.10 is required) it is seen that there is no multiple connection problem. The regression model established is
found to be valid (F=4.697   p=0.001). It has been observed that optimism and hope variables have a significant impact on individual performance perceptions (p>0.05).

**H3: Individual performance perception of pre-school teachers has significant impact on life satisfaction.**
Table 6 gives the results of the regression analysis on the impact of life satisfaction of preschool teachers on their individual performance perception.

<table>
<thead>
<tr>
<th></th>
<th>Standardized coefficients</th>
<th>Non-standardized coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(β)</td>
<td>Std. error</td>
<td>(β)</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>5.343</td>
<td>,260</td>
<td>20,513</td>
<td>,000</td>
</tr>
<tr>
<td>Life satisfaction</td>
<td>,065</td>
<td>,073</td>
<td>,054</td>
<td>,374</td>
</tr>
<tr>
<td></td>
<td>r = 0,054</td>
<td>r² = %0</td>
<td>F=0,794</td>
<td>p=0,374</td>
</tr>
</tbody>
</table>

There is no relation between life satisfaction and individual performance perception of preschool teachers (0.054). The regression model established could not be validated (F=0,794  p=0,374). It has been observed that individual performance perception of preschool teachers is a good predictor of their life satisfaction level (p>0.05). Individual performance perception of teachers does not affect their life satisfaction.

**H4: Individual performance perception plays the role of an intermediary in the relation between psychological capital and life satisfaction of pre-school teachers.**
In order to identify an intermediary role, the following three conditions have to be met.
1. Psychological capital level should affect life satisfaction. It does according to the findings of hypothesis H1. The established regression model is valid.
2. Psychological capital level should affect individual performance perception. It does according to the findings of hypothesis H1. The established regression model is valid.
3. Individual performance perception should affect life satisfaction. It does not according to the findings of hypothesis H3. The established regression model is not valid.

In this case, individual performance perception cannot be used as an intermediary variable.

**Discussion and Conclusion**
It is seen that the psychological capital level, individual performance perception and life satisfaction of the teachers who participated in the study are above average. Analysis conducted on the impact of psychological capital level of preschool teachers on their life satisfaction showed that there is very low positive relation (r=0.015, p<0.05) between their psychological capital level and life satisfaction. However, an examination in terms of dimensions shows that there is low level of positive relation (r=0.254) between optimism, hope, resilience and self-efficacy, which are dimensions of psychological capital, and life satisfaction. It has been found out that 6% of life satisfaction of teachers is explained by optimism, hope, resilience and self-efficacy dimensions. On the other hand, it has been observed that optimism and hope dimensions of psychological capital have significant impact on life satisfaction (p<.05) whereas self-efficacy and psychological resilience dimensions do not have any impact at all. As a result, H1 hypothesis is partially supported. Likewise, according to the findings of a study conducted by Toor (2010), there is positive relation between psychological capital level and life satisfaction. In addition, Uslu (2010a), Uslu (2010b), Dönmez (2014) and Akgün (2015) displayed similar results in their studies. According to the findings obtained in research, it is seen that individuals with higher psychological capital take more pleasure from life compared to individuals with low psychological capital.
Analysis on whether psychological capital level of preschool teachers have significant impact on their individual performance perception showed that there was low level of significant relation in positive direction ($r=0.156$, $p<.05$) between their psychological capital level and individual performance perception. In general, psychological capital level of teachers affect their individual performance perception ($p<.05$). Examined in terms of dimensions, a very low level of positive relation was found between sub-dimensions of psychological capital level of preschool teachers and their individual performance perception ($r=0.197$, $p<0.05$). It has been found out that 4% of individual performance perception of teachers is examined by optimism, resilience, hope and self-efficacy dimensions. It has been observed that optimism and hope levels of teachers significant affected their individual performance perception ($p<0.05$). Several studies on the relation between psychological capital and individual performance displayed strong and positive relation (Coutu, 2002; Peterson and Luthans, 2003; Youssef and Luthans, 2007; Luthans, 2008; Luthans, 2010; Rege, Marquesb, Lealc, Sousa and Cunha, 2010; Sun, Zhao, Yang and Fan, 2011; Luthans, Avolio, Walumbwa and Li, 2005; Şişman and İşçi, 2003; Basım and Çetin, 2012). However, some studies found out that this relation was a weak one (Kaya, 2014). The data obtained in this study showed that there is a positive but weak relation. Findings of the study are mostly parallel to the findings of the studies which found positive and strong relation. It is believed that this result is due to the characteristics of sample group, working environment, heavy schedule and the attitudes and behaviors of the manager. As a result, hypothesis H2 has been partially supported.

A very weak relation has been identified between the life satisfaction and individual performance perception of teachers as a result of the analysis conducted in order to measure the impact of individual performance perception of preschool teachers on their life satisfaction ($r=0.054$). As this relation is close to zero, it can be claimed that individual performance perception of teachers is a significant predictor on their life satisfaction ($p>0.05$). As the established model was not validated, it was observed that individual performance perception of teachers did not affect their life satisfaction according to the research findings. As a result, hypothesis H3 was not supported. Concerning the relation between psychological capital and life satisfaction of preschool teachers, relation has to exist between all three variables so that analysis can be made on the intermediary role of individual performance perception. This means that in the analysis psychological capital level should be related to individual performance perception and life satisfaction and, on the other hand, individual performance perception should be related to life satisfaction. Relation has been found between psychological capital and individual performance and life satisfaction whereas no relation was found between individual performance perception and life satisfaction which prevents studying the intermediary effect. In short, Hypotheses H1 and H2 have been accepted but hypothesis H3 was has been rejected; as a result, this relation was not established. In this case, individual performance perception cannot be used as an intermediary variable. H4 hypothesis has not been supported.

In conclusion, the life satisfaction level of preschool teachers is affected by their self-efficacy capacity which shows their responsibility and confidence level, optimism capacity which reflects their expectations from future for being successful, hope level which includes their efforts for determining the paths towards their objectives and targets and, when necessary, changing these paths, and resilience capacity which includes their ability to struggle and cope with the difficulties on their path. Likewise, individual performance perception of teachers is affected by psychological capital; as the psychological capital of teachers increase, so do their performance. In summary, it has been observed that psychological capital level of preschool teachers affect their individual performance perception and life satisfaction at varying degrees but that individual performance perception does not affect life satisfaction and that individual performance perception does not play any intermediary role on the impact of psychological capital level on life satisfaction.
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Classification of Written Errors Regarding the Language Competencies

Yasemin Çetereisi
Hanife Bensen Bostancı

Department of English Language Teaching, Near East University, Near East Boulevard, PK: 99138, North Cyprus, Mersin 10 Turkey

Abstract
Errors are indications that there are unlearnt knowledge and problematic areas of the language produced by learners. This is the reason, it is important that the errors committed by non-native speakers of English are investigated and classified. The current research investigated the written errors of university level learners. The Common European Framework of Reference for Language’s (CEFRL, 2001) was adopted to categorize and classify the written errors produced and to discover which areas the learners find it difficult in their learning progress. A hundred and sixty-eight errors were detected from 50 English as foreign language (EFL) learners through the use of different genres. The results revealed that the most prevalent errors were produced in the main category of linguistic competences followed by pragmatic competences. Within the linguistic competences, the most prevalent errors were produced in the subcategory of lexical competence followed by orthographic competence and grammatical competence. The learners did not produce any errors in the sub-categories of semantic competence, phonological competence and orthoepic competence. This study has implications for instructors as the written errors and the reasons these errors are made by the learners need to be examined and whether they are produced by mother tongue or learning needs to be determined.

Keywords: Written errors, classification of errors, English as a foreign language, communicative competences, Common European Framework of Reference for Languages

Introduction
Writing is one of the four skills and is seen to be challenging for some learners. Writing tasks are mostly kept to a minimum within a classroom. Even though it is important for several reasons, such as academic study, note taking and mental stimulus. Graves outlines the importance of writing as a contribution to the development of a person. Writing is highly complex act that demands the analysis and synthesis of many levels of thinking; writing means having initiative, courage, and lead to personal breakthroughs in learning. Writing, some say, is active, whereas reading is passive... The ability to revise writing for greater power and economy is one of the higher forms of reading.’ (as cited in Cotton, 1988, p. 1-2)

The process of writing requires a lot of revision and focuses on learners’ works. Hyland (2003) stated that since the early 80s the focus has been on a non-linear process which the learners develop their own writing. Widiati (2006) mentioned that Kinneavy (1971) proposed a communication triangle which stated that the writer produces a piece of text according to the audience and their knowledge of the world which was considered as the final product. However, Widiati (2006) outlined a process writing approach constructed by White and Arndt (1991) that highlights the stages of pre-writing, drafting, conclusion and evaluation but all the stages can overlap and the final product is the draft copy of the writing. Wen (2013) suggested that engaging students into thinking about the meaning will improve their writing instead of the finished work. Matsuda (2003) outlined that in the past the process of writing was more socially looked upon and then changes occurred to the existing approach which was the post process stage that made a significant difference instead of learners just writing for the sake of writing they wrote for the context. Accordingly, Shafer (2012) stated that meaning has become more important than the finished product as students concentrate more on the content. Within this study, it can be seen that the
participants completed their work based on what was taught and put the knowledge into practice by showing it in their portfolio.

In order to complete the issues stated above, English language teachers and institutions followed The Common European Framework of Reference for Languages (2001) (CEFRL) for guidance and support. Nevertheless, learners still commit errors in the language learning classes. This reveals the conclusion that there is a gap in what is taught and how it relates to real life. The competences mentioned in the CEFRL guides the learners to produce more errors as a result, learners commit more errors in the target language whereas the process should be eased for the language learners by infusing theory with practice and co-operating it to real life situations (Derakhshan, 2015).

This study aims to highlight the errors produced by Turkish speakers of English as foreign language learners (EFL) when writing and categorizes these errors according to the communicative language competencies illustrated in the CEFRL, (2001).

This study seeks to answer the following question:
1. What language competence errors do Turkish speakers learning English as a foreign language make when learning English?

Literature Review

The term errors is often used interchangeably with the term mistakes however, errors are considered different to mistakes. According to Ellis (2003) a mistake occurs occasionally as a result of learners’ actions in a class where they cannot implement what they know and an error is a gap in a learners understanding therefore cannot accept the rules of a second language. Edge (1989) separated mistakes into three categories which are slips, errors and attempts. However, learning a language in class is not enough unless it can be used in spontaneous situations as a result mistakes are likely to occur. Mistakes were mostly considered to be negative however they are not as it only means that the language learners are trying to use the language in communication (Alrabai, 2014; Aveni, 2005; Spratt, Pulvernerss, Williams, 2011).

Corder (1967, 1981) was the first to examine errors in language learning where he outlined that errors need to be identified, described, explained and evaluated. An error is a gap in a learners understanding therefore cannot accept the rules of a second language. In the past, errors were continuously corrected however errors were not categorized or commonalities between errors were avoided. Corder (1981) outlined that errors are connected with the second/foreign language (L2) learning process and has highlighted that teachers should be trained to understand the reason behind learners’ errors in order for the teaching to be direct and effective and to be aware of the cultural differences of learners and how this can affect their learning. There are two ways in which errors can be described; classification and placement of errors and secondly finding the difference between general and target language errors. Following this, the errors are then placed into sources of errors. In the evaluation process, the types of errors are considered are local and global errors. Local errors are a segment of a sentence which is the main problem (Brown, 2007) and global errors interrupts learners understanding of the whole sentence (Ellis, 2008; Zheng, 2007). Global errors are labelled as not curable as learners should have learnt the knowledge of the target language within the classroom to correct it. For example, word ordering or using unnecessary words and local errors can be overcome as learners are able to use the target language but in an incorrect way for example, spelling or use of capital letters and so on (Ferris, 2013).

Errors are divided into a taxonomy of the sources of errors is divided into two categories which are intralingual errors and developmental errors and interlingual errors (Keshavarz, 2015). Dulay, Burt and Krashen (1989) have looked at a descriptive classification of errors which were a linguistic taxonomy, surface strategy, comparative analysis and communicative effect. The two reasons for this classification were to identify error categories and to be able to observe these errors in its setting. Linguistic taxonomy includes specific sections which have detailed grammar of the target language (TL). Surface strategy taxonomy is based upon the idea that learners’ errors are based on logic and they are not
as a result of personal or social reasons. The belief is that learners use their knowledge to produce a new language. A comparative taxonomy is comparing errors which occurred in L2 to other error structures. Moreover, developmental errors are similar to children and the way they learn the TL (Kafipour & Khojasteh, 2012; Nezami, 2012). On the other hand, after many adaptations of classification of errors which was first introduced by Kroll (1990), Weltig (2004) took a closer look at the lexical and linguistic errors at sentence-level elements of discourse and labeled each one from the most to the least occurrence of communication. Othosi (2005) constructed a linguistic taxonomy of grammatical errors and included five categories of errors within his taxonomy which were verbs errors, noun errors, article errors, wrong word and sentence structures.

Chomsky (1965) stated that competence needs to be used in real life situations and it is divided into knowledge of language and knowledge of performance. Firstly, Chomsky (1965) proposed Transformational-Generative Grammar which could not account for the difference between language competence and performance. In contrast, Hymes (1966) believed that Chomsky’s version was incorrect that there is no innate ability. He believed that communicative competence is learned and therefore started research on ethnographic research into sociolinguistic aspects of learning. Hymes (1966, 1972) mentioned that there are linguistic competence and linguistic performance. Linguistic competence is features and structure of the knowledge of the language and linguistic performance is the use of spoken language in real life situations.

It is believed that within the communicative competences, learners have conscious and subconscious processes. The three main types are grammatical principles, knowledge of the social context and combining language with discourse (Canale, 1983; Canale & Swain, 1980). Canale and Swain (1980) believed that the main categories should be divided. They therefore divided them into sociolinguistic competence, discourse competence and strategic competence. For Batchman (1990) there are only two language components which are organizational competence and pragmatic competence which includes the functional and sociolinguistic competence. Furthermore, Bachman and Palmer (1996) outlined a new model of competences which included grammatical knowledge including vocabulary, morphology, syntax and phonology.

The main elements in the CEFRL (2001) communicative competence are the linguistic competences, sociolinguistic competences and pragmatic competences. Linguistic competences have six sub categories to linguistic competences which are lexical competence, grammatical competence, semantic competence, orthographic competence, phonological competence and orthoepic competence. Sociolinguistic competences have five subcategories. Firstly linguistic markers of social relations, politeness convention, expressions of folk wisdom such as proverbs and idioms, register difference such as formal, informal, intimate, and familiar or neutral language and dialect and accent.

Finally, pragmatic competences involve the learners’ knowledge of the principles of the language which includes discourse competence and functional competence (CEFRL 2001).

Cuellar (2013) investigated the development of grammatical competence on third year learners. The results revealed that writing activities develops learner’s grammar in terms of linguistic elements. Tang (2012) investigated the effectiveness of the lexical approach to improve writing in second language acquisition (SLA) The results have shown that the lexical approach to teaching SLA can help learners awareness of lexical chunks and improve their level of English in writing. Megaiab (2014) investigated the English writing competence of Indonesian senior learners. The results revealed that learners produced grammatical errors such as tenses as well as orthographic errors such as spelling and punctuation. Uluç (2013) investigated the linguistic structure of the German language and combined it with all of the four skills then compared it to language competence within a university in Turkey. The results have shown that learners did not pass the grammar exam.
Methodology
Research Design and Procedure
This quantitative research is designed to determine and examine the Turkish speakers' written errors when learning English. This study was carried out at the Department of English Language Teaching (ELT) in a private university in North Cyprus. A writing class was selected to carry out this study. It was compulsory for all of the participants to take the writing class and attend as it was part of their bachelors' program. Overall the learners produced 168 written errors from different genres of written work. These genres included writing cover letters, reports and essays which were set into a portfolio in which formative assessment was employed. A process approach to writing was adopted to complete the written tasks.

Participants and Sampling
Fifty participants studying in the Department of English Language Teaching at a private university in North Cyprus were selected to carry out the present study. All of the participants were above 18 and were Turkish and Turkish Cypriot in origin. Thus, all of the participants’ native language was Turkish. The participants were informed and consented for their work to be collected and analyzed. Although the participants agreed to participate in the study, their real names were anonymised in order to hide their identities.

Data Collection
The written data were collected from an EFL writing class at the end of six months Fifty written texts from 50 participants were collected to be analysed. The errors where checked according to the CEFRL (2001) components of the communicative competences.

Data Analysis
The data was collected and organized into different components, using the model provided by the CEFRL (2001). The stages of CEFFL’s language competences that was used to categorize and analyze the data is illustrated below (see Figure 1).
Results and Discussion

In this section, the results of the analysis of the written data will be presented indicating the errors committed by the EFL Turkish learners among the competencies presented in Figure 1.

Classification of the Main Competences of the CEFRL

All of the errors that the participants produced were analyzed according to their communicative competence (see Figure 1 and CEFRL, 2001). It was revealed that in total there were 168 written errors produced by the participants. The analysis of the written data showed that the most prevalent error types produced in the participants’ written language were the errors of linguistic competence (N= 164, % =98), followed by pragmatic competence (N=4, %=2) however, there were no errors committed in the main category of sociolinguistic competence as this study only examines the written language of the participants in question. In other words, the participants of this study mostly lacked linguistic competences (see Table 1).

Table 1. Main Competences of the CEFRL

<table>
<thead>
<tr>
<th>Competences</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>164</td>
<td>98</td>
</tr>
<tr>
<td>Pragmatic</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Sociolinguistic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>100</td>
</tr>
</tbody>
</table>

Subcategories of the Linguistic Competences

The analysis of the written data showed that the most prevalent error types produced in the participants’ written language with regard to their linguistic competences were the errors of lexical, grammatical, phonological and semantic competences. The errors of lexical competence (N=76, %=45) outnumbered the errors of orthographic competence (N=63, %=37) and grammatical competence (N=25, %=15) and no errors were produced in the subcategory of semantic or orthoepic errors. The study focused on written language regarding competences therefore it did not include any phonological errors as they occur in a participants spoken language (see Table 2).

Table 2. Linguistic Competences

<table>
<thead>
<tr>
<th>Sub-Categories</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical</td>
<td>76</td>
<td>45</td>
</tr>
<tr>
<td>Grammatical</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Semantic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Orthographic</td>
<td>63</td>
<td>37</td>
</tr>
<tr>
<td>Phonological</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Orthoepic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td>97</td>
</tr>
</tbody>
</table>

Lexical competences. As before mentioned the most prevalent errors produced in the written language of the participants regarding the competencies were committed in the main category of linguistic competences (N=164, %=98). The most prevalent errors produced in the sub category of lexical competence was seen in the subsub category of grammatical elements (N=76, %=45) and no errors were produced in the subsub category of lexical elements. The results indicated that the participants mainly lack knowledge regarding the grammatical elements among the subcategory of lexical competence related to the main category of linguistic competences (see Figure 1).

Grammatical elements. According to the CEFRL’s (2001) lexical competences model, the grammatical elements included are: articles, quantifiers, demonstratives, personal pronouns, question words and relatives, possessives, prepositions, auxiliary verbs, conjunctions and particles. With regard to the subsub
category of grammatical elements (N=76, %=45), the most prevalent errors produced in this category was seen in the overuse of the preposition ‘to’ (N=16, %=10). For example, ‘The counsellors consult to the students, parents, and teachers to assist in meetings for the needs of students’ and ‘This experience helped me to choose the best department for me’ followed by the absence of prepositions (N=12, %=7) for example, ‘worked M two different universities for 5 years’, ‘Thank you M your time and consideration’ and ‘Thank you for your time and consideration. I look forward M hearing from you’; the absence of the indefinite article (N=12, %=7). For example, ‘I am writing with regard to the position of a Lecturer of Linguistics which I came across in M British Times Newspaper’ and ‘I am writing with regard to M position of a Lecturer of Linguistics which I came across in the British Times Newspaper’; use of prepositions (N=10, %=6). To illustrate ‘I graduated at Near East University’ and ‘I am writing to response to your advertisement which I found in the Daily Mail regarding the lecturer position’; overuse of the indefinite articles (N=9, %=5) such as, ‘The aim of the counselling services in the schools is to guide the students according to their problems’ and ‘The term the counselling means giving information’; absence of the definite articles (N=5, %=3), for example, ‘Sometimes M good thing for someone may not be M good thing for her and sometimes M bad thing for someone is not M bad thing for her’ and ‘To sum up, M counsellor guided my friend in order to get her own views’; overuse of the definite articles (N=5, %=3). To illustrate ‘She showed me a special attention because she invited me into her room to talk with her twice two days a week’ and ‘I would only eat a lunch in a day’; incorrect use of the definite article (N=3, %=2) for example, ‘As an English teacher I gained a wealth of experience’ and ‘My experience includes two years as an English teacher in Turkey’ and use of conjunctions (N=3, %=2) such as, ‘This position in your university is very useful for me. And I believe that I have good command of English’ and ‘I am writing with regard to the position of an English Language Teacher. The findings are in line with the findings of Barman (2014) who stated that there is lack of learner knowledge of grammatical elements and that learner errors vary and some learners are incompetent in certain grammatical areas than others. Lexical elements. The second subcategory of the linguistic competence model is lexical elements which includes fixed expressions (exponents of language functions), phrasal idioms, words or phrases, phrasal verbs or compound prepositions and fixed collocations (words which are used together). There were no errors produced in this subsub category.

Grammatical competence. The CEFRL (2001) grammatical competence includes two sub-categories; syntax and morphology. In the subsub category of grammatical competence (N=25, %=15) the most prevalent errors produced was in the sub category of syntax (N=16, %=10) which according to the CEFRL (2001) deals with elements, classes, structures, processes and relations. The other subsub category: morphology (N=9, %=5) deals with roots or stems, affixes including word-forming affixes and inflectional affixes. The findings are in line with the findings of Teng and Sinwongsuwat (2015) that put forth that learners are more likely to concentrate on the end result which is passing exams therefore they do not consider learning the correct structures, only the end result.

Syntax. In the subsub category of syntax (N=16, %=10), the most errors produced in this category was seen in the incorrect formation of the present perfect (N=4, %=2). For example, ‘All the responsibilities which we mention in the essay are prepared by the Ministry of Education’ and ‘They tried to help us to find out what we want to do as a job in the future’, followed by the present instead of the past verb to be (N=3, %=2) as illustrated ‘I understood that something is going wrong and I asked her what happened’ and ‘She asked me what my problem was my problem is my problem and I said all the questions that bothered me’; incorrect form of present simple tense (N=3, %=2). Examples are ‘It allow them to make decisions about their life and career opportunities’ and ‘This service deal with the problems and help the students to get used to school environment’; overuse of the verb to be (N=2, %=1). For example, ‘This report will be about my personal counselling experience in a high school and how it is affected my life and my choice and also how it is changed my perspective’; passive instead of active voice (N=2, %=1). To illustrate ‘In today’s world, people given more importance to the education of the children’, use of the
present simple instead of the past simple (N=1, %=1) such as, ‘A school counsellor of SHT Russo secondary school answers all my questions related to her job’ and using past simple instead of past continuous (N=1, %=1). Examples are ‘After graduating from the University I started worked (working) at the Near East College as a Teacher. I have been working here since 2015’. This finding is in line with the findings of Steedman (1989) and Auer (2009) who stated that learners perception of syntactic structures are very narrow therefore errors are likely to occur.

Morphology. In the subsub category of morphology (N=9, %=5), the most prevalent errors produced in this category was seen in the use of singular instead of plural noun (N=9, %=5). For example, ‘One of the mission of the Ministry of Education is to provide all the materials’ and ‘School counsellor are certificated/licensed educators’ and the inflectional affix (N=2, %=1) such as, ‘I am write in response to your advertisement (writing) and ‘I’ve started work in the Near East college as a teacher (working)’. The findings are in line with the findings of Yüksel (2016) who mentioned that Turkish language is an agglutinative language which means that affixes (interrogatives) are added at the end of the words such as using ‘mi’ to ask a question with a yes or no answer. Suffixes are also added to the root of a verb.

Orthographic competence. In the subcategory of orthographic competence (N = 63, %=37), it includes layout, paragraphing, punctuation and spelling. The most prevalent errors produced in this subcategory was seen in the overuse of comma (N=21, %=12) for example, ‘Dear, Sir/ Madam’ and ‘I look forward to, hearing from you’, followed by incorrect spelling of words (N=12, %=7). To illustrate ‘I am writing in response to your advertisement found in the Cyprus gazette regarding the English language teaching position’ and ‘I would like to further my career and I can be of great benefit to your institution’, missing a comma (N= 11, %=6). For example, ‘Sincerely M’, ‘Dear Sir/ Madam M’ and ‘Yours Faithfully M’, missing a full stop (N=5, %=3) such as, ‘I look forward to hearing from you M’ and ‘I am writing in response to your advertisement found in the Daily Mail regarding the English language teaching position M’, absence of capital letter for names of places/ institutions (N=3, %=2). To illustrate ‘My professional experience includes two years as an English teacher in the Near East College’ and ‘I am writing with regard to the position of an English Language Teacher that I came across in the daily mail’, incorrect usage of semi colon (N=3, %=2). Examples are: ‘My professional experience includes two years as an English teacher in the Near East College’ and ‘I am writing with regard to the position of an English Language Teacher that I came across in the daily mail’, overuse of the semi colon (N=3, %=2) such as, ‘Unless; the students make wrong decisions’ and ‘The main aims are; healthy development of learners and improving their problem-solving skills’, absence of apostrophe (N=3, %=2) for example ‘They are well educated and they implement all of these duties in order to support students academic success’ and ‘In some situations they ask parents to come and talk about the students situation’. Finally, absence of capital letters (N=2, %=1) such as, ‘Dear sir’ and ‘Yours faithfully,’. The findings are somewhat similar to the findings of Kesmez (2015) who stated that orthographic errors such as, capitalization could be due to L1 interference thus, punctuation errors could be considered as interference errors.

Phonological competence. The sub-category of phonological competence includes sound-units, phonetic features, phonetic composition of words, sentence phonetics and phonetic reduction (CEFRL, 2001). There were no errors committed in this category due to the data being on learners written errors.

Semantic competence. In the sub-category of semantic competence which in the CEFRL (2001) as the relation of words to the general context such as, reference and connotation or interlexical relations such as, synonymy/antonymy, collocation, part-whole relations, componential analysis or translation equivalence. Learners committed no errors in this sub category.

Sociolinguistic Competences

In the main category of sociolinguistic competences, the CEFRL (2001) pointed out that it includes linguistic markers for social relations, politeness conventions, expressions of folk wisdom, register
difference and dialect and accent (see Figure 1). However, the EFL participants of this study did not produce any errors in this main category.

**Pragmatic Competences**

In the main category of pragmatic competences (N=4, % =2), the participants of this study committed more errors in the sub-category of discourse competence (N=3, % =2) than functional competence (N=1, % =0, 1) (see Table 3).

<table>
<thead>
<tr>
<th>Competences</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Functional</td>
<td>1</td>
<td>0.1</td>
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<tr>
<td>Total</td>
<td>4</td>
<td>2.1</td>
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**Discourse competence.** The most prevalent errors produced in the sub-category of discourse competence (N=3, % = 2) was the use of coherence (N=3, % =2). For example, ‘Turkey is much larger than Cyprus and more advanced. Cyprus is an undeveloped country. Firstly the weather is different (student ended the paragraph)’ and ‘The environment is important for the clients. Paul’s room is not bright. He has a lot of books on the shelf. The therapy as successful.’ The findings are somewhat similar with the findings of Dikilitaş (2012) who stated that L1 could be a contributing factor to L2 writing but learners need to be linguistically competent in their L1 which could contribute to L2 writing.

**Functional competence.** The sub-category of functional competence includes seeking factual information, expressing and finding out attitudes, suasion, socializing, structuring discourse, communication repair, the functional use of spoken discourse, interaction schemata which is moving to a place, establishing contact, selecting goods/services, identifying options, discoursing pros and cons, exchanging goods for payment and leave-taking (CEFRL, 2001). In this subcategory learners committed one error (% , 0.1). For example, ‘I would like to summit my C.V’. The findings are somewhat similar to the findings of Koçak (2016) who stated that L1 could be an interference but if an individual has a high level of competence in their L1 then they are likely to be competent a-like in an L2.

**Conclusions and Recommendations**

In conclusion, the results for the written data has shown that the most prevalent errors were produced in the main categories of the competences were the linguistic competence. Moreover, within the linguistic competences the most prevalent errors were produced in the lexical competence followed by the orthographic competence, and grammatical competence. However, there were no errors produced by the learners in the semantic and orthoepic competences. Furthermore, there were no errors produced by the learners in the phonological competence for the written data as this competence is based on spoken data. Within the main category of linguistic competence, most errors were produced in the sub category of lexical competences which has two subsub categories. They are lexical elements and grammatical elements. Learners did not produce any errors in the subsub category of lexical elements. In the grammatical elements, the most prevalent errors were produced in the overuse of the preposition ‘to’. A possible reason for this could be due the fact that there are no infinitive forms of verbs accompanied by a preposition whereas in English ‘to’ indicate that the verb is in its infinitive form. Another sub category of the linguistic competence is orthographic competence. Within this subcategory, the most prevalent errors were produced in the overuse of comma. A possible reason for this is L1 interference.

It is recommended that research needs to be carried out to examine the reasons behind the learners errors and whether they are produced by mother tongue or learning.
References


Traditions of "Irish Melodies" by Thomas Moore in the works of M. Yu. Lermontov

Dmitry N. Zhatkin
Tatiana A. Yashina

1 Department of Translation and Methods of Translation, Penza State Technological University, Penza, Russian Federation

Correspondence: Zhatkin Dmitry Nikolaevich, Department of Translation and Methods of Translation, Penza State Technological University, Baidukov Thoroughfare / Gagarin Street, 1a / 11, Penza, Russian Federation

Abstract
Objectives: The article is devoted to the problem of traditions' revealing and comprehending of "The Irish melodies" written by Thomas Moore in the creative works of M.Yu.Lermontov, studying the peculiarity of perception of M.Yu.Lermontov of the English poet’s compositions and establishing evidence of the Russian author's permanent interest to the poetics and the imagery system of "The Irish melodies". Methods: In the methodological aspect, the article is based on the foundations of historical poetics, set forth in the fundamental works of Alexander N.Veselovsky, V.M. Zhirmunsky, the theory of statement of M.M. Bakhtin about the dialogue and "stranger's word", the writings of representatives of the Leningradsky school of comparative historical literature, created by M.P. Alekseyev. In the process of analysis, sociocultural, comparative-historical, cultural-historical and comparative-typological methods of research are used. Findings: In the process of analysis, using the example of appealing to specific artistic texts, the statements of the memoirists A.P. Shan-Girey and V.S. Mezhevich are approved that M. Lermontov was firstly interested in the creativity of T. Moore during his studies at the Moscow University Noble boarding house. Attribution of some individual texts is carried out, traditions of the poetic genre of "melody" are noted, with its peculiar romance and song sense permeability and patriotism, in such M. Lermontov's poems as "Russian Melody" and "Jewish Melody" ("I sometimes saw night star..."). Some poems from the poetic cycle of "The Irish melodies" by T. Moore received a significant response in the work of M.Yu.Lermontov, which was reflected both in free translations and in the usage in the original poetry some peculiar echoes, allusions ("I saw sometimes as a night star...", "Harp", "Song of the bard", "Romance" ("You go to the battlefield...") , "And bored and sad"). Novelty: The sorrowful grief of the lyrical hero, the melancholy tones, the turning to the God, the heavens in the hope of finding support for overcoming spiritual torment, romance-song lyricism, civility, patriotism, which have been peculiar to Thomas Moore's works and were attuned to the world view of many lyrical works created by M.Yu. Lermontov.

Keywords: Russian-English literary and historical and cultural interconnections, poetry, romanticism, tradition, reception, allusion, comparative science, artistic translation, intercultural communication.

Introduction
Acquaintance of M. Yu. Lermontov with the works of Thomas Moore refers to the period of adolescence, when, at the Moscow University Noble Boarding school, the poet, according to A.P. Shan-Girey, "began to learn English in Byron, and after a few months began to freely understand it", turned to the works of Byron’s contemporaries - Moore and Walter Scott ("besides these three persons I have never seen other English poets at his place"), however, he did not achieve perfect knowledge in the language, "he could never explain freely in English" [1, p. 36-37]. V.S. Mezhevich, who knew Lermontov at the boarding school, even during the life of the poet in an article about his poems published under the signature of L.L. in № 284-285 of the newspaper "Severnaya Pchela" for 1840 year, described in details the boarding manuscripts ("Arion", "Uley", "Pchelka", "Mayak") and noted that he cannot remember the "first
experiments of Lermontov, but it seems that extracts from the Thomas Moore’s poem "Lalla Rookh" and the translation of some melodies of the same poet are belonged to him" [2, p. 85]. Lermontov’s translation from Thomas Moore’s poem "Lalla Rookh" is unknown, moreover, other evidence, able to confirm giving above words, also do not exist. At the same time, in 1842, V.S. Mezheevich again spoke with conviction about the existence of the interpretation, affirming that he had kept "a ticket for the receiving of "Lalla Rookh" book, composition of Thomas Moore, translation from English in verse" and that the translation for this unpublished edition was made in 1830 by Lermontov [3, p. 30–31]. The words of V.S. Mezheevich can be indirectly confirmed by the permanent attention to Thomas Moore and his work, which was observed at the Moscow University Noble Boarding School during the period of Lermontov’s studies there. This attention was reflected, in particular, in the Lermontov’s classmate M.M. Ivanenko’s proclamation [see: 4, p. 639; 5, p. 242–243] during a solemn meeting on the occasion of the pupils’ course graduation, on March 29, 1830, in English about the style characteristics and creative works of Moore – "Character of the Style and Writings of Thomas Moore" [6, p. 37–42]. Considering that English literature is experiencing a state of unprecedented recovery, M.M. Ivanenko connected this rise with the names of Byron, Moore, Walter Scott, and then described in details the works of Moore, in particular, the romantic poem "Lalla Rookh" and a poetic cycle of "The Irish Melodies", distinguished by the harmony of verses, heartfelt lyricism, patriotic mood.

Literature Review
In the fundamental works of Alexei N. Veselovsky, V.M. Zhirmunsky, dissertational studies of I.N.Gilinsky (1946), G.A.Bauzhite (1956), L.F. Khachaturyan (1979), Moore's work was studied in the context of the traditions of Orientalism in world literature, revealed the connection of Moore's poetry with the national liberation movement in Ireland. An academician M.P. Alekseyev addressed to the Russian reception of Thomas Moore’s creative works in the article "Thomas Moore, his Russian interlocutors and correspondents", published in 1963 in the collection of scientific works "International Relations of Russian Literature"; in the article some interesting facts were established, close attention was paid to Moore's contacts with A.I. Turgenev. The materials collected in subsequent years were included into the monograph written by M.P. Alekseev "Russian-English Literary Relations" (M., 1982), which convincingly reveals the specificity of the individual stages of perception of Moore's legacy associated with the creative activities of Russian romantic writers, writers of the mid-19th century, liberty poets, Russian composers.

Materials and Methods
Translations of works of English romantic poetry into Russian, literary criticism of their appearance, poems of Russian poets containing reminiscences from the works of English predecessors have become the material for the analysis. The methods of historical poetics, approved in the fundamental studies of Alexander N. Veselovsky and V.M. Zhirmunsky are used which makes it possible to comprehend material related to the functioning of certain typical motifs and images, to consider features of national identity in works, to understand the specific characteristics of the lyrical character, etc. The statement of the linguistic theory of translation of A.V. Fedorov, the theory of M.M. Bakhtin about the dialogue and "stranger's word" were taken into account. According to the principle of historicism, certain facts and circumstances are considered in connection with other ones, and also with taking into account historical, literary and cultural experience. In accordance with the subject of study, comparative, comparative-historical, cultural-historical, historical-genetic and historical-typological methods, methods of problematic, comparative analysis are consequently used.
Results
One of Lermontov’s early references to the traditions of Thomas Moore is the poem "Song" ("A Bright Holiday of Past Days...") dating by 1829, which goes back to the "Fool's Song" from Moore’s collection "Unpublished Songs", A.N. Girivenko, firstly found it and carried out a detailed comparative analysis: "In Moore’s composition, the motif of yearning is developed more spontaneously by a ghostly vision, embraces two verses, while Lermontov reduces not only verses (pulling them together into one), but also concentrates the meaning, using compositional, and therefore, semantic compression: the set of semi-mystical visions is replaced by living memory, with nostalgic intonations about the past and inspiring "hatred and cold into the heart" [7, p. 113-114]. We also have to admit that Lermontov followed Moore in the rhythmic intonation plan, copying the original English language quite accurately.

Neither the general nature of literary creativity nor the appeared tendencies in the creative evolution made Lermontov to be close to Thomas Moore, which was noticed early in the 20th century by E. Dyushen and S.V. Shuvalov. Thus, E. Dyushen argued that "The Irish melodies" with their "sad, somewhat sluggish coldness", lack of passion could not deeply affect Lermontov [8, p. 119]. In the opinion of S.V. Shuvalov, "Moore's lyrics, imbued with peace-sad, calm melancholy moods, could hardly speak to the soul of our poet" [9, p. 313]. All which is said above explains in many respects the absence of transparent allusions in Lermontov's poems from Moore's love compositions, which influence is mediated, and the most vivid motifs are reworked by the Russian poet, supplemented by original artistic decisions, as well as by successful inventions of numerous predecessors, representatives of the melancholy and romance lyrics – from Byron to French and German poets.

At the same time, the profound grief which is peculiar to the Moore’s lyrical hero, characteristic melancholy tones (especially in the poems "The Evening of Life", "To The Young Girl", "Solitude"), the appealing to God, to the Heavens in the hope of finding a moral support in order to overcome the life non-conformity, all this could not appeal to Lermontov's spirit quest. In the Russian mind, Moore’s Irish melodies were strongly associated with Byron's Jewish melodies, which also combined two seemingly incompatible beginnings - romance and songwriting penetration and civil patriotic pathos.

Under the influence of the poetry cycles of Byron and Moore the usage of the word "melody" in the titles of small lyrical works of the romance type was established in Russian literature in the meaning of "singing on one voice", which was marked in the dictionary of V.I. Dal [10, p. 826] and stressed the need for the performance of the song’s text by a separate soloist, not by a chorus or in several voices. One of the first "melodies" in Russian literature was Lermontov's "The Russian Melody" (1829): "In my mind I created a different world / And others images existence; / I tied them together with a chain, / I gave them a look, but did not give them a name" [11, v. 1, p. 150]. In the same year, "Russian Melodies" by A. Kolyshkevich were created, published in S.E. Raich's magazine "Galatea" [12, p. 305-307; see also: 13, p. 100–112], and "Malorossiya Melody" ("I have fled from the past...") written by A.A. Delvig [14, p. 217], created under the direct impression after the publishing on the Ukrainian language in the Russian transcription of M.A. Maksimovich's edition untitled "Little Russian Songs" (1827) [see: 15, p. 178]. Unlike the "Russian melody", the "Malorossiya Melody" as a literary genre gained popularity in the poetry on the turn of the 1820s - 1830s, the poetic collection of N.A. Markevich’s "Ukrainian Melodies" (1831) [16], which were successful imitations of Ukrainian folk songs "Malorossiya Melody" ("Where are you, my destiny...") and "Malorossiya Melody" ("No Ford...") of L.A. Yakubovich [17, p. 65–66] were the evidence of it. For works in the genre of "Malorossiya Melody" was peculiar an internal dynamism, transmitted without the help of plot details, through the active use of verbs of movement. One of the authors of "Malorossiya Melodies" N.A. Markevich in the preface to his book related the appearance of the author's idea with the popular Moore’s and Byron’s poetic cycles: "Irish and Jewish melodies written by Thomas Moore and Lord Byron gave me first thought to enclose the Russian words into the lovely music of the Malorossiya songs" [18, p. 16–17]. Even earlier, this idea was expressed by N.A. Polevoy, who accompanied in 1829 the publication of the first "melodies" of N.A. Markevich in the "Moscow Telegraph" by a note: "The Irish melodies of Thomas Moore gave the author a happy thought to express in different
In 1830, Lermontov wrote the poem "Harp", which was rewritten on the basement of preservation of a key image and the introduction of a number of significant figurative elements on the theme of immortality in art, artistically disclosed in the Thomas Moore's poem "The Legacy" from the poetic cycle "Irish Melodies" dated by 1808. Based on the name of the poem of the Irish bard, we can say that it was of a program nature, and the increase in significance was inevitable "due to the multitude of contextual meanings of the most diverse linguistic units" [23, p. 50]. After the first stanza, revealing the theme of non-existence and simultaneously outlining the thematic line of the uniqueness of the individual-creative principle, follows the second stanza, in which art proves to be stronger than oblivion and death: "When the light of my song is o'er. / Then take my harp to your ancient hall; / Hang it up at that friendly door, / Where weary travellers love to call. / Then if some bard, who roams forsaken, / Revive its soft note in passing along. / Oh! Let one think of its master waken / Your warmest smile for the child of song" [11, v. 2, p. 473-474].

The harp becomes the main meaningful image in the Lermontov poem, where it also appears as a symbol of poetic solitude. Such symbolic value of the musical instrument is the creative find of Lermontov, which is not conditioned either by earlier works of Thomas Moore and V.A. Zhukovsky, nor by the Ossianic tradition with which the image of the harp is etymologically related. Moore, who built his work in accordance with the tradition of Irish folklore lamentations on the growth of the solemnity of poetic melody [25, p. 112-122] the harp serves as a symbol of the unchanging and inevitable renewal of the creative principle in a perishable world. Lermontov's image is more objective, and the image of the harp is necessary to complicate the presented picture by taking into account the associative series: "When my green turf conceals the dust, / When, after saying good bye to my life, / I will only sound in your mouth, / Only a shadow in your imagination; / When young friends at feasts / I will not be remembered with wine, - / Then take a simple harp, / It was my friend and a friend of dreams" [11, v. 1, p. 190]. Further, Lermontov pursues the idea of the inevitability (even after death) of the men’s consolidation with the world of nature, communication with which is often lacking during the life. Introducing the motive of memory, eternal and perishable, the poet makes an attempt to present the harp as the conductor of certain natural forces patronizing man: "Hang her in the house against the window, / So that the autumn wind would play over her / And so that it would answer / With an echo of the songs of past days" [11, vol. 1, p. 190]. Lermontov, like the Irish predecessor, has the wish of the lyrical hero to subordinate his feelings and emotions to the natural beginning which leads to the fading of the temporal movement: "But
the ringing string will not wake / Under your snow-white hand, / Then that who sang your love, / Will not sleep, so as not to wake up again" [11, v. 1, p. 190].

By the time of Lermontov’s creation of the poem "The Song of the Bard" (1830), in Russian translations performed by I.I. Kozlov in 1823 and D.P. Oznobishin (under the title "Young Singer") in 1828, Moore’s melody "The Young Singer" ("The Minstrel-Boy") was widely known. V.E.Vatsuro, in spite of the general difference of the two works (Lermontov presents the characteristic color of Ancient Russia, created the image of the "gray-haired singer" who returned to his homeland after many years of living in a foreign land), expressed and argued the assumption of an internal closeness of two texts based on the idea about the singer as a defender of the freedom of the native land that was invaded upon by enemies [26, p. 190], and in both works it is not possible to defend freedom, and therefore, being horrified by the chains of slavery, the singer breaks his musical instrument (Moore – harp, Lermontov – gusli).

V.Vatsuro’s hard work on establishing parallels between some Thomas Moore’s "Irish melodies" and Lermontov’s lyrical poems led to another "an interesting discovery" - "The Romance" ("You Go to the Battlefield..."), written by Lermontov in 1832, which is a reinterpretation of the plot’s motivation of separation scene from the Moore’s melody "Go where Glory waits thee...", which opens the first notebook of "Irish Melodies" [26, p. 190-191]. It is also established that many of the motives from Moore’s poetry "were melted down" in Lermontov’s poem "Forgive! – we will not meet more...» (1832) [27, p. 9]. Lermontov’s romantic drama "Strange Man" (1831), a complex work about a poet whose personality was ruined by a high-society environment, about family enmity and love-change, gives a special expressiveness to the artistic drama of Lermontov. The lyrical fragment "When Some Memories..." included into the penultimate XII scene. "Strange" Arbenin, on the recognition of the third guest, sounding in the drama finale, "could be made one of our best writers" [11, v. 3, p. 353]; however, he lost his mind, unable to resist that glorious "Famousov’s" Moscow, which was vividly written in the comedy "Woe from Wit" by A.S. Griboyedov. The lyrical fragment "When one remembers..." also has a source in the first notebook of Moore’s "Irish Melodies", drawing closer by its themes with the poem "When he who adores thee...". Observing some similar semantic features, one cannot help noticing deep changers of the original poem made by Lermontov, which appeared in the meaningful rephrasing instead of characteristic elegance, the thoughts about the fate of Ireland, for whose happiness the hero is ready to lose his life, came tense thoughts about an outstanding personality possessing a rebellious and a tragic beginning. The lyrical hero of Lermontov is obsessed with passion, and therefore becomes the object of evil-speaking of the "insensible crowd" that reproaches him – the poet's sympathies are on the side of a lonely hero rejected by the "crowd", whose passion receives an unconditional justification. The thoughts that form the basis of the lyrical fragment vary in another Lermontov’s poem "The Romance to I..." written in 1831, and in the poem "The Justification" (1841) created shortly before his death, they receive a mature, artistically integral expression: "When some memories / About misconceptions of passions, / Instead of a glorious name; / Your friend will leave between people / <...> / That, who by passion and vice / Overshadowed your young days, / I pray: by sarcastic comment / You do not mention me at the remember hour" [11, vol. 1, p. 97]. However, the above poems do not limit the cycle of the Moore’s "Irish melody" entitled "When he who adores you..." influence on Lermontov: it is generally recognized that there are a number of motives and formulas that belong to this "Melody" (for example, the motive of a woman’s tear that can wash away the "sentence" of the enemies of the poet) which can be found in many Lermontov’s poems of 1831 – "From Andrey Chenier", "To N.I. ......", "A day will come – and being judged by the world..." [22, p. 323].

The motifs of the second line of the Moore's poem "Where'er I See Those Smiles Eyes...", which is included into the seventh notebook of "Irish Melodies", can be seen in Lermontov's poem "And it's boring and sad" (1840). Following Moore, the Russian poet discusses the lost of the young age – the best years of life, the disbelief in friendship and love. Moore involuntarily preceded Lermontov's gloomy feelings when, long before the appearance of his famous poem, he wrote: "For Time will come with all bis blights, /The ruin’d hope the friend unkind – / The love that leaves, where'er it lights, / A chill'd or
burning heart behind!" [24, p. 308] – "So! Time in its turn will drive away materiality, / Cheating of friends, a broken chain of hopes, / Love and after it, where the spark does not bury - / Or ashes smoldering, or burnt-out steppe" (free translation written by P.A.Vyazemsky). Pages 2–4 are read differently in the printed text: "In hopes there is a mistake and a defect in friends, / Love ... but after it, where the spark does not bury, - / Or ashes smoldering, or chilled dust!" [quot. from: 28, p. 69].

As we see, despite the obvious differences in the Moore's and Lermontov's ideas about literary creative work, the Russian poet highly valued the lyrical works of his predecessor, in particular the cycle of the "Irish melodies". Through the reception of Moore's artistic new details, Lermontov introduced new motifs into his works, offered new interpretations of well-known topics and expanded the possibilities of language and style.

**Discussion**

V.S. Mezhevich affirms that in one of the hand-written guesthouse publications Lermontov placed the translation of Moore's "Irish melody" "The Shot" [2, p. 85], obviously pointing to the Lermontov's translation of Moore's poem "An Evening Shot" ("The evening Gun"), known as "Do you remember how we are with you...". V.S. Mezhevich in this case had mistaken because of the poor memory: the poem "The evening Gun" refers not to the cycle "Irish Melodies", but to a small lyrical cycle "A Set of Glees", which includes six poems and was dedicated by the author to "Mrs. Geoffreyn in remembrance about the pleasant hours spent at Craig-Crookes with her". "Do you remember how we are with you..." is the only known Lermontov's translation of T.Moore's works and regardless of the forgotten testimony of V.S. Mezhevich, I.Khanenko wrote about this fact for the first time in 1888 [29, p. 501], and then I.M. Boldakov, B.V. Neiman, S.V. Shuvalov and other researchers affirmed that fact again [for this see: 30, p. 79–87; 31, p. 113–114]. Comparison analysis of Lermontov's poetic translation and translation's footnotes allows us to judge that the Lermontov translation is quite accurate, close to the original: "Do you remember how we were with you / Saying goodbyes in the late evening / Evening shot rattled, / And we listened with excitement" (M.Yu. Lermontov) [11, v. 1, p. 476] – "Do you remember that sunset, / The last one that saw with you, / When we heard an evening shot / It was heard over the gloomy sea" (a footnotes translation) [9, p. 314].

At the same time, Lermontov's main attention was drawn not so much to the vocabulary and phraseology of the English original as to the poetic theme touched in it, which motivates to make an analysis of life circumstances, sensations and experiences. Preserving the logic of the development of poetic thought, the unity of the poetic form, Lermontov, however, offers his own interpretation of the concept of the work, using though adequate, but still other figurative means. In addition, the cross rhyme in the first part of Moore's poem was replaced by Lermontov's twin rhyme. Such deviations from the accuracy of verbal transmission allowed Lermontov to preserve the main thing – the semantic parallel between the first and second stanzas, the significant frequency of key words reflecting the conceptosphere of the literary text. Besides Lermontov's translation, the earliest prosaic interpretation of the "Evening Shot" is also known, which is placed in the article of the unknown author "Something about Moore", which is a response to the one-volume edition of Moore's works, which was just published in Paris in 1829 [32, p. 495–497], and a poetic translation, written approximately in 1837 by L.A. Yakubovich [33, p. 97]. Up to our days, the final question has not been resolved – whose translation is earlier: the translation of Lermontov or the translation of L.A. Yakubovich? It seems that V.S. Mezhevich's suggestion should predetermine the answer. And it is really true that there is no doubt in the fact that Lermontov in 1830, long before L.A. Yakubovich, translated "Evening Shot". However, the attempt of the editors of the Lermontov's academic six-volume edition of 1954–1957 to attribute the poem "Do You Remember How We Are With You..." to 1830, which was previously dated by 1841 on the basis of the first publication in № 3 of "Otechestvennye zapiski" for 1842, received a strong rejection of prominent Lermontov's researchers, in particular, I.L. Andronikov, who principally considered that "high qualities of the poems, mostly the perfection of the form"}, allow us to date the text to a later period, especially considering that "the poet constantly turned to
poems that he translated in his youth, and final editions of the translations are significantly different from the early ones" [34, p. 595].

Conclusions
As we see, despite the obvious differences in Moore’s and Lermontov’s ideas about literary creative work, the Russian poet highly valued the lyrical works of his predecessor, in particular the poetic cycle of the "Irish melodies". Through the reception of Moore’s art finds, Lermontov introduced new motifs into his works, offered new interpretations of well-known topics, expanded the possibilities of language and style.

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Cognitive and semantic configuration of modern mass media discourse

Vadim A. Gaidarenko, Vanda S. Arutyunian
PhD, Associate Professor of Department of Language Training, Financial University under the Government of the Russian Federation, Moscow, Russia.
PhD, Associate Professor of Department of Language Training, Financial University under the Government of the Russian Federation, Moscow, Russia.

Abstract
Concept “mental health” is considered in the article. Analysis of the research material showed that in mass media discourse the concepts are verbalized in such a way that they have strong pragmatic impact on the person whom they are addressed to. Certain verbs and word combinations are frequently used for focusing the addressee’s attention on particular issues and ways of solving specific problems. In our research we singled out conceptual fields which are created for the pragmatic purposes mentioned above. The two conceptual fields are singled out on the basis of analysis of a number of mass media sources (BBC news programs). Since the verbalizations mentioned in the table are profiled in mass media on a regular basis certain pragmatic effect is created with the purpose to propagate the government agenda concerning solution of the above mentioned problems.
The study pays special attention to the question of considering the stable expressions and phraseological units included in the concept of "mental health" in the prism of linguocultural analysis, as they are a reflection of a fragment of reality with simultaneous interaction with background information, and may also include some emotional assessment of a certain phenomenon.

Keywords: mass media, cognitive linguistics, mental health issues, discourse, stimulus verbs, addiction, phraseological units, idioms, conceptosphere

Introduction
The concept “mental health” is not confined by medical and psychological dimensions. It also contains social group dimensions which regulate spiritual life of individuals.
British scientists focus attention on spiritual and social characteristics of the concept. They specifically point out that preventive measures needed to be implemented to tackle mental illnesses.
Government officials started paying attention on the issue of mental health as virtual life of teenagers is causing concern. Of particular importance here are such negative phenomena as cyber bulling, cyber stalking and cyber harassment. Brainwashing of teenagers by radical extremists is also causing concern.

<table>
<thead>
<tr>
<th>Conceptual field “Modern mental disorders”</th>
<th>Conceptual field “Tackling mental disorders”</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-harming was a “massive worry for parents”</td>
<td>to cope with stress</td>
</tr>
<tr>
<td>emotional struggles</td>
<td>to manage stress</td>
</tr>
<tr>
<td>sink into depression</td>
<td>to improve mental health</td>
</tr>
<tr>
<td>mental illness, mental ill health</td>
<td>to tackle mental illness</td>
</tr>
<tr>
<td>vulnerable people</td>
<td>to improve mental well-being</td>
</tr>
<tr>
<td>cyber bulling, cyber stalking</td>
<td>tackle stigma&quot; and &quot;ensure vulnerable groups</td>
</tr>
<tr>
<td>suicide</td>
<td>have equal access to care and treatment</td>
</tr>
<tr>
<td>substance abuse</td>
<td>struggle with depression</td>
</tr>
<tr>
<td>raise the profile of mental health-</td>
<td>raising the profile of mental health-</td>
</tr>
<tr>
<td>to tackle mental ill health</td>
<td>to tackle mental ill health</td>
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<tr>
<td>to boost mental health services</td>
<td></td>
</tr>
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Verbs of stimulus should be paid careful attention to as the verbs determine the trajectory of movement in mass media discourse. Triggering, boosting, injecting something into particular space can sometimes contribute to unexpected chaotic development, which might go even out of hand. Assessment of positive
or negative movement in mass media discourse is very important, so “stimulus” verbs should be paid particular attention to. “Stimulus” verbs are action verbs, but their function is often limited to shaping particular configuration of an object and in this case they serve as kind of modal verbs. Modality therefore is present in mass media discourse as a means to achieve one end: particular shape of the desired model.

Cognitive Linguistics developed as a result of work of a number of researchers active in the 1970s who were interested in the relation of language and mind, and who did not follow the prevailing tendency to explain linguistic patterns by means of appeals to structural properties internal to and specific to language.

Rather than attempting to segregate syntax from the rest of language in a 'syntactic component' governed by a set of principles and elements specific to that component, the line of research followed instead was to examine the relation of language structure to things outside language: cognitive principles and mechanisms not specific to language, including principles of human categorization; pragmatic and interactional principles; and functional principles in general, such as iconicity and economy.

In modern linguistic reality, one of the most significant works is the work of Russian linguists Z.D. Popova and I.A. Sternin “Cognitive Linguistics” (2007), devoted to the study of the categorical terminological apparatus of cognitive linguistics through semantic-cognitive analysis of the language and describing specific methods and techniques of semantic-cognitive research.

The interesting work of English scientists is labour by William Croft and D. Alan Cruse “Cognitive linguistics” (2004) that provides an overview of the basic principles and methods of cognitive linguistics applied to semantic and syntactic issues.

The importance of the given research is connected with the necessity of further analysis of cognitive and semantic structures of mass media texts of economic discourse. The object of the research is mass media texts taken from authentic sources.

Materials and methods
In our research lexical and semantic approach was used when universal categories (time, space, action) were analyzed in contextual environment of mass media texts. Cognitive configuration of the universal categories was built.

With regard to phraseological units and idioms that occur in the text, the method of linguoculturological research is applied, since it allows one to understand the depth of the phraseological image embedded in this or that expression and to reveal its influence on the whole context.

As a model of cultural interpretation of phraseological units, a model developed by the Russian linguist M.L. Kovshova, who gives the following sequence of operations, revealing the cultural connotation of the phraseological unit:
1) “awakening” in memory of the original meanings related to the distant past of culture;
2) remembering knowledge and ideas that are associated with phraseology and are needed for more accurate use of it;
3) “connection” of the image of phraseology, or its association, with symbols, stereotypes, mythologems, etc. [Kovshova: 148].

This model allows us to understand the cultural and national burden inherent in the phraseological image of the studied expression and the influence of the expression itself on the context.

Results and discussion
Wallace Chafe, Charles Fillmore, George Lakoff, Ronald Langacker, and Leonard Talmy worked in the research field of cognitive metaphoric research. These linguists developed their own approach to language description and linguistic theory, centered on cognitive description of metaphors. The correlation between meaning and form are a prime subject of linguistic analysis of the researches. Semantic structures should be analyzed through contextual configuration of particular discourses.
Sydney Lamb and Dick Hudson were the linguists who later developed their own frameworks for linguistic description in a cognitive direction in the 1970s. Work in child language acquisition in the 1970s was influenced by Piaget and by the cognitive research in Psychology, so that the field of language acquisition had a strong functional/cognitive strand through this period that persists to the present. Dan Slobin, Eve Clark, Elizabeth Bates and Melissa Bowerman laid the groundwork for present day cognitivist work.

Chomsky made the strong claim of innateness of the linguistic capacity leading to a great debate in the field of acquisition that still reverberates today. The idea of acquisition as a 'logical problem' rather than an empirical problem, and view of it as a matter of minor parameter-setting operations on an innate set of rules, were rejected by functionally and cognitively oriented researchers and in general by those studying acquisition empirically, who saw the problem as one of learning, not fundamentally different from other kinds of learning.

George Lakoff was well-known for his work on metaphor and metonymy (Lakoff 1981 and Lakoff 1987). Jonson’s ideas had evolved into theory known as Space Grammar and then Cognitive Grammar (Langacker 1988). Talmy had published a number of increasingly influential papers on linguistic imaging systems.

The 1980s also saw the development of connectionist models of language processing, such as those developed by Jeff Elman and Brian MacWhinney, in which the focus was on modeling learning, specifically language acquisition, using connectionist networks. This work tied naturally in to the acquisition problem, and with the research program of Elizabeth Bates who had demonstrated the learned nature of children’s linguistic knowledge, and its grounding in cognitive and social development. Gradually, a coherent conceptual framework emerged which exposed the flaws of linguistic nativism and placed experiential learning at the center in the understanding of how children acquire language. This conception was the foundation for the research program of Michael Tomasello, who in the 1990s began to take the lead in the study of acquisition in its social, cognitive, and cultural contexts.

It should be noted that since the cognitive approach in linguistics is a direction in which the language is a general cognitive mechanism, and the language is inherently anthropocentric, that is, it describes reality through its perception by a person important in studying a particular linguistic face conceptual sphere of language personality. Anthropocentrism is a special research principle, which consists in studying the objects of science by their role for man and by their purpose and function in the life of a person. The concept can be considered as a unit of experience of a linguistic personality in an ideal representation that has a nuclear peripheral structure and is verbally implemented in the language. The concept is characterized by moving borders, socially marked and marked by linguistic and cultural specifics. Concepts reflecting such large-scale mental entities as “mental health” have a large semantic scope and can be described in the form of semantic fields that form the conceptual sphere of the language personality, which is a mental model of the language picture of the world.

The conceptual sphere of the language personality is a multifaceted systemic set of operational units of consciousness that create actualization in the process of discursive interaction. The concept of “mental health”, is a culturally significant concept, and is a structured mental formation that is based on interdependent macroblogging: “Modern mental disorders”, “Tackling mental disorders”. Each macroblock breaks up into microblogs that have relevant information about the relevant characteristics of the subject of evaluation.

The study of the methods of verbalization of the concept of "mental health" shows that this concept has a pronounced value marking and is one of the most important reference points of human speech behavior. Cognitive modeling is the main way to represent the content structure of the concept of "mental health" in the linguistic consciousness of different linguistic cultures.

Consider the expression to sink into depression. This expression is very bright, in view of the fact that in its component composition there is a verb to sink, literally nominating the process of going down below the surface or towards the bottom of a liquid or soft substance.
It is quite obvious that in this expression immersion in depression is compared with the process of drowning not accidentally. From the point of view of a layman, depression is very common in modern society. People fall into the so-called depression almost every day: they are rude in transport, quarreled with a colleague at work, quarreled with his wife, etc. It is no accident that the expression "I have a depression" is common. For a professional psychologist or psychiatrist, this complaint only means the fact that the patient is prone to a bad mood for a number of reasons.

The true process of depression is a deep mental personality disorder, which has a number of serious symptoms and a bad mood is just one of these symptoms. Other symptoms of depression may include decreased self-esteem, inadequate guilt, pessimism, impaired concentration, sleep and appetite disorders, and suicidal tendencies. Thus, the true meaning of the expression "to sink into depression" is a serious psychoemotional nervous disorder comparable to a total loss of taste for life, and therefore often associated with suicide ideas, as an option of drowning.

The concept of “mental health” is a psychogenic formation that arose as a result of the formation of ideas and knowledge about the norms and anomalies of the development of the psychoemotional health of the individual and which is fixed in the national and linguistic picture of the world. Differences in cultures are reflected in different linguistic pictures of the world, on the basis of which utterances are written in languages. In each culture, there are artifacts that are incomprehensible or incomprehensible to other cultures. The study of cultural specifics can make a significant contribution to understanding not only the cultural, but linguistic phenomena of the concept under consideration.

Modern linguistics is characterized by an anthropocentric paradigm that allows you to study the language in direct connection with the person, his behavior, thinking and consciousness, to analyze language facts in close relationship with the language personality and the collective. That is why the concept of “mental health” is an interesting object for consideration in the prism of language culture.

Languages differ in ways of coding, and language collectives tend to differently model the objective reality, depending on the specific language categories inherent in any natural language.

Conclusion
Cognitive approach presupposes that in any language while constructing knowledge fundamental categories are used, in particular categorizes such as material object, space, action are most widespread. Combination of features of the categories form specific configuration for languages and form specific frames, defining the language.

The Categories are interconnected in any discourse and while describing peculiar combination of categorical features in one language one inevitably has to describe specific configuration of other universal categories. The universal category “action” is not an exception as an all-encompassing character of action makes us consider involvement of material object, space and time in the process.

Focusing attention on mental health problems on the part of British government and World Health Organization raises the profile of the issue and helps finding ways of solving the problem. Cyber bulling and gaming addictions are the issues which are paid special attention to. To raise the profile of the issues they are verbalized with a certain degree of frequency in British mass media. The verbs and word combinations presented in the conceptual field «mental health disorders» are verbalized in the same contexts as ways of solving the problems. Methods of treatment of these mental diseases are given in the conceptual field “Ways of tackling mental health problems”. By presenting the problems and specific solutions of the problem in the same context the addressee is persuaded in the rightfulness of particular action plan of the government. Pragmatic purposes are pursued throughout mass media discourse. To that end certain word combinations are frequently repeated and profiled in mass media texts. Childhood obesity is the concept which can be used as an example. By focusing attention of parents on their children...
diet with the help of images and frequent verbalization of the concept in the context with such word combinations as fizzy drinks, school diet and sugar tax the government tries to persuade the public in the necessity of particular measures to tackle the problem.

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Actual Problems Of Muslim Pedagogy

Abay K. Duisenbayev¹, Gabit B. Bazargaliyev², Nurlybek G. Daumov³, Boranbay M. Momenov⁴, Andrey U. Abylgazyiev⁵

¹Kazakh-Russian International University, Kazakhstan (Aktobe city, Ayteke bi street, 34)
²Atyrau State University named after Kh. Dosmukhamedov, Kazakhstan (Atyrau city, Studentchesky avenue, 212)
³Atyrau Regional National Gimnasium for gifted children, Kazakhstan (Atyrau city, Abdrakhmanov street, 39 "а")
⁴Aktobe Regional State University named after K. Zhubanov, Kazakhstan (Aktobe city, A. Moldagulova avenue, 34)
⁵Kazakh National Pedagogical University named after Abai, Kazakhstan (Almaty city, Dostyk Avenue, 13)

Abstract

Background: In modern secular Kazakhstan, the problem of the development of Muslim religious education is not only confessional, but also general educational and philosophical in nature. In this regard, in recent years, acute problems have been raised unfairly overlooked by educators from Kazakhstan. In particular, this can be attributed to the insufficient knowledge of the experience of religious pedagogy, which is very useful and interesting in terms of approaches to teaching and educating the individual. For example: "in the textbooks and educational programs on pedagogy and the history of pedagogy in Kazakhstan, for the time being there is no proper place to mention the history of the pedagogical thought of Muslim peoples, who have a rich experience of religious education" [Seitaliev, 2007].

Methods: Analysis of the works of sociologists, teachers on the problems of Muslim pedagogy, the role of activity in the development of religious education. Study and analysis of scientific literature, materials and documents.

Findings: In this regard, we can talk about the urgent need to conduct a systematic historical and pedagogical analysis of the development of religious education of the Islamic world. Professor Altay Taizhanov, considering Islam in the context of education, rightly notes his enormous educational potential, and that in Islam an important place is given to science and education. In particular: "Only in the Quran more than 700 times there are stories that emphasize the special role of education and science in the life of society" [Taizhanov, 2009].

Improvements: Therefore, education and science have always played a huge role in the development of Islamic states. Especially in the early period of its development, Islam as the state religion of the medieval states of the Muslim East became the main determinant of the rapid development of education and science, thereby transforming the intellectual potential into a determining factor for the advance development of Islamic civilization.

Keywords: religious education, Muslim pedagogy, jadidism, kadimism, Muslim didactics.

Introduction

The magnificent organization of religious and secular teaching spread throughout the Islam world. Famous schools were: "The mosques of Cordoba and Andalusia, the mosque of An-Nuria, established by Nuruddin Shahi in Damascus, the training complex "al-Azhar", created by Dowhar Sicilian in Cairo, the school "an-Nizamiya" in Baghdad and other. Al-Azhar mosque since the end of the XI century fully proceeded to its university activities and successfully integrated the teaching of religious subjects with such humanitarian and natural subjects as history, geography, mathematics, chemistry, astronomy, medicine, music. In this regard, "al-Azhar" took place as a university much earlier than European
universities. The folkloric legacies of the Kazakh people widely cover historical events [Assanov and others, 2016]. Even earlier, al-Azhar started its university activity in the mosque in the city of Fez, remaining the largest educational and scientific center of the Maghreb. The Islamic universities of Andalusia attracted not only the students of the Arab world, but also from all Christian Europe [The history of religions, 2010].

Thus, Islamic universities had a huge impact on the emergence of European universities and, in fact, laid the foundation of the European scientific revolution and modern European civilization.

Important educational and scientific centers were library libraries. For example: "About 40,000 books were collected from 40 large storages of the Cairo Library "Dor is-Salam" from around the world. However, the thirteenth century was a turning point for Islamic civilization. The collapse of the Arab Caliphate, the invasion of the Mongols and the reconquest of the Spaniards caused irreparable damage to the Islamic educational system" [Muslim etiquette, 2013].

In the future, when Europeans, after experiencing the reform movement, entered the era of humanism and the Renaissance, along with theosophical subjects, secular subjects began to be actively studied, and when universities began to be formed throughout Europe, Islam as a religious state ideology enters a period of stagnation. Consequently, the education and science of Islamic states fell into decay, and the Islamic states, weakened by the permanent crisis state, found themselves in the colonial dependence of the Western states. At the same time, as the results of a deep study of the history of the countries of the Islamic world show, the cause of the crisis of Islamic civilization was not only in colonialism. Colonialism is more a consequence than a cause. And the reason for the civilizational crisis in the countries of the Muslim East was the socio-political, ideological and intellectual disintegration of the political elite, religious hierarchs and mudarris of Islamic educational institutions. That led to the crisis of the educational system of Islamic states.

Literary Review

As a result, during the late Middle Ages, the Islamic education system was finally disintegrated and the Islamic teacher was degraded. When the innovative pedagogical ideas of Y.A.Komensky, I.G.Pestalozzi, K.D.Ushinsky and other outstanding teachers widely spread in the West, the mudarris of Islamic madrasahs ceased to be taken into account and guided by the advanced achievements of pedagogy and its methodology. As a result: "madrasahs were in the eyes of conservatism, dogmatism and scholasticism" [Tazhibaev, 1962]. Paradoxically, secular subjects such as geography, mathematics, history and other nuances that once gave the world great astronomers, mathematicians, geographers and historians of the East were removed from the content of Islamic education. Gradually, in fact, all training was reduced only to the memorization of the Koran. Moreover, all theological educational disciplines have become a nonsensical memorization and a little-useful scholasticism. Thus, the testament of the great scientist-encyclopaedist, the founder of Arabic philosophy al-Kindi, was betrayed to zabeve. As you know, he believed: "that in the education it is necessary to form not the Muslim fanaticism, but the intellect" [Nurysheva, 2010].

Thus, henceforth, the goal of the madrasah is the preparation of spiritual leaders and ministers who have an abstract conceptual apparatus. Its main advantage was the involvement of students in the scholastic Islamic traditions. As a result: "Despite the long period of teaching in the madrasah, the results were insignificant, that is, the majority of the graduates of the madrasah could not even write and read competently, freely reflect and develop their intellectual potential, especially to pass them on to the next generation " [An anthology of the edifying thoughts of Kazakhs, 1994].

And if before the Islamic education contributed to the development of man, to the knowledge of the world around him and to the study of social processes, then from now on the Islamic education became more contemplative and mainly focused on the study of only Islam itself.
Methodology
Most importantly, the compulsory and intellectually developing Islamic pedagogy in the spirit of enlightenment, mutual respect, continuity, humanism, and nobility was replaced by an accentuated display of indifference, clericalism, dogmatism, neglect and disrespect for the personality of the students. Islamic pedagogy has lost educational opportunities, intellectual potential, mentoring traditions, factors of upbringing and co-education of teachers with regard to students. In our view, it is micro-factors playing (usually) a leading role in the socialization of the person in the childhood stages, adolescence and early youth [Duisenbayev and others, 2016].

The fundamental principles of upbringing and education were cruel sticks discipline and ferocious measures of intimidation. Thus: "against the backdrop of rapid development of education, science and technology of Western countries, the Islamic education system and Islamic pedagogy by the end of the nineteenth century was degraded and replaced by a backward, ineffective clerical education, and the phenomenon of the teacher actually ceased to exist and to fulfill its wide-profile social mission " [Bulutay, 2006].

As a result, at the end of the nineteenth century there was an urgent need to modernize the socio-political foundations of Islamic statehood, especially the problem of the revival and modernization of once effective Islamic education and Islamic education. For the Muslim intelligentsia saw a way out of the impasse in enlightenment. Only in this way was it possible to modernize the traditional societies of Asia and deploy the national liberation movement of the colonial peoples of the East. All these events are described in the genre arnau [Verdembekov and others, 2018].

At the same time, Tanzimat's reformist ideas of the advanced intelligentsia of the Ottoman Empire, having evolved, moved to the Muslim regions of the Russian Empire - the Crimea, the Volga region and Turkestan. Consequently, in these regions, the educational movement of Jadid Muslims begins, opposing the narrow confessional education that has frozen in medieval scholasticism and boiled down to memorizing the suras of the Qur'an and pushing them. Of course, the Jadid reformers never openly proclaimed the idea of a national liberation struggle, but the ideas of Muslim enlightenment and spiritual revival, one way or another, led to active socialization of the masses, the awakening of national self-awareness, the spread of ideas of independence and freedom.

It should be emphasized that "in Turkestan the situation with the spread of Jadidism ideas was complicated by the fact that the natural contradictions between the clerics-kadimists and the new Jadids were especially acute, complicated by additional difficulties. On the side of the traditionalists there were the tsarist military administrative service, local feudal nobility, the conservative reactionary part of the clergy, and on the Jadidist side - the progressive part of the feudal nobility, part of the emerging bourgeoisie and the new Muslim intelligentsia. An additional difficulty for the Jadidists of the Turkic peoples was that they had to openly fight also with the Russian-native schools, which were regarded as the vehicles of Russification" [Vezhihi, 2010].

In these conditions, Jadidism could survive, and will take place only thanks to effective and innovative technologies of teaching, which in a short time will create the necessary social base of educated, socially active people. From this: "In the Jadidist new-education system of education, a sound teaching methodology was introduced, improved textbooks were developed, programs and methods of several secular subjects were developed using the additions of Russian and world pedagogy" [The history of religions, 2009].

The pedagogical ideas and views of Y.A.Komensky, K.D.Ushinsky, P.F.Lesgaft and other well-known scientists and teachers were applied and developed with reference to Islamic pedagogy. In these schools, along with textbooks and teaching aids published by the Turks, Tatars, Bashkirs, scientific and pedagogical and educational-methodical works of local authors began to be used. So, in 1912 A.Baytursynov published "Olippe" (that is, the alphabet) for the Kazakh school [Duysenbaev, 2018].

In particular: "The curriculum of the "Igadiya" of 1906-1907 academic year, along with such theological subjects as tafsir, aqeedah, hadith, fiqh and others, included such academic subjects as astronomy,
geography, history, philosophy, logic, physics, psychology, hygiene, medicine, trade, Arabic language and literature, Persian, German and others” [Muhammad Ali al-Hashimi, 2002].

A number of secular subjects were introduced into the curricula of the Jadid schools. On a progressive basis, the organizational and methodological structure of the Jadidisk and New Method madrasahs was also built. They consisted of four institutional levels: the first level of Ibtidaya, the second level of Rushdia (middle), the third level of Igdadia (above the middle) and the fourth level Galiya (higher) [Duyesenbaev, 2017].

Proceeding from this, a multilevel system of teacher training was implemented. Thus: "Igdadia carried out an educational program of higher secondary education, and prepared shakirds for admission to the higher department. In parallel, they were given the right to engage in pedagogical activity as a calpe, mugallima" [Assanov, 2010].

Along with this, the profiling and specialization of the Jadidist madrassas was carried out. For example: "In the system of the Jadidist madrasas of the Russian Volga region in the madrasah "Mukhamadiya" in the main prepared experts for politics and theologians, in Galiya they mainly prepared linguists and writers, in Husainia preference was given to businessmen and managers, and In the "Rasulia" Sufi traditions were strong" [Islam, 2010]. In addition to all this, one particular feature of Jadidism was the active involvement of women in education, which was not welcomed by the traditional Islamic school of education.

As for the teaching staff of the new-method madrassahes, the best innovator teachers, humanist teachers and highly educated new-method teachers were concentrated here. In fact, all teachers were good experts in the basics of Islam and academic disciplines, erudite people. They had a good command of progressive methods of pedagogy and modern teaching technologies, perfectly mastered several Eastern, European languages.

In general, considering Jadidism as a historical phenomenon aimed at the emergence and modernization of the scientific and educational potential of Islam, it can be noted that at this stage of the development of Islamic education, a new, innovative and effective education system for Muslims gradually began to be formed. This system corresponded to the spirit of the times and satisfied the needs of the relevant strata of society. In general, in fact, there was a successful transformation of Islamic education in the new conditions of life of the twentieth century, the effective integration of Islamic education in the emerging secular education system began. A vivid example of the effectiveness of this integration and the effectiveness of the new school of Jadidism is the legendary galaxy, the glorious cohort of the first Muslim-Soviet intelligentsia of Turkestan that emerged from the walls of the Jadidist madrassas.

Unfortunately: "knowing the great potential of Jadidism, they were everywhere and always harassed, bringing down on them arrests, secret and open murders. Nevertheless, Jadidism, having retained all the repressive actions of the kadimists and tsarism, having presented a whole pleiad of great personalities, making a great contribution to the enlightenment of the peoples of Central Asia until the end of the 1920s, was compelled to cease its existence as a result of the brutal struggle with the nascent Soviet system of totalitarianism" [Aitali, 2000]. Thus, the Jadids during the Stalinist repressions, as well as the militant atheism of the Soviet government, for almost a century, pushed back the modernization of the Islamic education not only of the Soviet East.

Stagnation in the Islamic education, especially dogmatism and conservatism of the Islamic pedagogy, led to the fact that at the end of the 20th century only 40% of the population of the Muslim world were literate, while in the Christian world 90% of the population was considered literate. If 40% of the population of the Christian world had a higher education, then only 2% of the population were Muslims with higher education. In the Christian world, 98% of the population graduated from schools and 40% of them entered universities, whereas in the Muslim world 50% of the population finished schools and 2% went to universities [Taizhanov, 2007].

At the end of the 20th century, state independence and freedom from communist ideology and militant atheism allowed the peoples of Kazakhstan to return to the world of Islam. In this regard, a number of
problems are brought to the agenda: "Among them, the issue of effective secular religious and religious education" is particularly emphasized [Derbisali, 2011]. Although, in this regard, Kazakhstan has been a lot of positive, there are still serious problems associated with the creation of a system of Islamic professional education. In particular, the problems associated with the organization of the educational process, with the introduction of professional educational programs, with the improvement of teaching methods and the introduction of innovative technology of Islamic education.

Results
Of course, all this requires special recognition and professionalism from the organizers of Islamic education and the teaching staff of Islamic educational institutions, as well as special competence. For an optimal solution of the task in hand, a deep analysis of the accumulated historical experience of secular and Islamic pedagogy is necessary, as is the teaching of the traditions of the national pedagogy that historically evolved in the country, as well as the record of modern achievements in the pedagogical science of the world. Along with the scientific generalization and systematization of the available innovative methods of secular and Islamic education, it is also necessary to take into account the fact that they are based on many years of practical experience of innovative teachers. For the innovative method of teaching is written not only in the office silence, it ripens as a result of many years of practical experience of the whole army of teachers, is crystallized by trial and error, painstaking work of teachers, is created through the long selection of best practices from the experience of many years popular, Islamic and world pedagogy.

Discussion
Unfortunately, with reference to the use of experience in the formation of modern technology education, religious educational institutions (Islamic universities, institutes, madrassahes) of modern Kazakhstan will draw attention to the best traditions of the Jadids as a successfully tested model of the modernized Muslim education. Therefore, the training in them is mainly conducted according to the methods and the mentality of the Middle Ages. Consequently, students and students of these institutions of Kazakhstan perceive the world through the eyes of teachers of the Middle Ages and are mentally transferred to an era that even the Jadidists in the nineteenth and twentieth centuries have outlived. And this is at a time when even the ordinary imam of Kazakhstan's mosque works in completely different conditions, not a hundred years ago. After all, Kazakhstan society is subject to constant changes, the worldview and intellectual level of visitors to the mosque is systematically growing and, according to these realities, approaches to the preparation of spiritual specialists should be adjusted.

Conclusion
In general, summing up the results, we can say that in order to create effective professional religious education in Kazakhstan, it is necessary to solve the following fundamental tasks.
First, it is necessary to integrate the system of non-sovereign religious educational institutions into the state educational system. It is necessary to determine the form of integration.
Secondly, religious education can be integrated with theological state educational institutions and create an independent system of state religious education. And so, under the current state of Islamic education in the country, the unity of the educational, organizational, educational, methodical and technological space of the religious, as well as national, educational system of Kazakhstan is clearly torn apart, but the unity of the spiritual and intellectual bases of education and the state system of upbringing of a comprehensively educated and spiritually developed citizen of the country is undermined.
Thirdly, in modern conditions of Kazakhstan, simplified approaches to the integration of religious education into the unified educational system of Kazakhstan will not yield positive results. Due to the fact that in the absence of conceptual rods it will be extremely difficult to create a unified system of state religious education. For this, first of all, it is necessary to develop, agree and adopt a licensed, generally
accepted educational program. It is necessary to take serious and effective measures to create an adapted methodological and innovative system of quality Islamic education, using the most modern educational technologies of general pedagogy.

At the same time, the principal point is that those wishing to study in religious educational institutions should be guaranteed the prospects of obtaining a narrowly confessional education, including a multidisciplinary education that includes knowledge of religion and secular sciences, the knowledge of several languages, the development of a broad outlook that would enable them to occupy posts both in the system spiritual services, and in state structures.

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Switching Codes In The Tatar Youth Socium In The Conditions Of Bilingualism

Gulshat R. Galiullina, Khalisa Kh. Kuzmina,
Enze Kh. Kadirova, Gulfiya K. Khadieva,
Aigul Ai. Abdakhmanova
Kazan Federal University

Abstract
The article presents the results of the study of the peculiarities of code switching in the speech of Tatar youth under the conditions of Tatar-Russian bilingualism in the Republic of Tatarstan. Living of two peoples in the neighborhood – the Russians and the Tatars – made for the formation and development of active bilingualism in the Republic of Tatarstan. Our results show that active bilingualism influences not only the structure of the language but also the thinking of the linguistic personality.

Considering the relevance and importance of the scientific analysis of the language situation in the conditions of bilingualism in the Republic of Tatarstan, the paper presents the results of sociolinguistic processing and analysis of the questionnaire material carried out in order to reveal the peculiarities of code switching in the process of speech communication of Tatar youth in the conditions of Tatar-Russian bilingualism.

The study showed that the switching of the language code is more typical for young people, who equally speaks both state languages of the Republic of Tatarstan at a high level. The respondents whose first (native) language is Tatar, and Russian is in the status of the main state and inter-ethnic language, show a higher ability to code switching. The Tatar students, whose the first language is Russian, when switching the codes from Russian to Tatar, experience certain difficulties. Noteworthy is the fact that the respondents born in rural areas in a monolingual environment are active bilinguals at the present stage of social development.

The practical significance of the study is that the main positions, recommendations and conclusions set forth in this paper can be used in the studies related to further development of the problems of bilingualism.

Keywords: language, language code, code switching, Tatar-Russian bilingualism, sociolinguistics, language functioning.

Introduction
Language is constantly changing, adapting to new types and forms of communication, in accordance with the development of consciousness and thinking of man. One of the most important factors that leads to changes in language are language contacts. Long coexistence of unrelated languages in society has resulted in the formation of a special linguistic situation that can change not only the composition and structure of the language, but also the thinking process of the representative of the given society. As the researchers state, the language situation is the aggregate of linguistic formations, i.e. languages and variants of languages (dialects, jargons, functional styles and other forms of language existence) serving a certain society (ethnos and polyethnic community) within the boundaries of a certain region, political-territorial union or state [1: 75]. The joint residence of the Tatars and the Russians over many centuries in one territory and state was conductive to the development of Tatar-Russian and Russian-Tatar types of bilingualism in the Republic of Tatarstan as a subject of the Russian Federation. Interference phenomena, partial identification of two language systems, switching and mixing of codes occur within such conditions, which leads to errors in speech in the receiving language, and can subsequently affect the entire system of language, up to its structural change. Active bilingualism prevails, first of all, among middle and young generations of native speakers of the Tatar language. The scientific research on this
issue focuses on the Russian-Tatar type of bilingualism, and Tatar-Russian bilingualism remains beyond the due attention. It should be noted that it is Tatar-Russian bilingualism that demonstrates transformation processes both in the linguistic structure and in the thinking of the linguistic personality. One should analyze this language state and give a scientific description of the changes taking place with a view to predict the further development of the language. This determines the main relevance of this work.

The sociological approach to the analysis of linguistic phenomena was developed by Russian linguists (E. D. Polivanov, F. F. Fortunatov, L. P. Yakubinsky, V. M. Zhirmunsky, and others) and foreign ones (F. Bruno, A. Meillet, P. Lafargue, M. Cohen, and others) [2: 11]. Certain aspects of the problem of mixing and switching of language codes in the Tatar-Russian society, as well as the related problems of functioning and teaching of state languages, interethnic processes, the dialect / literary language relationship were considered in works by Z. A. Iskhakova [3], A. Kh. Ashrapova [4], G. R. Shakirova [5], D. Sh. Shakirova [6], D. Kh. Khusnutdinov [7] and other researchers.

The aim of this work is to determine the specificity of code switching in the process of speech communication in Tatar youth society in the circumstances of active Tatar-Russian bilingualism.

Within the framework of the article, we studied the nature and character of the Tatar-Russian code switching and revealed linguistic, extralinguistic and ethno-cultural features that stimulate the Tatar-Russian code switching.

The object of the study is the speech activity of bilingual Tatars.

The subject of the study is the sociolinguistic and linguistic features of the functioning of the Tatar and Russian languages in the socium of students aged 17-23.

Methods
The research uses the general scientific methods, such as analysis, synthesis, inductive, deductive; linguistic methods - descriptive, comparative, statistical and one of the main methods of sociolinguistic research - questioning.

To collect reliable information, a sociological survey was used, namely, in the form of a questionnaire of a group of students (aged 17-23 years) who indicated the “Tatar” nationality; a procedure for the initial analysis and presentation of the material was carried out using the descriptive method; interpretative analysis determined the specifics of different variants of writing colloquial constructions; statistical, content and contextual analyses were used in to study completed questionnaires on the structure or essence of the content.

Results and Discussion
Code switching and code mixing are two linguistic phenomena that are considered to be the most common models of bilingual speech behavior [8: 52-60]. The conditions under which the language code changes are the changing of the addressee, the changing of the members of communication, the changing of the role of the speaker, the changing of the topic of communication, etc. The scholars note that code switching should be distinguished from phenomena such as borrowing of linguistic units and their interspersing into speech. When switching to another code (for example, to another language), the speaker uses its elements in full accordance with the phonetic, grammatical and other properties of these elements [2: 22]. This article also proceeds from the premise that when switching codes, a complete change of language structure occurs (during communication a non-native language intrudes into native speech at the level of extended syntactic constructions), whereas the mixing of language codes is a conscious use in native speech of certain elements of another language within the framework of a sentence. As the scholars argue, the process of reproducing the speech utterance is a multi-level process (T. V. Akhutina, L. S. Vygotsky, N. I. Zhinkin, A. A. Leontiev, and others). The psychic qualities of the individual, social experience are of decisive importance in the first phase. This phase reflects non-verbal activity especially pronouncedly, in which speech is included. The plan in external speech is realized in...
the second phase. The third phase is the phase of comparing the result with the original intention and deciding whether the result corresponds to the plan or correcting the obtained result in a new utterance [9: 3]. All these phases of speech activity are of great importance in switching codes. Linguistic presentation of the utterance occurs at the second level. The idea is realized simultaneously in the space-conceptual scheme (responsible for the lexical formulation of the utterance – when selecting the necessary elements) and in the time sweep scheme that reflects the relationships of the selected lexemes and the syntax of a particular language [10: 94-98].

Consider these phenomena in the speech of young people living in the conditions of active bilingualism in the Republic of Tatarstan.

In order to identify the characteristics of the respondents’ switching from one language to another during communication, they were asked to logically complete the sentence by choosing a variant from the following ones:

\textit{When communicating with people of another nationality, I:}

1) spontaneously switch from one language to another language;
2) cannot easily switch from language to language;
3) use the words from different languages in speech;
4) construct the phrases in Russian then translate them into my native language;
5) construct the phrases in my native language then translate them into Russian.

\begin{table}[h]
\centering
\begin{tabular}{|l|c|c|c|c|}
\hline
What is the & When communicating with people of a different nationality, I: & & & \\
first & spontaneously & cannot easily & use words & build phrases & build phrases in \\
language for & switch from one & switch from & from different & in Russian, & my native \\
you, and & language to another & one language & languages in & then translate & language, then \\
what is the & & to another & speech & into my native & translate into \\
second & & & & language & Russian \\
language? & & & & & \\
\hline
The Tatar & 71,6\% & 11,0\% & 21,9\% & 3,2\% & 12,3\% \\
language & & & & & \\
The Russian & 37,5\% & 37,5\% & 37,5\% & 18,8\% & 6,2\% \\
language & & & & & \\
\hline
\end{tabular}
\caption{The Specifics of Code Switching in the Communicative Process of the Respondents with People of Another Nationality}
\end{table}

When analyzing the answers, we cross-processed the data based on their comparison with the answers to the question of the priority of the chosen language. In domestic sociolinguistics, the first learned language is called the native language. Usually it coincides with the mother and ethnic language. The results of the survey show that 71,6\% of the Tatar respondents who indicated the Tatar language as their first language chose the variant “I spontaneously switch from one language to another language”; 11,0\% - “I cannot easily switch from language to language”; 21,9\% - “I use words from different languages in speech”; 3,2\% - “I construct the phrases in Russian, then translate them into my native language”; 12,3\% - “I construct the phrases in my native language, then translate them into Russian”. Thus, it is not difficult for the absolute majority of representatives of the younger generation of Tatars to switch from one language to another one during their communication. In this case, the word “spontaneously” has the meaning of “instinctively, naturally, unexpectedly”, which indicates unconscious (subconscious) switching of the language code.

Absolutely different results are illustrated by the data of the Tatar respondents, for whom the Russian language is the first. These are the young people who have learned Russian as a language of family and interethnic communication since early childhood, but at the same time they have learned the spoken Tatar language as a native language at the level of fluent speaking and who relate themselves to the
Tatars on a national basis, 37.5% of them chose the answer “I spontaneously switch from one language to another language”; 37.5% - “I cannot easily switch from language to language”; 37.5% - “I use words from different languages in speech”; 18.8% - “I construct the phrases in Russian, then translate them into my native language”; 6.2% - “I construct the phrases in my native language, then translate them into Russian”. Thus, it is much more difficult for this category of the respondents to switch from one language to another (in this case it is a question of switching from Russian to Tatar) (37.5% in relation to 71.6%). In such conditions, symmetrical bilingualism loses its positions.

The questionnaire comprised the question of the conditions of the society in which the language personality was formed. The respondents were asked to specify the place of birth – a city or a village. As is generally known, the village for the Tatar people has long been a bearer of language, culture, people’s wisdom, respect for traditions, but now the boundaries between the village and the city are gradually erasing. Urbanization of the population occurs as a result of socio-economic processes taking place in Russia on the whole. Against this backdrop, the Tatars who live in the villages of the Republic of Tatarstan tend to speak two languages, and rural Tatar-Russian bilingualism is developing at a rapid pace. This is confirmed by the respondents’ answers: when communicating (see Table 2) with people of a different nationality, 67.3% of the Tatar respondents who were born in the city pointed out to the spontaneity of switching from one language to another language; about the same number are the rural respondents (66.1%). 20.0% of the respondents from the city and 11% of the rural respondents find it difficult to switch from one language to another. The main difference between those who were born in the city and the village revealed the issue of translating phrases from one language to another – 1.8% and 14.4%, respectively: the rural youth meet with difficulties in communication with people of another nationality in Russian, they have to build phrases in native language, then translated into Russian (Table 2).

### Table 2

**The Specifics of Code Switching in the Communicative Process of the Respondents Depending on the Place of Residing**

<table>
<thead>
<tr>
<th>Your birth place</th>
<th>When communicating with people of a different nationality, I:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>spontaneously switch from one language to another</td>
<td>can not easily switch from one language to another</td>
</tr>
<tr>
<td>City</td>
<td>67.3%</td>
<td>20%</td>
</tr>
<tr>
<td>Village</td>
<td>66.1%</td>
<td>11%</td>
</tr>
</tbody>
</table>

The answers to the question “Do you translate the words and sentences from one language to another in your mind or do the words come out in the desired language?” with the variants of answers 1) I translate from Tatar into Russian; 2) I translate from Russian into Tatar; 3) the words come out in the desired language; 4) I cannot answer show interesting results.

The question turned out to be difficult for 13.6% of the respondents (they could not answer). The majority of the respondents, who speak the first language Tatar, indicate that the words and sentences emerge in the needed language (56.8%). The number of answers of those whose the first language is Russian (37.5%) is a little less. The respondents with the first Russian language experience difficulties in communicating: 62.5% of the respondents have to translate words and sentences from Russian into Tatar in their mind (in relation to 13.6% of those whose the first language is Tatar). At the same time, 21.9% of the respondents whose the first language is Tatar have chosen the variant “I translate from Tatar to Russian”. Table 3 presents a more detailed illustration.
Table 3

<table>
<thead>
<tr>
<th>What is the first language for you, and what is the second language?</th>
<th>Do you mentally translate words and sentences from one language to another or do they emerge in the needed language?</th>
<th>I translate from Tatar into Russian</th>
<th>I translate from Russian into Tatar</th>
<th>Words born in the right language</th>
<th>I can not answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tatar language</td>
<td></td>
<td>21,9 %</td>
<td>13,6 %</td>
<td>56,8 %</td>
<td>7,7 %</td>
</tr>
<tr>
<td>The Russian language</td>
<td></td>
<td>0</td>
<td>62,5 %</td>
<td>37,5 %</td>
<td>6,3 %</td>
</tr>
</tbody>
</table>

Thus, the answers to these questions of the questionnaire indicate that there are hotspots in the functioning of the Tatar language in conditions of active bilingualism in the Republic of Tatarstan. We believe that this is due to the asymmetry of bilingualism towards a more functional Russian language.

Summary

The ability to switch codes indicates a fairly high degree of language proficiency and a certain communicative and general culture of a man. Having studied and analyzed the questionnaires of the respondents, we come to the conclusion that the switching of the language code is more typical for young people, who speak both state languages of the Republic of Tatarstan equally at the highest level. The young people, whose first (native) language is Tatar, and Russian is in the status of the main state and interethnic language, show a higher ability to switch codes. The students whose first language is Russian, when switching codes from Russian to Tatar, experience certain difficulties. It is remarkable that young people born in rural areas in a monolingual environment are active bilinguals at the present stage of social development.

Conclusion

Today, society is facing acute problems of preserving national traditions and national languages. In these conditions, the study of the internal dynamics of bilingualism in order to determine the functional potential of the Tatar language and to work out a further state program for the preservation and development of national languages is an extremely urgent task. Asymmetry in bilingualism sooner or later leads to the elimination of one of the languages. The society renounces its native language if it does not have a functional foundation in the form of its application as a state in a full-fledged scope. The prospect of further research is the specification and detailed study of these aspects of this problem.

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Integrative Use Of Modern Technologies For Teaching Foreign Languages

Natalia S. Andrianova¹, Valentina N. Vassilieva¹, Olga F. Ostroumova¹, Gérard Broussois²

¹ Kazan Federal University
² Ministry of National Education, Higher Education and Research

Abstract
This paper gives an overview of modern technologies of teaching foreign languages from the standpoint of educational tasks and the capabilities of each technology to solve them. The authors consider modern technologies in the format of forming and developing the communicative competence of trainees. The authors have analyzed information and pedagogical technologies, such as Web-Quest, case technologies, TED-conferences, gaming, test technologies and corrective Techno-R technology. The paper presents the results of experimental studies on Techno-R technology with an illustration of the use of the Student's t-test to establish the validity of the empirically obtained data. All the experiments provided the value of the T-test exceeding three (T > 3), which indicates the effectiveness of the technology being developed with a probability of 0.999. The paper concludes that the Techno-R technology developed by the academic staff of Kazan Federal University does not conflict with existing and developing information and pedagogical technologies, it increases the necessary level of foreign language skills for using creative technologies. Currently, none of the technologies is universal, polytechnology is inevitable due to the variety of factors influencing the learning and individual traits of the trainees. Integration of the use of modern technologies is the key to successful teaching of foreign languages.

Key words: technology, experiment, foreign languages, competence, skill, ability, quality of education.

INTRODUCTION
Teaching foreign languages is a complex, dynamic, technological process that requires a clear statement of educational problems in both secondary and higher education. At the present stage of the development of society, which we can call the era of global computerization, traditional approaches to teaching foreign languages cannot fully meet the requirements set forth in the new educational standards of the Russian Federation. The teaching technologies play a great role in the reform of the education system based on the competence approach. It is known that various computer, information and pedagogical technologies for teaching foreign languages, such as Web-Quest technology, case-technology, TED-conferences, design, modular, game, test technologies, as well as Techno-R technology being developed by us. We believe that none of the technologies in the school and university settings is universal. Therefore, we will try to consider the most well-known and emerging technologies from the perspective of solving educational problems, and also present the results of experimental studies on the Techno-R technology that we are developing.

METHODS
To fulfill the research objective in this paper, we used general scientific methods of research: analysis and synthesis, the method of critical analysis of the scientific literature, sections in the form of tests, which is a variety of methods of mass survey and an experiment using mathematical statistics. A system analysis of students' mistakes and difficulties in performing speech activity (using the example of teaching French) allowed us to identify the causes of the problem and outline a corrective path to improve the quality of communicative competence of trainees. Since the educational process is two-way, i.e. teacher-student, it is necessary to analyze the teacher's work and identify weak points. As a result of the slices of the level of the pupils' learning in the French language both at school and in the university, as
well as in analyzing the teaching methods used in teaching, we found out that the weak point is the indicative basis of speech actions, and the lack of self-esteem in the formation of competence.

RESULTS
It is known that the main goal of teaching foreign languages in the secondary school is the formation of communicative competence. The structure of competences includes skills and abilities. Phonetic, lexical, grammatical, spelling skills represent the language competence, while speech competence is represented by the skills of speech activity - speaking, listening, reading and writing. A meaningful thesaurus of each skill and ability corresponds to a specific educational task - to acquire a certain skill or ability, for example, the skill of using a partial article, the ability to conduct a dialogue, and express their opinion.

Information technologies can be used both for the development of speech skills, and for the expansion of regional knowledge and the formation of socio-cultural skills. We mean the technology of TED-conference, Web-Quest, case technology, project technologies, Web 2.0 technologies.

TED-technology (an abbreviation of technology, entertainment, design) is a form of a conference whose mission is to spread unique ideas. The texts are available on the conference website [1]. Themes concern science, culture, politics, art, global problems and entertainment. Note that the use of the product of this technology is possible only if the level of knowledge of a foreign language is sufficient and is aimed at improving the speech competence.

Web-Quest is an educational and at the same time information technology, encompassing a subject, a separate problem or topic, or an interdisciplinary assignment [2]. Assignments for Web-Quest are creative in nature, which stimulates the intellectual development of the student's personality, activates his/her potential, and forms critical thinking [3]. It can be a creative work to create a video clip, a play, a poem or a puzzle solution - creating conclusions based on contradictory facts or working out solutions to an acute problem, justifying a certain point of view, journalistic investigation. At the same time, every creative work should correspond to the structure of the Web-Quest. Analysis of this technology allows us to conclude that it causes creative activity and works for the development of speech skills that are part of speech competence, just as TED-technology requires a certain level of knowledge of a foreign language.

Case technology is a way of critical analysis and solving of specific problems [4,5]. A case is a description of a situation that contains a problem to be resolved. It is applicable in the teaching of various disciplines, especially in the university, and in the school, provided a sufficiently high level of knowledge of a foreign language. Training based on the case technology provides for discussion of the information contained in the case, discussion, the solution of the problem, the preparation of the report and the reasoned brief report.

A design technology is widely known in the world of pedagogy, the purpose of which is to organize independent cognitive and practical activities. Projects can be of varying degrees of complexity in accordance with age characteristics and level of proficiency in a foreign language. The work on the project includes the selection and discussion of the project topics, its structuring and selection of necessary materials, the work on the project itself, summing up and presentation of the project. The end result of the project can be various forms: reports, publications in the form of information messages, electronic presentations.

A variety of project technology is the "digital narrative". This is a special kind of organization of educational process, aimed at creating a multimedia product with the availability of graphic materials and music and voice accompaniment. The procedural characteristics of the technology for creating a digital story include the stages of planning, implementing and studying the reviews [6]. At the planning stage, the theme and goals of the digital story are determined, information is collected and the necessary materials are selected: various images, voice and music. The implementation stage provides storyboarding on paper, editing of episodes in accordance with the storyboard, sounding and saving of a digital story in the appropriate format for publication on the Internet. At this stage, feedback is examined
and, if necessary, the story is refined. The pedagogical paradigm determines the principle of cooperation between the teacher and the trainee. With regard to project technologies, we can conclude that they are effective in developing the communicative competence of trainees, but with a certain level of knowledge of a foreign language. Information technology includes social services Web 2.0 - a kind of sites with the user-created online content [7]. This is a system of social presentations, network diaries, multimedia systems. Technologies Web 2.0 allow you to save information on Internet services, provide access to digital collections and interactivity of the Internet. We believe that Web 2.0 technologies have great opportunities for cooperation between teachers and trainees through personal mobile devices.

Gaming technologies used in teaching foreign languages are widely known. Pedagogical games are classified by structure, the nature of cognitive activity, the degree of independence, and their target orientation. The most famous are lexical, grammatical, phonetic, spelling games, the purpose of which is the formation and development of the language competence of trainees, as well as various creative games designed to develop speech competence and tolerance in a multi-ethnic society [8].

A particular place among technologies belongs to modular training. This technology has declared itself as a way of organizing the learning process on the basis of a block presentation of educational information. Modules are formed as a structural unit of the curriculum in a discipline or at an interdisciplinary level. Modern understanding of the module also includes methodological support. Note that at the moment there is no unified understanding of the concept "module" in training [9]. In the near future, the development of a unified concept of the European Association of Universities on this concept is expected.

A special place is occupied by test technologies as a means of control in teaching foreign languages, which makes it possible to reveal the level of language proficiency with the help of special scales of results [10]. Evaluations based on the results of testing are more objective and independent of the possible subjectivity of the teacher. Closed-type test tasks are widely used for multiple or alternative choices, for establishing a match or sequence, as well as test tasks of an open type. Test technology is used to identify the degree of training in speech skills and abilities in the context of the formation of language, speech and socio-cultural competences. Test results can also be used to certify students' achievements, to diagnose learning difficulties.

We are developing a corrective technology for teaching foreign languages, called "Techno-R": the abbreviation "Techno" stands for technology, R is the result, i.e. this is a technology leading to a certain result of teaching. The methodological basis of this technology is the theory of transfer, the theory of interiorization of mental actions by P.Ia. Galperin, and the theory of methods of cognitive-practical activity in the field of teaching foreign languages, developed by the Kazan didactic school [11,12]. The content side of the technology includes speech skills in vocabulary, grammar, phonetics, spelling and the ability of productive and receptive types of speech activity - speaking, writing, listening and reading. Communicative competence is represented by three main structural competencies: linguistic, speech and socio-cultural. Correction of the language competence is carried out through the improvement of the phonetic, lexical, grammatical and spelling skills. Correction of speech competence is to improve speech skills in speaking, listening, reading and writing. Correction of sociocultural competence is represented by expansion of the outlook of students in the field of regional studies and improvement of behavioral speech skills. The procedural aspect of the technology includes the formulation of the educational task, the indicative basis of the linguistic phenomenon being studied, the training of the fulfillment of the competence-forming task, control actions, the fulfillment of creative tasks, and the determination of the level of the developing competence [11]. Techno-R functions on the basis of the principles of generalization and transfer of knowledge, skills and abilities. If traditional corrective courses, for example, in the grammar of a foreign language, are built on the principle of “practice makes perfect”, then our approach causes the submission of a learning task on the basis of generalization of the positions of the linguistic phenomenon studied, since generalization is the mechanism of transfer. For example, the use of a partial article in French at the stage of the indicative basis of speech actions is represented in a set
of positions - when its use is necessary, in which cases the article is replaced by a definite article: j’achète du fromage, j’aime le fromage, je n’aime pas le fromage, voilà le fromage que je t’ai apporté. After processing the material at the training stage, a significant improvement in the quality of the grammatical skill is observed.

We conducted experimental studies on the correction of grammatical, lexical, spelling skills in French, grammatical skills in Latin, speech skills in the field of productive types of speech activity - speaking and writing.

The technology of experiments was as follows. As an objective pedagogical fact, the level of linguistic and speech competence of trainees was assessed. Experimental studies were conducted in the gymnasium No. 9 in Kazan and at Kazan Federal University in the Higher School of Russian and Foreign Philology. Then the corrective technology "Techno-R" was applied according to the procedural structure, after which the control assessment was carried out. To determine the reliability of empirically obtained data, we used Student's t-test. Conversion of qualitative indicators of slices into quantitative allowed us to calculate the value of the statistical result by the formula:

\[ t = \frac{M_1 - M_2}{\sqrt{\frac{m_1^2}{n_1} + \frac{m_2^2}{n_2}}} \]

Each experiment resulted in \( T > 3 \), which shows the level of significance with a probability of 0.999.

DISCUSSION
Currently, in the era of computerization, modern technologies for teaching foreign languages are being created. They are diverse and contain different goals. Analysis of modern technologies shows the spread of project technologies such as Web-Quest, "digital narrative", information technology, TED-conferences, social services, Web 2.0, case studies, gaming and test technologies. You can add "Portfolio" technology to this list as a documentary evidence of the achievement of trainees, which develops the technology of mobile learning. We are developing Techno-R - a corrective technology, which is designed to correct the skills and competences that make up the communicative competence and lead to a sufficient level of foreign language skills, without which it is impossible to use technologies that determine a sufficient level of foreign language proficiency. Techno-R is built in the humanistic paradigm; it contributes to the development of the cognitive powers of the students such as memory, thinking, imagination, increases motivation for learning. The corrective technology helps students develop their self-esteem, confidence in their abilities to master a foreign language. Based on the analysis of modern technologies, we came to the following conclusions.

SUMMARY
1. Techno-R does not contradict the existing and developing information and teaching technologies, it increases the level of knowledge of a foreign language for further use in the process of teaching creative technologies.
2. At the present stage of teaching foreign languages, none of the technologies is universal, and "a combination of different technologies" is inevitable due to the variety of factors affecting the effectiveness of training [12].
3. Integrative use of modern technologies for teaching foreign languages is the key to a more qualitative formation of the communicative competence of students.

CONCLUSION
Modern technologies of teaching foreign languages feature a huge didactic potential. However, in order to achieve optimal results in language education, innovative technologies need further development of all
types of speech activity. We believe that the presented Techno-R makes a significant contribution to the improvement of the learning process of foreign languages.

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Communicative Technique Of Teaching Linguistic Disciplines To The Students Of Journalistic Department

Oksana G. Gunko, Ekaterina A. Khuzina
Kazan Federal University

Abstract
In article the question of communicative training method in linguistic disciplines within training of journalistic department bachelors as the most progressive approach to implementation of the modern social order in training of highly skilled professionals is considered. The problem of theoretical knowledge consolidation and formation of the practical skills allowing the student to feel more confident in professional activity is discussed. Special attention is paid to the educational problem situations allowing to diagnose student knowledge and to develop communicative abilities. One of demanded methods of student training in the direction of preparation "Journalism" is a communicative method. The communicative technique of teaching is applied to implementation of competence-based approach - "a method of modeling of training results" which is understood "as sets of competences including knowledge, understanding and skills of the trainee" [3].

One of the main tasks of teachers-philologists is the motivation of the speech abilities studying to constant improvement. Only in unity of theoretical and practical layers digestion of material on linguistic discipline and formation of necessary communicative competence is possible. The competence is considered by us as "ability to the solution of tasks and readiness for the professional role in this or that sphere of activity" [1].

Keywords: communicative method of training; method of projects; speech preparation; Russian; journalism.

INTRODUCTION
The concept "communicative competence" consists of the developed abilities: "to give the social and psychological forecast of a communicative situation in which it is necessary to communicate; social psychologically to program communication process, relying on specifics of a situation; to exercise social and psychological control of processes of communication in a communicative situation" [2].

The relevance of studying and importance of development of communicative abilities are noted in the works by many foreign and Russian researchers: D. Haims, M. Kanel, M. Svein, D. Wilkins, A. Harding, P. Hartman, D. Johnson, N. Kerr, A.A. Verbitsky, B.V. Belyaeva, C. Korostylev, V.V. Krayeveskyy, A.A. Leontyev, E.S. Polat, Y.V. Aksenov, T.F. Gorbunkova, A.V. Belyaeva, M.Y. Bukharkina, etc. The value of communicative approach in the course of training in Russian is emphasized by N.A. Kasenova and K.F. Aubakirova [4].

METHODS
In training of bachelors-journalistic department the communicative technique is most demanded as it assumes, in particular, use during the occupations of "natural" conditions. It is possible to reach it, immersing pupils in language process. E.S. Doroshchuk emphasizes that "within new requirements to training of the journalist the level of his education is defined by ability to solve professional problems of varying complexity on the basis of the available knowledge. At realization of competence-based approach in the course of training in journalism emphasis is placed on acquisition of experience of the independent solution of professional tasks that is sense of educational activity of future journalist" [5].
RESULTS AND DISCUSSION

The learning efficiency in many respects depends on the balanced distribution of an academic load between a classroom and out-of-class form of work. Traditionally classroom occupations consist of lecture and seminar meetings for which are submitted as the subjects, obligatory for studying, having the importance and the increased complexity and design activity which discussion and study is a necessary condition for acquisition of speech skills.

The special attention is deserved by independent preparation. The out-of-class work consisting in study of additional material, preparation for protection of projects allows students to realize the tasks designated by the teacher in independently chosen ways and speed. The individual work which is also relating to out-of-class loading is intended to satisfy, on the one hand, high inquiries of certain students to quality of knowledge, in this case they take project management in hand and thus can study the blocks which interested them most fully. On the other hand, the lagging behind students, performing additional practical tasks, understanding subjects, difficult for them, and presenting them in the form of projects, get an opportunity to master a course and to compensate gaps in knowledge. The successive and system character is traced in work on questions on self-checking of knowledge made with a support on studied and worked during the classroom occupations material helping to formulate answers to examination questions.

The module of linguistic disciplines in the Journalism direction includes "Modern Russian" (it is studied on 1 course), "The standard of speech of the journalist" (it is studied on the 2nd course) and "Stylistics and literary editing" (is studied on the 3rd course). At the same time educational process of students of 1 course the student - the teacher assumes dense joint activity, and a practical training with students 3 courses is already focused on the training assuming mainly independent work with professionally focused tasks (problematic issues, imitations of business situations, stylistic and proof-reading editing, editing both oral, and written publicistic texts).

It must be kept in mind that the maintenance of the designated courses intertwines - a perspective of language and the speech, the standard aspect of language, functional styles of Russian, and language means of expression - anyway these subjects blab out on all courses. As a result it is necessary to consider that knowledge which students gained earlier and to lean on them as on basic during performance of exercises. The descriptive discipline "Modern Russian" acquaints students with levels of language system of language, the communicative discipline "Standard of speech" offers the optimum standard means developed for the solution of standard speech tasks. The discipline "Stylistics and literary editing" focuses attention of students on creative search of concrete unit of the speech taking into account the interests of audience and forms higher, than the standard of speech, level of linguistic competence. "Not only the communicative success, but also esthetic value of the speech work and richness of the caused associations conducting to an increment of new knowledge" [6] becomes criterion for evaluation of work on style.

Competent use of a communicative method requires preliminary work with students, creation of a strong terminology database which leans on the concepts studied in sections of Russian, the standard of speech, stylistics and editing; studying of methods of the editorial analysis, editing of a subject and logical basis of the text (structure, logic, the facts) and its style from the point of view of language and functional and stylistic norm and graphic and expressive opportunities. Besides, during the work with the author's journalistic work special attention is paid to a problem of borders of editorial intervention in it, validity of editorial changes in the text and also professional, ethical and psychological aspects of work of the editor with the author.

The understanding of features of colloquial and book syntax can be set during performance of consecutive tasks. At first students have to understand that length and complexity of a phrase directly depend on a communication form - oral (7 words ± 2, mainly conjunctionless communication) or written (more than 25 words, a complication of simple sentences, use difficult). At this stage "the text oralization" - preparation of the written journalistic text from a news line to oral reproduction in an air by transformation of offers (reduction, parceling, and elimination of disharmony) with obligatory reading in
audience can become one of exercises. Further there is a work with sentence structure, a dialogical and monological form, with figures of speech. Then on occupations the skill of creation of the texts with colloquial and book syntax directed to specific audience is fulfilled, - students journalistic department have to be able to correlate the syntactic drawing of the text to characteristics of the alleged addressee. The criterion of efficiency of training results should be considered achievement by the student greatest possible for it during this period of level of progress and stimulation of his creative and analytical skills. A complex indicator of formation of the competences necessary, for example, for the second part of discipline "Stylistics and literary editing", include three components: informative (knowledge of a technique of editing the text), emotional (conviction in the public importance of editorial work, the interested relation, internal understanding by students journalistic department of the personal role and responsibility for how the Russian literary language will develop), communicative (active independent work on texts of media, participation in the modeled situations on a practical training). Because the discipline finishes studying of linguistic disciplines, it summarizes the skills of preparation of texts of media acquired by students.

The main forms of work allowing to diagnose knowledge abilities, creative and analytical skills of students by preparation for printing or to reproduction of personal and others' texts, become trainings - the practical training devoted to working off of exercises on stay and elimination of composite, actual, logical, language and stylistic mistakes in materials of publicistic style. This work shows level of proficiency in students in both an oral and written language, ability to express the reasoned opinion on this or that problematic issue in the text.

Training of bachelors-journalistic department demands development of professional communicative skills for the benefit of what teaching linguistic disciplines should not be limited only to the analysis of a language form, it is necessary to concern logical, psychological, ethical and other problematic issues of work with the text. Realization of a communicative method demands accent shift from studying of language as systems on studying of its regularities and opportunities in the course of functioning. So, the communicative orientation of training assumes use of problem situations of communication. It is known the fact that it is connected with subjective experience is acquired quicker and better. Therefore application of this form on a practical training promotes firmness of knowledge acquired by the student, activation of his cognitive activity, finding of skills of use of knowledge in practice, to the professional growth of future journalist. If to proceed from educational function, then it is possible to allocate four types of situations: a situation problem (students find the cause of a problem and resolve it); a situation assessment (trainees give an assessment to the made decisions); a situation illustration (students receive examples of texts on the main subjects of a course); a situation exercise (trainees work with speech units) [7].

Educational problem situations answer the ideas of communicative approach: they assume the choice of cures of a professional problem of the expert. The task of the student consists in correctly to get out of the offered situation, and an audience task - to estimate his work, to reveal and analyses the made mistakes, using terminology and the maintenance of a course. This form of work assumes communication with reality what sets of single questions on the studied subject is often deprived. At the same time from the student's position the created "role communication is a game activity or natural communication, and from a position of the teacher are a form of the organization of educational process" [8].

We will give the situations intended to student’s journalistic department 3 courses which they discuss within the course "Stylistics and Literary Editing" as an example:

1. To you, the creator of the electronic local newspaper, the literary editor offers the services. Discuss together with it - whether the site editor is necessary?
2. Make the plan of recommendations about change of the text (the text was proofread by all group in advance) and prepare for sending by e-mail to the author of this text.
3. The author neglected your recommendations and left the text without changes (the text was proofread by all group in advance). The author is shown on a threshold of your office. You speak to him...
4. The group of authors created the text in which you found the actual errors. Nobody takes the fault. You address them...
5. The editor speaks to you about mistakes in the published material. You understand that he carps. You speak...
6. The journalist did not hand over material in the appointed time, you speak...
7. Create the editorial office of printing media from fellow students; give everyone a task for this day.
8. It is necessary to send number for the press urgently. You for some reason do not have material. You bring together authors and speak to them...

Use of a communicative method of projects allows combining theoretically focused system of arts education with practical expectations of future employers. As a way of realization of a method of projects "The group project" can be used [9]. These projects can be both short-term (one couple), and long-term (one semester); theoretical, research or practice-focused. Students choose a subject, independently divide the project into individual tasks and think over protection of the obtained information. Work in small group on the project connected, for example, with language registration of the website of youth public organization (within the course “Stylistics and Literary Editing”), can be useful for several reasons at once. First, there is an immersion to a life situation, so training in social skills. Secondly, formation of participation and responsibility: each student understands that implementation of the project depends not only on it, but also on the one who is nearby. Thirdly, the student has an opportunity to prove as the creative person in a professional field.

SUMMARY
Application of the various professionally focused situations, discussions, business games, and creative tasks promotes high-quality implementation of the objects set in the course of training as finally forms the active attitude towards surrounding reality at students. The interactive strategy of training helps students to order, comprehend and check "in practice" the gained knowledge in specially organized multilateral communication allowing developing skill of work in team.

It is necessary to consider that during application of a communicative method the role of the teacher changes a little. It becomes the co-organizer of work of students. Its task was to create conditions for productive self-realization of students. Knowledge acquired during the research of a problem situation and experience allows connecting training with life, to receive practice-oriented result. Among other things, the student receives the tool to self-education in the language sphere.

In general when using a communicative method of training the following advantages are undoubted: possibility of participation in control of knowledge of each student; tasks in an educational situation can be distributed individually (according to the level of knowledge) that allows each student to become the full-fledged participant of a game, and it, in turn, stimulates students to aspire to higher level of competence [10]; the group is given an opportunity to independently analyze the created situation, to find different ways of the solution of a task and to estimate results; and it is easier for teacher to deal with the level of digestion of material, gaps in knowledge. The theoretical and practical skills allowing the student to feel more confidently in professional activity are so fulfilled.

CONCLUSIONS
Thus, the communicative technique of teaching linguistic disciplines assumes such system of studies at which the training purpose (receiving idea of the test, its units and the modes of work with them) and means of achievement of the goal (oral and written speech activity, likening of educational process of real communication) enter interaction and form professional competences of bachelors-journalistic department.

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Axiological And Linguocultural Aspects Of The Phraseological Dyad “Paradise – Hell” In Russian And German Languages

Yelena A. Andreyeva
Inna G. Korneva
Kadria A. Sakhibullina

Kazan Federal University, Institute of International Relations, History and Oriental Studies, Kazan, Russian Federation.

ABSTRACT
The paper describes the phraseological dyad “Paradise – Hell” in the Russian and German languages based on dictionaries and the Bible. The purpose of the paper is to define the general and specific in the above-mentioned phraseological dyad in the Russian and German languages in the context of axiology and linguoculture. The relevance of the research is determined by the fact that in the context of intercultural communication the axiological aspect becomes more important. The research methods are the following: analysis of lexicographical interpretations, etymology of Russian and German phraseological units; the method of component analysis (to research the structure of meaning of studied units); the method of equivalent comparison of phraseologisms’ meaning. The research has resulted in the conclusion that Russian and German linguocultures represent the axiological aspect of the phraseological units about paradise and hell as external (a variant of afterlife) and internal (paradise or hell in the soul). Research results can be helpful for compiling dictionaries, in professional activity of translators, linguists, and the German language training.

Keywords: linguistics, language, education, axiological phraseology, phraseological dyad, value, antivalue, linguoculture.

INTRODUCTION
Paradise and hell were studied by scientists, including L.K. Bayramova [1], A.F. Gershanova [2, 3], et al. Religion representing a cultural value is a part of the value world image. A.G. Spirkin specifies that “the centuries-old history of mankind does not know any nation who is alien to religious experience. It comments itself that all the peoples of the world are originally characterized by the religious need for the spirit and the corresponding area of ideas, feelings and experience “[4]. Religion offers a person absolute ideals, norms and values. According to N.B. Mechkovskaya, religious content has the greatest value as it pursues answers to the most important questions of existence [5]. V.G. Tokarev believes that the axiology of whole people’s culture was formed under the influence of religious discourse. He considers the basic mission of religion in the spiritual unity of people [6]. Religious ideas are reflected in the language, especially in phraseology. Most of Russian and German phraseological units of the dyad “Paradise-Hell” have a common source – the Bible, which is one of the main culturological texts in the history of European and World civilization.

The research methods are the following: analysis of lexicographical interpretations, etymology of Russian and German phraseological units; the method of component analysis (to research the structure of meaning of studied units); the method of equivalent comparison of phraseologisms’ meaning. The research has resulted in the conclusion that Russian and German linguocultures represent the axiological aspect of phraseological units about paradise and hell as external (a version of afterlife) and internal (paradise or hell in the soul).

Research results can be helpful for compiling dictionaries, in professional activity of translators, linguists, and the German language training.

The use of research results is expedient in the educational process since foreign language learning is aimed to develop human’s value system [7, 8, 9, 10, 11].
units about external and internal paradise and hell encourages students to correctly establish value priorities, including morality, spirituality, positive personal qualities; strengthens the motivation to learn a foreign language.

METHODS

The research methods are the following: analysis of lexicographical interpretations, etymology of Russian and German phraseological units; the method of component analysis (to research the structure of meaning of studied units); the method of equivalent comparison of phraseologisms’ meaning. Linguocultural approach was also applied in the research as it recognizes the value world image as the core of spiritual culture (V.N. Thelia, V.M. Mokiyenko, M.L. Kovshova, et al.), and motivation of an idiomatic meaning is realized in the way included into an internal form of a phraseological unit.

RESULTS AND DISCUSSION

The analysis of Russian and German phraseological units in the phraseological dyad “Paradise – Hell” in the axiological and linguocultural aspect enables to draw the following conclusions:

1) Paradise and hell are universal basic religious concepts that represent a value and anti-value as the part of the religious value world image.
2) Religious beliefs of Russians and Germans in paradise and hell based on the Bible are reflected in folk and poetic creativity (proverbs, sayings, winged words) and created an axiologically similar perception of paradise as a value, and hell as an anti-value.
3) The main value of paradise is that it symbolizes eternal life. The anti-value of hell is that it symbolizes eternal suffering and torment.
4) Phraseological units of biblical origin about paradise and hell affect people by means of vivid images reflecting the specific nature of the biblical worldview connected with human values and anti-values.
5) Phraseological units of the dyad “Paradise – Hell” in the Russian and German languages have both similar and specific images.
6) Most Russian and German phraseological units about paradise and hell are equivalent or close in meaning, that is due to our point of view, is caused by identity of linguoculture, as both Russian and German peoples are of Christian faith and they have a common source - the Bible.
7) Phraseologisms of the Russian and German languages about paradise and hell have their own peculiarities which are connected with the national and cultural specific features and mentality.
8) In Russian, in a figurative meaning paradise is associated with love and hell with wealth.
9) In German there are phraseological units about hell with an ironic tinge. Also, the image of hell is used in everyday phraseology of the German language with a negative connotation.

Research results can be helpful for compiling dictionaries, in professional activity of translators, linguists, and the German language training. In addition, axiological phraseology can perform an educational function. Interpretation of the meaning of phraseological units about external and internal paradise and hell encourages students to correctly establish value priorities, including morality, spirituality, positive personal qualities; strengthens the motivation to learn a foreign language.

Paradise and hell are universal basic religious concepts representing a value and anti-value. The word paradise originates from the Common Slavonic from the Indo-Iranian raj “wealth, happiness”, “treasure” [EDRL: 359].

In Russian linguoculture the word paradise has the following meanings: 1. A place where according to religious beliefs the souls of the deceased righteous are in eternal bliss; 2. Figuratively - Easy and pleasing conditions; quiet living environment [EDRL: 655]. In German linguoculture the following meanings of the word paradise - das Paradies are added: the annex to the facade of the church in the Middle Ages was called this way [Wahrig].

In the Bible paradise is represented землей, где течет молоко и мед - ein Land, darin Milch und Honig fließt (as a land flowing with milk and honey).
The component of the phraseological units земля (Land) is characterized as “good and spacious” (“ein gutes und weites”) that means “suitable for a prosperous life”. Milk (Milch) and honey (Honig) are the drinks of life and symbols of paradisiacal food.

Using material prosperity a person can have рай на земле - der Himmel auf Erden (Paradise on earth) and жить в раю / как в раю - das Paradies auf Erden haben / im Paradies leben / wie im Paradies leben (Live in paradise / as in paradise). Such prosperity is said about жизнь, как в лоне Абраамовом - wie in Abrahams Schoß ruhen / sitzen / schlafen (To live as in the Bosom of Abraham).

However, having excellent living conditions a person can be unhappy as Царство Божие внутри вас - das Reich Gottes ist mitten unter euch (The Kingdom of God is within you). The sense of balance and harmony is paradise in the soul of a person.

Paradise is undoubtedly a great value in both Russian and German linguocultures as a symbol of life and the ideal of happy life.

The word hell in Russian linguoculture means: 1. A place where according to religious beliefs after death of sinners their souls are crucified to eternal torment; abyss. 2. Figuratively - Unbearable conditions, difficult condition; mental torment. [RLDD: 18].

In German linguoculture there is one more meaning of the word ад - die Hölle (Hell) - “a place that must hide something, for example, a place between the fire and the wall” [Wahrig].

The word hell comes from the Old Slavonic from the Greek hades “hell, abyss” (the Kingdom of Hades), hades “invisible” [EDRL: 17]. After death the souls of sinners go to hell. In the Bible hell is called as геенна огненная (Geenna) - das höllische Feuer (Hell, fire).

Unlike the phraseological units about paradise with the symbolism of eternal life, phraseological units about hell reflect an anti-value and symbolize what can be worse than death - it is eternal suffering and torment: мука вечная - Ort der Qual (Eternal torture) (literally - the place of torment).

If in phraseological units about paradise such elements as earth, water, air are used for picturesque, the element of fire is mentioned in phraseologisms about hell. Perhaps this is due to the fact that the fire is “one of the oldest symbols of human” [DISES], the brightest and most powerful element with great connotative potential. Fire has a high temperature, it burns thereby causing pain and suffering.

Phraseologisms геенна огненная - das höllische Feuer (Hell fire, Gehenna) denote hell being a symbol of moral and physical torment. It was originally called “the valley near Jerusalem where victims were brought to Moloch, corpses were burnt and where the fire was constantly burning” [RLDD: 127]. In the New Testament hell is described as озеро огненное и серное - der Pfuhl von Feuer und Schwefel (A lake of fire and sulfur).

Phraseologisms озеро огненное и серное - der Pfuhl von Feuer und Schwefel (A lake of fire and brimstone) (literally - the swamp of fire and sulfur) have strong negative meaning. In our opinion, the component озеро (Lake) in the Russian phraseological unit is presented as “a natural reservoir closed in the shores” [RLDD: 448] with the shape of a circle symbolizing infinity. The component Pfuhl (swamp) as the part of the German phraseologism creates an additional connotation due to the meanings “marshy backwater”, “an image of filth and sin” [Wahrig].

If the conditions of a person's life are unbearable, then for him or her on earth comes ад кромешный - die Hölle auf Erden (The hell/ Abaddon). Hell comes in the soul of a man, if their soul is full of anger, hatred,
greed, envy, disapproval. As Heinrich Heine wrote “the greatness of the world is always in accordance with the greatness of the spirit that looks at it. A kind man finds his paradise here on earth, a wicked man has his own hell here on earth”.

In Russian and German linguocultures hell is an anti-value. The polarity of the concepts of paradise and hell strengthens the value of paradise and the anti-value of hell: how beautiful paradise is - so horrible is hell. But, like all opposites these concepts can be attracted and crossed into each other. So, a pious person can create a spiritual hell under certain circumstances of life within himself. As Stanislav Jerzy Lec said “the boundaries of paradise and hell are mobile but always pass through us”.

Paradise and hell can be focalized in one place and are recognized depending on self-awareness and condition, state of a person. Moreover, they can interact and then perhaps the “sense of inevitable imperfection of happiness”, “madness, tenderness, envy and love” at the same time [12], for, as Omar Khayyam wrote “hell and paradise are not the circles in the Palace of the Universe, hell and paradise - these are the two halves of the soul”.

In the context of genetic relationships Russian and German phraseological units of the dyad “Paradise – Hell” have differences at the semantic, lexical and grammatical levels due to linguistic and extralinguistic reasons. Specific cultural expressions of each people have shaped ethnic value orientations. Their origins are visible in national world image and their expression is in the linguistic image of the world. A language reproduces images of national world view embodying them in sign language units. Different relationships can be found between Russian and German phraseological units in the phraseological dyad “Paradise – Hell”. As A.D. Reikhshtein notes, when comparing German and Russian phraseological units (FE) the relationship of identity, partial identity and difference are found: 1) in some aspects of their formal and semantic formation, mainly lexical and structural-syntactic (aspect correlation); 2) in their collective content (functional-semantic correlation).

Aspect correlation of FE, i.e. the correlation of their component composition and grammatical organization has only an indirect, structural-semantic character for the German and Russian languages. The fact is that immediate material identity of lexical components and grammatical structures is atypical to remotely related languages.

The functional-semantic correlation of FE of different languages ideally means the identity of the same structure and additional connotations in the cumulative content of the compared FEs. The combination of the aspect and functional-semantic identity gives full interlingual phraseological equivalents [13].

**SUMMARY**

Phrasological units of the Russian and German languages related to the phraseological dyad “Paradise – Hell” can be presented in four groups:

1. **Phraseological units that are equivalent in both the Russian and German languages**: Царство Божие - das Reich Gottes (The Kingdom of God); сад Эдем - der Garten Eden (The Garden of Eden); земля, где печение молоко и мед - ein Land, darin Milch und Honig fließt (A land flowing with milk and honey); земной рай - das Paradies auf Erden (Earthly paradise); исчадие ада - eine Ausgeburt der Hölle (Culprit); озеро огненное и серное - der Pfuhl von Feuer und Schwefel (A lake of Fire and Brimstone).

2. **Phraseologisms of the Russian and German languages with the same semantics and axiologial meaning but having differences in the lexical structure of the phraseological units**: геенна огненная - das höllische Feuer (Hellfire/Gehennah) (literally - hellfire); ад кромешный - die Hölle auf Erden (Abaddon)(literally - hell on earth); Вольному - воля, спасенному - рай - Des Menschen Wille ist sein Himmelreich (a word to the wise is sufficient)(literally - the will of a man is his paradise).

3. **Phraseologics about paradise and hell available only in Russian**: И рад бы в рай, да смерти не пускают (The spirit is willing but flesh is weak); В любви жить - в раю жить (To live in love is the same as to live in paradise); В ду в быть - богатства не поживать (If you are not in the hell, you will not be reach). In Russian paradise in a figurative meaning of “happy life, joy” is associated with love, and hell in a figurative meaning of “mental torment, moral suffering” is associated with wealth.
4. Phraseological units about paradise and hell typical only for the German language are: *Die Hölle ist nicht so heiß, wie man sie malt* (literally - hell is not as hot as it is painted); *In der Hölle findet man Bekannte* (literally - friends are found in hell). The above-mentioned German phraseological units have an ironic connotation.

**CONCLUSION**

A number of German phraseological units with components *paradise* and *hell* are used in metaphorical interpretation: *Himmel und Hölle in Bewegung setzen* (literally - to activate paradise and hell) - to use all means; *die grüne Hölle* (literally - green hell: marshy tropical forests, especially at the mouth of the Amazon) [GRPD: 294]. The image of hell is used in everyday phraseologisms of the German language with a negative connotation: *die Hölle ist los* (literally - hell began to function) - *творится черт знает что* (the devil knows what happens); *j-m die Hölle heiß machen* (literally – to make hell hot) - *задать кому-л. так, чтобы небу жарко стало* (to give hell so that the ground will sizzle under the feet/ like you would not believe).

As A.F. Gershanova notes, “in the modern linguistic image of the world there is a transfer of knowledge about paradise and hell to everyday relations. They are the value components of life process that embody their linguistic and cultural significance” [14].

Thus, Russian and German linguocultures represent the axiological aspect of the phraseological units about paradise and hell as external (a variant of afterlife) and internal (paradise or hell in the soul).

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**BIBLIOGRAPHY**


LEXICOGRAPHIC SOURCES


Brief overview of Chinese characters used in Korea

Julia Ju. Valieva, Alfiya R. Alikberova
Kazan Federal University

Abstract
Chinese hieroglyphics in East Asian countries is an integral part of culture. The use of Chinese hieroglyphs is linked: firstly, with constant interaction with China, and secondly, with the lack of its own national system of writing. The penetration of hieroglyphs into Korea is connected with the demise of the state of the Ancient Joseon. The literary Chinese language or wenyan, the Hanmun in the Korean variant, was used by the educated part of the population. The Koreans used Chinese hieroglyphs in written language, but they still spoke Korean and the texts written in Chinese were spoken verbally, all this led to the fact that eventually the Chinese written language became an integral part of not only the Korean language but also the culture of Korea. A feature of the hieroglyphics used in Korea is that the hieroglyphs of the Korean language were not subjected to the reforms and did not adopt a simplified form, that is, traditional hieroglyphs have been used to this day. According to the formation, the hieroglyphs can be divided into the following types: pictographic, index hieroglyphs, ideographic, phonographic, borrowings and hieroglyphs with a changed meaning. There are also such variants of hieroglyphs as abbreviations, vulgarisms and varieties, that is, different inscriptions of hieroglyphs coexisting in the same style of writing.

Keywords: linguistics, hanja, the Korean language, Chinese characters.

Introduction
One of the key elements of the culture of the Far East is literary Chinese, wenyan (文言), the history of which comprehends about 3500 years. Hieroglyphs originated in Ancient China from pictograms and gained ground in East Asia. Despite the fact that the hieroglyphs have the same inscription and meaning in the East Asian countries, their pronunciation is different. The use of Chinese hieroglyphics in East Asian countries is primarily due to the constant interaction with China, as well as the lack of its own national writing system. The role of Chinese characters in Korea, Japan and Vietnam can be compared to the role of Latin in medieval Europe [1].

Methods
When writing this work, the authors used the following research methods: descriptive, comparative-historical and comparative-contrastive. Using these methods helped to analyze and characterize the topic studied in this paper.

Results
Chinese hieroglyphs began to have been used in Korea since about 108 BC. The literary Chinese language used by the educated proportion of the population was called hanmun. The Korean people used Chinese hieroglyphics in writing, but continued to speak Korean. Despite the fact that in the 15th century the national alphabet was invented, Chinese characters had been used until the end of the 19th century, when the so-called “mixed writing” was introduced. A feature of the hieroglyphics used in Korea is that the hieroglyphs of the Korean language were not subjected to the reforms and did not adopt a simplified form, that is, traditional hieroglyphs have been used to this very day. Currently, the phonetics of hanmun completely coincides with the phonetic base of the living Korean language. According to formation, the hieroglyphs can be divided into the following types: pictographic, index hieroglyphs, ideographic, phonographic, borrowings and hieroglyphs with a changed meaning. One also differentiates such
variants of hieroglyphs as abbreviations, vulgarisms and varieties, that is, different inscriptions of hieroglyphs coexisting in the same style of writing.

discussion

The fixed time of penetration of Chinese characters into Korea is not known, but the scholars suppose that the Chinese hieroglyphics has been used since about 108 BC. With the demise of the state of Ancient Joseon (고조선, 古朝鮮) a part of the territories of this state became under the control of Chinese Dynasty Han (한, 漢). In the 7th century the educated proportion of the population of early Korean states Koguryeo (고구려, 高句麗), Baekje (백제, 百濟) and Silla (신라, 新羅) began to actively use Chinese characters in literature, philosophy, politics and paper work [2]. The literary Chinese language used by educated part of population in Korea was called hanmun (한문, 漢文), which means “Han script” in translation into Russian. The Koreans in writing used Chinese characters but spoke the Korean language as before and the texts written in Chinese were spoken verbally, all this resulted in the fact that the Chinese written language have become an integral part not only of the Korean language but the culture of Korea. Confirmation of the fact that the Koreans of that time were versant with literary Chinese is the inscription on the stele of king Koguryeo Gwanggaeto the Great (광개토왕비, 廣開土王碑), dated 414. This stele praises the deeds of late ruler of the early Korean state Koguryeo [3]. In epoch of the United Silla (동일신라; 668-935) the state officially referred the groups of the pupils to Chinese schools, which is indicative of an important role of literary Chinese and “Chinese studies”. During many thousand years, in the states of Koryeo (고려, 高麗; 918-1392) and during the ruling of the dynasty Ly (1392-1910), the Chinese language was in all the spheres of sublime literature. A great number of works of classical Korean literature, as well as historical works, have been written in hanmun.

And even after the invention of the Korean alphabet “hangyl” (한글) in 1443-1445 by order King Sejong the Great (세종대왕, 世宗大王) hanmun was an official written language. Only at the end of the 19th century by royal edict the combined use of Chinese characters and Korean alphabet in the system of writing, so called “mixed writing” (한자 혼용, 漢字 混用), was introduced.,

Chinese characters were created in about 2674 BC during the rule of the dynasty Han. The word-for-word translation of hanja (한자, 漢字) into Russian is “the letters designating the Chinese dynasty” Hieroglyphs can be called “the product” of civilization of the Yellow River. The hieroglyph han (한, 漢) consists of water (氵) and mud (士), and the hieroglyph ja (자, 士) consists of house (宀) and child (子). All this indicates that Chinese characters were “created” like children in family [4, 5, 6].

A feature of the hieroglyphics used in Korea is that unlike the hieroglyphics of China and Japan, the hieroglyphs of the Korean language were not subjected to the reforms and did not take on a simplified form. And traditional hieroglyphs are used in Korean to this day [7]. To date, the phonetics of the hanmun completely coincides with the phonetic base of the living Korean language, namely, there are no sounds to be atypical to the Korean language, only three elements stand out in the syllabic system and there are no tones thoroughly.

According to the way of formation, hieroglyphs can be divided into the following types: pictographic, index hieroglyphs, ideographic, phonographic, borrowings and hieroglyphs with changed meanings [2,8]. Let us consider each of them in more detail.

Pictographic hieroglyphs (상형자, 象形字) are the simplest hieroglyphs. We can trace the echo of the designated subject in them for example:
Index hieroglyphs (지사자, 指事字) are word pictures that convey words denoting more or less abstract concepts. An example is the word

\[
\text{Downwards} \quad \text{하} \quad \text{下}[9]
\]

Ideographic hieroglyphs (회의자, 會意字) consist of two simple hieroglyphs, for example:

\[
\text{To love} \quad \text{호} \quad \text{好}
\]

\[
\text{好 (호)} = \text{女 (녀, woman)} + \text{子 (자, child)}
\]

Though the hieroglyph 好 (호) consists of the hieroglyphs 女 (녀), which means “woman” the hieroglyph 子 (자) – “child” this hieroglyph 好 (호) cannot be translated into Russian as «женщина и ребенок» / “woman and child”, but as «любить» / “to love”[10].

Phonographic hieroglyphs (형성자, 形聲字) consist of key and phonetics. The key conveys the remote meaning of the hieroglyph (rather the group to which the hieroglyph refers), and the phonetic conveys the sound of the hieroglyph and does not bring sense. This is the largest group, which includes about 80% of all characters. Let us consider an example:

To write down

\[
\text{記 (기)} = \text{言 (언, word (key))} + \text{己 (기, body (phonetic))}
\]

To ask

\[
\text{問 (문)} = \text{口 (구, mouth (key))} + \text{門 (문, door (phonetic))}
\]

To listen

\[
\text{聞 (문)} = \text{耳 (이, ear (key))} + \text{門 (문, door (phonetic))} [10, 11, 12]
\]

Hieroglyphs of borrowing (가차자, 假借字) are the signs of the letter used to convey words that are consonant with the words for which these graphemes were once created, that is, for the lexemes that did not have their graphic equivalents, they began to use already existing hieroglyphs. Let us give some examples:

Dollar

\[
\text{불} \quad \text{弗} [13]
\]

Hieroglyphs with changed meanings (전주자, 轉注字) are the written signs that were used to convey words that arose as a result of extension of the range of meanings of a word. The words different in sound and meaning continued to be designated with the same hieroglyph as the original word, despite the absence of any connection between these words and the graphic form of the hieroglyph. For example, the hieroglyph 道 (도) was created to designate the word “road”, but over time the range of meanings expanded. This hieroglyph began to denote in philosophy “the way; principle”. The modified character of the original hieroglyph was sometimes used to designate new words. As an illustration, one can give the
hieroglyph 老 (로), which is translated as “old”. With further extension of the meanings of this lexeme («старый» / “old” → «заканчивать» / “to finish” → «достигать» / “to achieve” → «узнавать» / “to learn”) and correspondent modification of its phonation the new word 고 «узнавать»/ “to learn” has been formed. To write it, the graphically changed form of the hieroglyph 老, that has the form of 考, is used.

The variants of hieroglyphs are different hieroglyphs, coexisting in the same style of writing. One differentiates:

**Abbreviations** (략자, 略字) – are simplified ways of writing of hieroglyphs. In Korea, in contrast to China and Japan, there are practically no abbreviations in the press, because they are not officially recognized. For example:

- Легкий / light 輕 (경) – 軽 – 轻
- Страна / country 國 (国) – 国
- Читать / to read 輒 (독) – 読 – 读 [2]

**Vulgarsms** (속자, 俗字) – the patterns of hieroglyphs not having been legalized by classical dictionaries. Consider the following examples:

- Рядом друг с другом / next to each other 並 (병) – 並
- Стать известным/ to become well-known 拂 (불) – 扑
- Скала / rock 崖 (암) – 崖 [2]

**Various inscriptions** (동자, 同字) – generally recognized graphic variants of hieroglyphs. For example:

- Считать / to reckon 数 (수) = 数
- Внутри / inside 内 (내) = 内 [2]

It should also be borne in mind that many hieroglyphs in outward appearance, which at first glance may seem to be the variants of the same grapheme, do not really have anything in common with each other. Therefore, in the presence of even the smallest differences in the writing of hieroglyphs, one has to refer to dictionaries each time in hieroglyphics. Here are some examples:

- Небо / sky 天 (천) ≠ муж / husband 夫 (부)
- День / day 日 (일) ≠ говорить / to speak 日 (말)
- Камень / stone 石 (석) ≠ правый / right 右 (우) [2]

Writing any character consists of a certain number of strokes. The features and elements of the hieroglyph are written in a certain sequence. Consider now the basic rules [8, 14]:

1. the hieroglyph is written downwards:
   ![Downwards Example]

2. the hieroglyph is written from left to right:
   ![Left to Right Example]

3. first horizontal strokes are written, then vertical and falling strokes:
   ![Horizontal Strokes Example]
4. the lower horizontal stroke, if it does not intersect, is written after the vertical stroke;

5. first left-falling stroke is written, then right-falling;

6. first, the strokes composing the outer contour of the character are written, then the strokes inside it; the stroke that closes the contour from below is the last to be written;

7. first, a vertical stroke in the center (if it does not intersect horizontal) is written, then lateral strokes;

8. the dot on the right is written last;

There are several basic elements, of which the hieroglyph consists. First of all, these are the features that make up graphemes. Graphemes, in turn, form a more complex sign. Any hieroglyph consists of a certain set of strokes. The very strokes have no lexical meaning and reading. In total there are four types of strokes and more than two dozen of their varieties [15]:

1. Simple (basic) strokes: horizontal, vertical, left and right oblique, left and right falling, special points.
2. Strokes with a hook: horizontal, vertical (can be left or right hooked), right-falling.
3. Broken strokes: the line changes direction one or more times, it has a complex configuration.
4. Broken strokes with a hook.

**SUMMARY**

In the curricula of many universities, hieroglyphics is taught as a free elective, or a special course. And in the curricula of some of the challenges, the study of Chinese characters is not foreseen. The question about the need to study hieroglyphics at university, the attitude of both teachers and students of the Korean studies is controversial. However, the need for knowledge of Chinese characters in the study of Korean studies is emphasized in their work by such Korean experts and teachers of hanmun as Y.V. Boltach, Y. P. Kogai, Y. E. Pakulova, T. A. Novikova and others. For example, in his work “Hanmun. Introductory”, Y.V. Boltach writes the following: “<...> the knowledge of hunmun helps to understand the Chinese occasionalisms (often absent in dictionaries) often found in Korean texts, and also to work
The main error of the Korean studies students who have studied the Korean language and the presence of a huge layer of words of Chinese origin is most often found in intellectual, culturological, scientific and technical texts. No exception are the sources of religious and philosophical nature. Moreover, a large number of words of Chinese origin is also found in everyday conversational speech. The literary Chinese language influenced the vocabulary of the Korean language. At present, according to different sources, the words of Chinese origin make up from 60% to 75% of the vocabulary of the Korean language [1,8]. Basically, the lexicon of Chinese origin is most often found in intellectual, culturological, scientific and technical texts. No exception are the sources of religious and philosophical nature. The Chinese language was the source for many public and political borrowings. It is interesting that Korean names as well as geographical names are Chinese by the way of writing. Even the very word “Korea” (한국, 韓國) / “Choson” (조선, 朝鮮) is a Chinese variant.

As a rule, in the Korean language, words for specific objects, as well as actions, are conveyed by primordially Korean words. At the same time in the Korean language there are Chinese variants of these words. An example is the word 물 (water), hanmun equivalent of this word is 수 (수), which is the basis for forming new words:

물파도 (수영장) - pond; 물요일 (수요일) - environment;

물력 (수력) - the power of water; 물상 (수상) - the surface of water [9].

Due to the lack of elaboration of the teaching methodology for hanmun for a long time, the study of this course was not included in the university program. According to Y. V. Boltach, within the framework of the university program, an intensive methods involving the planned and systematic introduction of the Korean studies students to the grammar and vocabulary of the hanmun could be more effective [2]. Of course, this method of teaching Chinese hieroglyphics requires the availability of special educational literature. According to Y. P. Kogai [7], one of the serious problems of modern Russian Korean studies is the lack of the necessary resources and the corresponding quality of educational resources written by Russian authors. This problem also affects textbooks on hieroglyphics. Most of the existing textbooks and teaching aids are mainly aimed at teaching students to read the texts based on mixed writing. Here the biggest drawback is the lack of knowledge of the grammar of the literary Chinese language, because working with the texts written on hanmun requires not only the ability to read the word written in a hieroglyph, but also to understand the written. The main error of the Korean studies students who have acquired the vocabulary of the hanmun origin but who do not have knowledge of the grammar of the literary Chinese language is that these students when working with the texts written in hanmun try to guess the content, arbitrarily linking certain significant words and completely ignoring all official vocabulary. The results of this “hieroglyphs guessing”, unfortunately, usually have nothing to do with the true meaning of the translated fragment.

conclusions

The literary Chinese language influenced the vocabulary of the Korean language. At present, according to different sources, the words of Chinese origin make up from 60% to 75% of the vocabulary of the Korean language [1,8]. Basically, the lexicon of Chinese origin is most often found in intellectual, culturological, scientific and technical texts. No exception are the sources of religious and philosophical nature. Moreover, a large number of words of Chinese origin is also found in everyday conversational speech. The Chinese language was the source for many public and political borrowings. It is interesting that Korean names as well as geographical names are Chinese by the way of writing. Even the very word “Korea” (한국, 韓國) / “Choson” (조선, 朝鮮).

As a rule, in the Korean language, words for specific objects, as well as actions, are conveyed by primordially Korean words. At the same time in the Korean language there are Chinese variants of these
primordially Korean words. Moreover, hieroglyphic equivalents have a higher social status and are used to express courtesy. In modern Korean, the hanmun words can be written as in hangul (in this case, the pronunciation of the word written in Chinese characters is rendered), and “mixed writing”, where significant parts of words are written in hieroglyphs, and all grammatical indicators (case endings, particles, etc.) – the Korean alphabet. The choice of the way of writing words depends on the purpose and desire of the author, on the audience to whom this text is intended, and also in those cases where the meaning of the word may be incomprehensible to readers and listeners because of the presence of the homonymous lexeme.

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Comparative Analysis Of Translation Of English Phraseologisms To Russian Language In The Art Cinema

Flera G. Mukhametzyanova 1, Liaisan V. Khasanova1, Venera R. Vafina 2, Marina M. Vladimirova 1, Ruslan V. Zabirov 2, Anastasia R. Balakina 1

1Kazan Federal University
2Institute of Pedagogy, Psychology and Social Problems (Kazan)

Abstract
The work deals with the study of the peculiarities of translation of English film texts of the art cinema. Film text, being an example of an audiovisual text, is of particular interest to translators, since it is a system of signs and ways of combining them, the plane of expression of which is represented by means of cinematograph. This paper considers the translation of the film texts as a special kind of translation activity, analyzes the main types of the audiovisual translation, describes the characteristics of each of them. It also considers the types of translation of phraseological units. The example of film translation illustrates what changes occur most often with the film text, how phraseology is used in the context of the motion picture.

Keywords: phraseological units, cinematograph, English, terminology

Introduction
Undoubtedly, cinema plays a large role in the moral, aesthetic and cultural education of the majority of people. Today, the number of foreign (especially English-language) films in mass distribution far exceeds the number of films produced domestically. This causes the demand for the translation of foreign films. Modern motion picture production is mainly meant for a general audience, which in turn increases the requirements for the quality of this translation field. However, at the present time, almost none of the manuals on translation contain the strategies and approaches to the translation of film texts. Of course, film text genres have similarities to written texts, but at the same time, the process of audiovisual translation has its own characteristics. They concern both the technic aspect in the form of strict requirements for dubbing and subtitling, and direct work with the verbal component of the film text. The novelty of the work lies in the fact that the issues of the film translation, as one of the aspects of the theory and practice of translation, have not been adequately studied at present. The object of research of this work is the film text of the English film, and the subject – the ways of translation of phraseological units from English into Russian.

Methods
The research methods used in the work corresponded to the goal and tasks of the study. The theoretical stage comprised the analysis of literature on the topic under study. The method which consisted of comparing original and adapted sound track was used at the practical stage of the study.

The material was the American feature film “Yes Man”, shot in 2008 by film director Peyton Reed and screenwriter Nicholas Stoller, and its professional translation dubbed in Russian, as well as a number of motion pictures the titles of which contain idiomatic expressions. The methodological basis of the study was the works by the scholars in the field of linguistics, theory and practice of translation, and linguocultural studies.

The theoretical relevance of the research is to contribute to the development of the theory of translation and intercultural communication, and in particular, to the study of recently emerged field of translation, such as the film translation.

The practical relevance of the work is due to the fact that commercialization of cinematography is growing, which entails a high need for a quality translation of films into various foreign languages,
including Russian. The results of the work can be used in the process of preparing translators in universities and in the practice of translators of feature films.

results and discussion
Many scientists did not consider the sphere of cinematography as something worthy of scientific study. It is because of this the first works on this topic had the character of practical advice for an interpreter and were few – there was no serious works. Film translation is focused primarily on the specific type of translation. There are three main types of translation of the text: dubbing, translation with subtitles, voice-over translation.

Translation with subtitles is the most studied from the theoretical point of view. This can be explained by the presence of a written fixation of the translated text, which greatly facilitates its further analysis [1]. This translation is an abridged translation of a film dialogue, which reflects its main content and is accompanied by printed text of the visuals in its original version. As a rule, this text is located at the bottom of the cinema frame. This text is focused on visual perception. Several advantages and disadvantages of subtitles immediately follow from this concept.

The specificity of dubbing consists in the need to prepare an adequate text for the TL. The first group of difficulties is related to the preservation of visual synchronization, for example, the synchronization of the movement of the lips and the spoken text. The second – to the maintenance of sound synchrony (similarity of voices, intonation characteristics and national characteristics, such as the transfer of dialect or accent). And the third group includes the problems of content synchronization [2].

Another type of translation is the voice-over translation. In this case, the voices of the actors soundtracking the characters of the motion picture are superimposed on the original text. Some people consider it “a cheap dubbing”, however, this type of translation has a number of its advantages. It can be called “the golden mean”, because the recipient simultaneously has both original track and translation. The process of voice-over translation is generally similar to dubbing, but for obvious reasons there is no stage of synchronization.

The translation of the film text in any of its forms (dubbing, translation with subtitles or voice-over translation) must correspond to the generally accepted requirements in translation, among which one can single out the truthness to the original and the naturalness of the sounding translation text [3]. Thus, when translating a film, one should pay attention to the difference in cultures and the world views of the authors of a film and the viewer of its translated version. The language of the characters in the film is the author’s stylization of colloquial speech, which often includes different speech registers, beginning with the official style and ending with vulgarisms, so “the translator must have a good command of at least two norms of each language – literary and colloquial – and use them depending from the communicative situation, the type of text and target audience, that is, it is necessary to take into account the pragmatic aspects of translation”.

In each language there are expressions and phrases, the meaning of which is not rendered literally. Such expressions are called differently by different scholars: “phraseological expressions”, “phraseological units”, “phraseological locutions”, “phraseological fusion” [4]. By phraseological unit we understand a combination of two or more words that expresses the concept of something and has a holistic meaning. Among the distinctive features of phraseological units is their reproducibility, they are not created in the process of communication, but are recalled in the memory and reproduced in speech of native speakers in a ready form. There are several classifications of phraseological units. The problem of classifying phraseological units into subtypes was considered in the work by Shipitsyna G.M. and Korzhevitskaya K. Yu. “Language Mechanisms of the Formation of New Phraseological Units in the Russian language” [5]. Phraseological units are divided into phraseological fusions, phraseological unities, phraseological combinations, phraseological expressions.

The majority of linguistic researchers distinguish four main ways of winged expressions, this issue was studied in detail by Nikolaeva E. and Yurina T. in the work “Cross-Cultural Analysis of the Semantics of
Russian and French Phraseological Units” [6]. The first type is usually called phraseological equivalents. The whole complex of meanings of the translated unit is preserved when using such correspondences. As V.N. Komissarov notes, the second type of phraseological correspondences are the so-called phraseological analogues. In the absence of a phraseological equivalent, one should select a fixed phrase in the target language with the same figurative meaning based on a different image. The third type is calquing. As Bezuglova O. A. notes in her study, the literal translation or calquing of phraseological units can be applied only if, as a result of calquing of the expression, its figurativeness is easily perceived by the Russian reader and does not create an impression of being unnatural and not characteristic to the generally accepted norms of the Russian language [7].

Some scholars, such as Sorokin Y. A., Markovina I. Y., argue that in order to explain the meaning of a phraseological unit that does not have an analogue or equivalent in the Russian language and is not subject to a literal translation, the translator must resort to a descriptive translation, which consists in the description by means of another language of the designated concept [8]. This technique is resorted to if there is no corresponding nomination in the target language or it is not known to the translator.

We have conducted a practical study of the peculiarities of the translation of English film texts using the example of the feature film “Yes Man” (“Always Say "Yes"”). After analyzing the types of changes that occur with the film text in the process of dubbing, we have concluded that they are an integral part of the work on the translation of the film text, intended for further dubbing, and help create the illusion of the film text to be originally created in the target language.

We have considered the translation of phraseological units in the context, referring to the investigation by Kruse B. A., Ozhegova E. V. [9], and analyzed whether this value coincides with the original.

It was in the investigation:

- considering and studying the concept of “film text”;
- determining the place of the film translation in the theory and practice of translation;
- carrying out the classification of the main types of film translation;
- identifying the main technical and linguistic difficulties that arise in the process of translating film texts, as well as the ways to overcome them;
- conducting an analysis of the main types of changes that the film text is subjected to in the process of a duplicated translation using the example of the movie Yes Man,
- revealing the ways of translation of phraseological units
- analyzing the translation of phraseological units based on the title of the movies

**SUMMARY**

According to the results of the study, the following conclusions can be drawn:

1) Many problems of the film translation have been little studied so far, and as a result, there arise the problems concerning the determination of the place of the film translation in the theory and practice of translation, and also its reference to one of the types of translation. We have studied the peculiarities of this type of translation, as well as the existing theoretical materials on this topic, and concluded that film translation is a special kind of translation. Film translation differs from other types of translation in that the translator must take into account a number of features.

2) The main task of a movie interpreter is to perform an equivalent and adequate translation in such a way that the viewer gains the same impressions from the translated film the viewer who watches the film in the original language.

3) Performing the translation of the film text, the translator changes the text in various ways. The choice of such changes depends on the linguistic and technical factors (for example, such as the requirements for the presentation of subtitles on the screen) [10]. After analyzing the material of the translation of the film “Difficulties of Translation”, performed by dubbing, we have concluded that the most characteristic for
this type of translation is the change which the film text undergoes – is a method of omitting information in order to reduce the text translation time.

Based on the theoretical and practical analysis, we can give recommendations to the translators being at work upon the translation of English film texts:

- The translator must have general cinematographic competences, that is, have a general idea of the language of the movie, the framing, the rules of editing, etc.
- When translating film texts, one cannot just take the original text and translate it. In this case, it is necessary to rely on the visual context, since this significantly affects the meaning and understanding of what is happening on-screen.
- It is necessary to understand the features of a particular type of film translation: for example, in the case of subtitling, long constructions cannot be used in translation, otherwise the subtitles will not find room on-screen.
- General technological competencies are also important: knowledge of the existing programs used in the work on the film translation, and one should also be familiar with the recording and scoring process.
- It is impossible to make a high-quality translation of the film text without being familiar with the culture of the country in which the film was shot, its realities and features.
- It is necessary to understand and take into account the specifics of oral speech, since the main part of the film is composed of dialogues, which are a stylization for oral colloquial speech.

conclusions
Thus, today one can say that the need to translate film texts is steadily growing, the methods and technologies are developing. Russia alongside other states is a major importer of foreign films, which, in turn, need a translation. It should be noted once again that the translation of the film text is a special kind of translation activity that requires consideration of all the features and tasks of a particular type of film translation. In general, the film translation has put forward rather complicated, but at the same time, interesting professional tasks, it represents a huge field for creativity.

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Functional-semantic features of the present participle (based on the comparison of the Tatar and Turkish languages)

Damir H. Husnuttinov¹, Ramila K. Sagdieva¹, Ramilya H. Mirzagitov¹, Mukit T. Abikenov²
¹Kazan Federal University
²State University named after Shakarim of Semey city

Abstract
In the period of the Turkic protolanguage, the verb represented a rather developed part of the speech. There existed a system of verbal tenses to express three period of time – the present, the past and the future. The system of verbal derivational affixes, in particular of the affixes of multiple actions was rather rich. There were also the voices in that period. The verb had its own means of negation, which significantly differentiated it from the noun. The origin of participles in Turkic languages is not considered to be controversial. According to the viewpoint widely held among Turkologists, participles go back to deverbal names with a rather diffuse meaning. These deverbal names had both the meaning of nouns and the meaning of participles, depending on the context. The ancient participles of the era of the Turkic protolanguage differed significantly from those participles that we observe in modern Turkic languages. They did not have tense and voice differentiation and were rather deverbal adjectives. The verbs of this type denoted any property inherent in the verb, for example, the resultant action. Some part of them retained their former meaning of the resultant action, the other was substantiated and formed the deverbal nouns. The history of origin, the lexical and semantic sphere of the participles of the Turkic languages has been today very diverse and interesting for research. This article gives a comparative analysis of the participles of the Tatar and Turkish languages.

The scientific novelty of this article is determined by the comparative analysis of the present participles of the Tatar (учы/-уче, -а/-ә/-ый/-и торган) and Turkish (-аn/-еn, -уаn/-уеn) languages. It is in the study stating that each language, although it is a part of the Turkic group, has distinctive features and peculiarities. At the same time, one can notice the influence of the Turkish language on the Tatar language.

The choice of research methods is determined by the goals and objectives of the paper, as well as the specificity of the material being studied.

Keywords: the verb, the participle, tense, sentence, the Tatar language, the Turkish language.

INTRODUCTION
If one takes a look at the history of the Tatar people, it can be seen that they cultivated close links with many peoples and nationalities. But the relations with the Turkish people occupy a special place. These relations are connected with co-operation in economic, political, religious, cultural and scientific spheres. It is known that the Tatar language is a part of the Kypchak group, and the modern Turkish language is included into the Oguz group. In turn, they both developed under the influence of the Arabic and Persian languages. At the beginning of the 19th century, the Oguz elements were also mirrored in literary Tatar. The works by famous writers and poets of the time, such as Musa Akkheget, Utyz Imani, Gayaz Iskhaki, Dardmand, Gabdulla Tukay and many others, contain the Oguz elements. Most enlighteners of the Tatar people were educated in Turkey. For example, Dardmand lived in Istanbul in 1880-1881, studied the Turkish language and literature, mixed with prominent Turkish writers, followed their works. After having returned to his homeland, he used the experience of Turkish poets, used certain elements of the Turkish language.
An important element of the ethnic affinity of the Tatar and Turkish people is the similarity of linguistic elements, traditions, folk art [1, 2, 3]. The same works, for example, «Куталду белек», are for these languages key works, the basis of Tatar and Turkish literature. Religious similarities are also an important factor for mutual relation and understanding between these two peoples. Therefore, a comparative study of these two languages makes it possible to arrive at interesting conclusions. This determines the relevance of the topic. In recent years, you can encounter quite a number of scientific works which emphasize the affinity of the Tatar and Turkish languages [4, 5].

Participle of a particular language was often the object of research by scholars [6, 7, 8, 9]. To date, we cannot say that there have been unresolved issues in this area. The main goal of this work is a comparative analysis of the present participles of the Tatar and Turkish languages.

The participle is a non-conjugated form of the verb which combines the features of the verb and the features of the adjective [10]. The participle being one of the forms of the verb denotes action, process that happen within time: кызык кунак (ушедший гость / the guest that has left), салу торган куршемер (соседи, которые общаются между собой / the neighbours that communicate with each other) – -уу the reciprocal affix; кызык бала (родной ребенок / a child with his clothes on) – -ен - the form of reflexive voice. The participle like any other forms can have the forms of frequentativeness: түпкен аялга көйпкелген абий (лгяя, который регулярно посещает родные края / an uncle who regularly visit his own country). The participle in the word-combinations can be a governing component and a dependent word. When it subordinates a noun, they take affixes of cases: шыңды кылып торган эркин (девушка, которая уехала в город / a girl who will go to the city) - -га - the affix of additive case; екенді топылыган балык (из реки пойманная рыба fish caught from the river) - -дан - the affix of ablative case. In the complex sentence the participle can be a predicate of the subordinate clause: Алык кызык автобус кылып келген ал (Автобус, которого ждёт Алсу, ещё не прибыл / The bus Alsou is waiting for has not arrived yet).

The participle, since it has the properties of the adjective, expresses the dynamic feature of person, object, particular phenomenon: ылык торган ал (цветущий парень), чакыра торган лала (цветущий тюльпан / a flowering tulip). The participle does not take the plural form, it cannot contain the possessive affixes. These are characteristic of the Turkish language. The participle has three tense forms: 1) the present participle (-чыр-же, -а-лый/-и торган), 2) the past participle (-ган-ген, -ган/-кын), 3) the future participle (-ак/ак/-ак/-ак, -ир/-ир/-ир/-ир). Turkish participle has four tense forms: 1) the present participle (-якан/-якен), 2) the past participle (-мис/-мис/-мис/-мис, -дук/-дук/-дук/-дук), 3) the present-future participle (-и/-и/-и/-и, -ы/-ы/-ы/-ы), 4) the future participle (-жак/-жак/-жак). The participle is one of the forms of the verb denotes action, process.

In the Tatar language, the tense of participles is revealed by a synthetic and analytical way. In Turkish, the forms of temporary relations are divided into two categories: simple and complex. But by form and meaning, they basically coincide with the synthetic forms of participles of the Tatar language.

METHODS
The choice of the methods of research is determined by the goals and objectives of the paper, as well as the specifics of the studied material.

The study used the traditional methods of grammatical analysis: descriptive, contrastive-historical, descriptive-analytical, the method of continuous sampling.

The descriptive method involves the collection of material, its systematization, that enables to see different forms or types, general and specific characteristics. Contrastive-historical approach makes it possible to identify the features of interaction between the Tatar language and the Turkish language.
RESULTS
1. In Tatar the present participle has a synthetic form (ущы/-уще), and analytical form (-а/-ый-у и тарган). Turkish has only one – a synthetic form (ущы/-уще). But they do not have a negative form by means of the affix -ма, -ма.

2. The participle of -ущы/-уще denotes only present, and the form -а тарган is used while describing present and at the same time permanent action, that is, not connected by any time. And the participle of -ущы/-уще of the Turkish language denotes present and past. Therefore, when translating from Turkish into Tatar the affix of the past tense -ган-ген.

3. The governing word of the participle of the form -ущы/-уще is subject, and the forms -а тарган and -ущы/-уще concretize object, subject, time and a place of action. They are often used without the governing component, and are conjugated according to the cases, take the category of possession, number. The form -ущы/-уще often becomes noun.

4. According to functionality, they are always attributes, and in the meaning of the doer of the action they can be used as any member of the sentence.

DISCUSSION
The participle combines the properties of the verb and the adjective. According to semantics, the participle, like other types of the verb, expresses the process. But unlike them, it expresses this process as a characteristic of one or another subject, person. Both in the Tatar language and in the Turkish language, participles are grouped on the basis of time. In Tatar, the participle is expressed in three tenses: the present participle, the past participle and the future participle. And in Turkish, the participle has four tense forms: the present, the past, the present-future and the future.

The present participle in the Tatar language is expressed by the affixes -ущы/-уще, that is, the synthetic form: жырлаучы кеше (поящий человек / a running person), издее еегет (плавающий парень). The dominant word in this form, as a rule, is expressed by animate nouns. There is also an analytical form of the present participle. It is formed by the form -а/-ый-у и тарган: чаба тарган кыз (бегущая девочка / a running girl), укыла тарган китап (читаемая книга / a readable book). In Turkish, the present participle is formed by combining the affixes -ущы/-уще: alan (появший / one who has taken), гелен (приходящий/ coming), окыйан (читавший / one who read), истиyen (желающий / one who wishes).

Depending on the context, this form can also express the past: Дүн сиз гелен адам нередир? (Человек, который приходил вчера, где?) / The man who came yesterday, where is he?). The present participle in both Tatar and Turkish has the form of negation. In Tatar, a negative form is expressed with the help of the affix-ма: укылы бала (читающий ребенок / a reading child) – укылыча бала (не читающий ребенок / the child to be not reading). In Turkish, -ма: окыйан китар (прочитанная книга the book to have been read) – окыйан китар (не прочитанная книга / the book not to have been read).

The participle of the Tatar language of the form -а/-ый-у и тарган and the Turkish language of -ущы/-уще concretizes the subject: бар тарган кеше (идущий человек / a walking person), укыла арслан (бежущий лев / a lying lion), the object: укыла пра тарган балта (топор, которым колют дрова / the ax which is used to split firewood), окыйан китар (книга, которую читают / the book being read), place: ял ине тарган парк (парк, в котором отдыхают), Түрк тарган балтага (в свободное время / in one’s spare time). In these languages, the present participles are often substantivized and act in the meaning of the doer of the action [10]. In this case, they conjugate by case, take the category of number and possession: Казаны жашачыларының ырылышы макул (У жителей Казани дома красивые / The residents of Kazan have beautiful houses). Kitabımı алан гүрмединми? (Не видел того, кто взял мою книгу? / Didn’t you see who has taken my book?).
In the Turkic languages there emerged many participles, which the Turkic protolanguage did not have. They appeared much later. It is interesting to note that all new participles refer to the present participles. In the past participles there were no changes. The Tatar participle -учы/-үче refers to such new participles. This participle is formed from the ancient deverbal name -чы/-че, which we find in the names of professions such as балыкчы (рыбак / fisherman). To date, the present participle -учы/-үче, having lost their verbal properties, turns very often into the category of nouns: язучы (писатель / a writer), тегүче (швея / a seamstress). This feature does not apply to the Tatar form -а торган and the Turkish form -(у)ан/-(у)ен.

SUMMARY
One can conclude that the features of the participles in Turkish and Tatar are affinitive but the forms of the participles have a national character, which is obligatory to consider when working with the text. In comparative studying the linguistic phenomena the similarities and differences are constant. It follows that each Turkic language has its own rules and peculiarities.

CONCLUSION
The use of the participle is a common for the Tatar language, as well as for the Turkish language. The participles in these two languages have the same semantics, functionality, the category of tense. At the same time, each language has its grammatical features. Modern Tatar literature can use certain elements (borrowed words, linking words, affixes, order of words in a sentence, etc.) from any Turkic language. Therefore, the comparative analysis of the Turkic languages is used very often.

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Bibliography
Grammatical category of tense in the Tatar and Japanese languages

Venera N. Khisamova, Alina A. Khaliullina, Leila A. Nurgalieva
Kazan Federal University

Abstract
Tatar is the representative of a Turkic branch of the Altaic family of languages. Japanese as well, according to some scientists, has Altaic roots. Both Tatar, and Japanese languages in structurally – typological plan are agglutinative languages. Consecutive studying of Japanese grammar allows revealing many similarities in the logic of these languages grammatical constructions creation. For carrying out a typological comparison of the Tatar and Japanese languages in this research the grammatical category of tense has been chosen. In Tatar rather branched tense system expressing action before the speech (past tense), simultaneity with the moment of the speech (present) and following the speech moment (future tense) is presented. In the Japanese language, it is common to allocate two main tense forms which are past tense and nonpast tense. Despite it, as a result of the research, we have come to a conclusion that practically for all tense forms presented in Tatar compliances in Japanese are found. The research is conducted on the basis of examples of classical Tatar and Japanese literature.

Keywords: comparative linguistics, grammatical category of tense, morphology, Tatar, Japanese.

introduction
With the rising mutual interest to each other’s languages and cultures between the Tatar and the Japanese it is of great importance to make a comparative analysis of these two languages, in order to reveal similar features which enable deeper understanding which is the key to effective communication and cultural exchange. The article deals with the grammatical category of tense in the Tatar and Japanese languages in order to reveal functional similarities of grammatical features of these languages. the Tatar language, as well as the Japanese, belongs to Altaic languages family. [1] Tatar language is the representative of a Turkic branch and is included in Kipchak-Bulgar subgroup of Kipchak group of Turkic languages.[2] Tatar language is an agglutinative language with mostly synthetic expression of its’ grammatical forms. However, analytic forms, expressing various grammatical meanings are also presented in the language. As far as Japanese language is concerned, it is an agglutinative language with synthetic expression of some grammatical forms. Though, as one will see from the further analysis, there is also analytic expression of some grammatical forms.

With the sequential study of the grammatical forms of Japanese language and its comparison with the grammatical forms of Tatar language, we noticed the correlation between the two. The purpose of this article is to make a general comparative analysis of grammatical category of tense in the Tatar and Japanese languages and present common features which were revealed during the research.

First let us give an interpretation of the grammatical term tense. According to the Longman Dictionary of Language Teaching and Applied Linguistics, tense is the relationship between the form of the verb and the tense of the action or state described. [3] According to Comrie’s suggestion [4], tense relates the tense of the situation referred to some other tense, usually to the moment of speaking. There is a distinction between absolute tense, which is utterance tense oriented, and relative tense, which relates to other contextually noticeable tenses. According to Tatar linguists [1], there are both absolute and relative tenses in Tatar language. As far as the Japanese is concerned, some of linguists [5] consider that there is no distinction between absolute and relative tenses, but some of them [6] disprove this point of view, saying that in Japanese language both absolute and relative tenses are presented.

methods
With the method of comparative analysis, the grammatical category of tense in the Tatar and Japanese languages was investigated.
In Tatar language tense system of indicative mood is expressed by nine forms, which is organized in three groups: action refers to the moment of speaking (present tense), action referring to the tense before the moment of speaking (past tense) and action which refers to the moment after the moment of speaking (future tense).

There are following tense forms in Tatar language:

- **Bilgele ütkän zaman** (past definite tense). It is formed by adding affixes -di -de to the root of the verbs: bardi, kilde.
- **Bilgesez ütkän zaman** (past perfect tense). It is formed by adding affixes -gan -ğän to the root of the verbs: bargan, kilğan.
- **Hâzërge zaman** (present tense). It is formed by adding affixes -a, -ă, -ii, -iy to the root of the verbs: bara, kilă.
- **Bilgesez kilâchäk zaman** (future indefinite tense). It is formed by adding affixes -ir -er -r to the root of the verbs: barr, kaitur.
- **Bilgele kilâchäk zaman** (future definite tense). It is formed by adding affixes -achak -ächäk -yachak – yächäk to the root of the verbs: barachak, kilâchäk.

Also there are analytical forms which are expressed by adding auxiliary verbs such as:
- **Tämamlangan ütkän zaman** (past imperfect or past progressive tense). It is formed by adding affixes -a ide, -ä ide, -iy ide, -i ide to the root of the verbs: bara ide, kilâ ide.
- **Tämamlangan ütkän zaman** (past frequentative). It is formed by adding affixes -a torgan ide, ä torgan ide to the root of the verbs: bara torgan ide, kilâ torgan ide.
- **Kabatlaulı ütkän zaman** (past frequentative). It is formed by adding -a torgan ide, ä torgan ide to the root of the verbs: bara torgan ide, kilâ torgan ide.
- **Kilâchäk ütkän zaman** (future in the past). It is formed by adding affixes -achak -ächak +auxiliary verb ide to the root of the verbs: barachak, kilâchäk ide.

In Japanese language the morphemes -ru and -ta can be discussed in the terms of grammatical category of tense. -ru refers to present, and -ta refers to past. Future oriented context is expressed by sentences in the simple present tense. When it is necessary to express future tense, nouns such as tsumori with the meaning of intention or yotei with the meaning of plan can be added to a verb. Further the examples of using each grammatical form will be presented.

results and discussion

We took as a basis a system of tenses of Tatar language and found the equivalents in Japanese language. A comparative analysis of the grammatical category of tense in the Tatar and Japanese languages will be presented below.

According to Longman Dictionary of language teaching and applied linguistics past tense is the form of a verb which is usually used to show that the act or state described by the verb occurred at a tense before the present. Past definite form in Tatar language is morphologically expressed by adding affixes -di -de to the root of the verbs. This form expresses the meaning of obvious, complete, one-tense action in the past. Berkönne Ānisålærneŋ täräzäsenä sarı tüşle pesnäk kilep kundı (Lotfi).

As far as the morpheme -ta in Japanese language is concerned, there are discussions among linguists whether the morpheme -ta is a tense morpheme, or an aspect morpheme (Ogihara). In the example given above the morpheme -ta is used for expressing the action which refers to the tense before the utterance.
In other words, it expresses the past. But there are also cases, when the morpheme -ta is used for describing actions in the future. Let us analyze the further example: たろうはテレビを見たあとで勉強する。Taro wa terebi wo mita ato de benkyō suru. After watching TV Taro will study. Taro televizor karagach ukyr. The main clause of the sentence is in non past form with the verb formed by the morpheme -ru. But the action of temporal adverbial clause つれび つれび wo mita ato is expressed by the morpheme -ta. So it is not necessarily that the morpheme -ta describes an action which refers to the tense before utterance.

We refer to Longman Dictionary of language teaching and applied linguistics to give a definition to the term perfect. It is an aspect which shows a relationship between one state or event and a later state, event, or tense. Furthermore, one of the features of meaning commonly attributed to present perfect is that of indicating results. Past perfect tense in Tatar language is expressed either by adding suffixes -gan -gän to the root of verb, or by analytical form which is expressed by adding auxiliary verb ide. As was mentioned above, the form which ends with -gan -gän describes an action in the past which has a result, which refers to the moment of speaking. Resulting quality assumes completeness of an action to the moment of speaking, or transition to the state of this action. Jir öste yaŋa yomşak kar belän tüşälgän, ağaç botakläni ap-ak mamik belän uralgannar (Akhunov). 地面は白くふわふわとした雪で覆われ、木々の枝もこの縁に包まれている。Jimen wa shiroku fuwafuwa to shita yuki de oware, kīgi no eda no kono wata ni tsutsuma retе eru. The land has been covered with white fluffy snow, branches of trees has been wrapped in white padding.

In Japanese language the morpherm -ta which was mentioned above can receive a perfective interpretation. [4]桜はもう咲きました。Sakura wa mō sakimashita. Sakura has already bloomed. Sakura çäçäk atkan.

There is one more tense in Tatar language which refers to the tense before utterance. We can define it as a tense which expresses an action which was not completed, or was in its’ stage of development at some exact tense. Past imperfect or past progressive tense in Tatar language is an analytical form which is morphologically expressed by adding auxiliary verb ide to the verbs which end with -a, -ä, -iy, -i. Karangö töşep kïlä ïde, Säkïnä ut akip jïbärde (Khairullin). 昨日の5時に私は手紙を書いていました。Kinō no 5-i ni watashi wa tegami o kaite imashita. Yesterday at 5 o’clock I was writing a letter. Kich’a ságat’ bishštä min khat yaza idem. Both in the Tatar and Japanese languages past progressive is analytical form which is expressed with main verb + auxiliary verb. Present tense is a tense which typically relates the tense of an action or state to the present moment in tense (Richards). Present tense in Tatar language is formed by affixes -a, -ä, -ii, -iy. The verbs which are used in this form can describe an action which coincides the moment of speaking, or which is out of this moment. In the following example tense of utterance is the same with the tense of action: Su öste jem- jem itep tora (Alish). Water’s surface is sparkling. Water’s surface is sparkling. Minamo ga kirakira shite iru. The grammatical form in the Japanese which is equivalent to the past progressive in the Tatar, is the form which is morphologically expressed by the verb which ends with the morpheme –te and an auxiliary verb ita as a marker of an action in the past. 桜はもう咲きました。Sakura wa mō sakimashita. Sakura has already bloomed. Sakura çäçäk atkan.

The verbs in Tatar language which are morphologically expressed by affixes -a, -ä, -ii, -iy may also have the meaning of habitual, repetitive and routine actions. Dïŋgezgä kerep yugalu belän, üzeŋdä akrín, läkïn törän ber râhâtlek sîzä başlıysän. Tän basla, ruh jïnêlaya, kînêl kïnâya, yörâkne ârnetkän avr kayglar üznän œze erîlîy, kayadîr yugalalar (Ibragimov). 海岸から離れたことがわかった時、その静けさに深い安心を感じる。体がゆっくりとし、気持ちはとても軽くなる。心を苦しめた悲哀も溶けてどこかへ消えるようだ。Kaigan kara hanaretta koto ga waakatta toki, sono shizukaesu ni fukai anshin o kanjiru. Karada ga yuttari to shi, kimochi wa totemo karuku naru. Kokoro o kurushimeta kanashimi mo tokete doko ka e
Once you are far in the sea, you begin to feel very quite. Your body relaxes and soul becomes so free, as all the sorrows burdened your heart just disappear."

For describing general actions, which has no exact reference to tense, in Japanese language we use the morpheme `-ru`. 道道はじぶんでつくる 道道はじぶんでひらく 人のつくったものはじぶんの道にはならない (みつを) Michi michiwa jibun de tsukuru michiwa jibun de hiraku hito no tsukutta monowa jibun no michi ni wa naranai

The road.

you make your own road
you open up your own road
the one made by others will not be your own road

Yul

yulıňtı üzêñ salasıñ
yulıňtı üzêñ açasıñ
ägär yulıňtı başka keşel sala ikon, bu sineñ yulıň tügel

Further we are going to analyze the future tense. In Tatar language there are three ways of expressing an action which takes place in the future. The form bilgele cilächäk zaman (future definite form) is morphologically expressed by adding affixes -achäk –ächäk –yachäk –yächäk to the verb: Min sezgü kilächäkmen. I will exactly come. 必ず来ます。Kanarazu kimasu. This form expresses the meaning of action which will likely take place in the future. When one speaks about the future action, using this form, one is sure about the fact that this action will happen in the future. The form bilgesez cilächäk zaman (future indefinite tense) on the contrary expresses less confidence of a speaker about the future. This form is expressed by adding suffixes -ır –er –r to the verb: Min sezgü kilärmen. In the group of future forms in Tatar language analytical form cilächäk utkän zaman (future in the past) is also included. According to Tumasheva, in indicative mood this form expresses action that was in the future for the moment of speaking in the past. Gabitovnin isäbe Buença, şämnärne töşerep beterü öçen ike sägattən artık kitaçak ide (Gazi). ガビトフの計画によると、ろうそくをとかすのに2時間以上かかるだろう。Gabitov no keikaku ni yoru to, rōsoku o tokasu no ni 2-jikan ijō kakarudarou. According to Gabitov’s plan, it would have taken more than two hours to put the candles.

There is no morphological modification of the verb which refers to future action in Japanese language. In order to explicit reference to the future events future-oriented nouns such as tsuromari which expresses intention and yotei with the meaning of plan are used. Mosukuwa e iku yotei desu. I’m planning to go to Moscow. Min màskäügä baräçhakmin. The form with yotei expresses confidence of the speaker about the future plans. In order to add the meaning of uncertainty in Japanese language analytical form とおもて imasu which is added to the verb in volitional form is used: 私はモスクワへ行く予定です。Watashi wa mosukuwa e ikou yoteidatta. In order to add the meaning of uncertainty in the lexical context, that utterance describes an action which was in the future for the moment of speaking in the past. 先生に会ったまでに日本へ行く予定でした。Senseini atta madeni nihon e iku yoteidatta. Mögallimne oçratu aldınnan, min Yaponiyagörriga uyğalan idem.

SUMMARY
Thus, the tense systems of the Tatar and Japanese languages were analyzed. Tatar language tense system seems to be more complex with various tense expressions than Japanese language tense system. Though, one may observe that in the Tatar and Japanese languages there are both synthetic and analytic forms used in the expressions which refer to tense. In Tatar language there are three distinguished groups of tense expressions which are morphologically formed according to the tense when action takes place: past, present and future. While in Japanese language there are only past and non-past tenses forms, which
possess their morphological peculiarities. During the process of analysis and searching for equivalents for tense expressions of Tatar language tense system in the Japanese, for all forms we were able to find the equivalents.

conclusions
All things considered, it seems reasonable to assume that the two languages which were under the analysis in this article being spoken far from each other possess common features. Practically it may be used while teaching the Tatar or Japanese languages as a foreign language.

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Bibliography
Morphological Expression And Semantic Groups Of Aspectual Verbs In The Tatar And Japanese Languages

Venera N. Khisamova¹, Alina Ai. Khaliullina², Zukhra Ai. Motygullina³
¹Kazan Federal University,

Abstract
Due to the developing relations between Japan and the Republic of Tatarstan, as well as the growing mutual scientific interest, the mutual study of languages as an integral part of the national culture is highly important. Only the study of the language will make it possible to understand cultures and establish a dialogue between the two nations. This paper deals with the grammatical category of the nature of the course of action in the Tatar and Japanese languages. Both the Tatar and Japanese languages are structurally and typologically agglutinative, with a synthetic type of word formation. The Tatar language is the representative of the Altaic language family, whereas the genetic relations of the Japanese language are ambiguous. However, scientists agree that one of the layers of vocabulary has parallels in the Altai languages. In Japanese, in its pure form, there is no investigated grammatical category of the nature of the course of action. This category is considered in the context of the aspectuality. As a result of a comparative analysis of the grammatical category of the nature of the course of action in the Tatar and Japanese languages, morphological and semantic similarities of many grammatical forms are revealed. The study is based on examples of classical Tatar and Japanese literature.

Keywords: comparative linguistics, morphology, aspectuality, grammatical category of the nature of the course of action, the Tatar language, the Japanese language.

INTRODUCTION
With the developing relations between Japan and Republic of Tatarstan it is necessary to learn each other’s culture. Language is not only the part of a culture, language creates a culture: it forms values, perceptions, identities through discourse. That is why it is very important to learn language in order to understand a culture deeper. Comparative Linguistics provides the opportunity not only to research language separately, but to analyze several languages simultaneously, finding typological similarities. The fact that there are identical features which are revealed in two languages enables fuller understanding of a nation with representatives of which one builds cultural exchange. The article deals with the analysis of aspectual verbs in the Tatar and Japanese languages, which reveals common aspects, concerning morphological expression and shades of meaning of the character of action development.

The Tatar language is a representative of a Turkic branch of Altaic languages family. To be precise, it is included in the Kipchak–Bulgar subgroup of Kipchak group of Turkic languages. From the point of view of its structural and typological characteristics, the Tatar language belongs to agglutinative languages with the synthetic properties, which means sufffixal way of word formation predominantly. However, analytical elements are also presented for expressing different grammatical meanings. [1]

Genealogical relationship of the Japanese language is still a controversial question. Two layers of vocabulary are distinguished in the Japanese language. One of which has the parallels with Austronesian languages and another one with Altaic languages. According to Alpatov, the layer which has analogy with Altaic languages is apparently genuine. The Japanese language uses unique writing system which combines ideography and two syllabic scripts. Grammatically, it is an agglutinative language with synthetic expressions of grammatical meanings. In connection with the constant discussions of Japanologists about the origin of Japanese language, we cannot assert that both Tatar and the Japanese languages belong to the same Altaic languages family. However, the linguists do not deny the fact, that one of the layers of the Japanese language has the parallels with the Altaic languages. [2, 3, 4]

With the sequential study of the grammatical forms of Japanese language and its comparison with the grammatical forms of Tatar language, we noticed the correlation between the two. One of the examples
which indicates this correlation is, in our opinion, morphological expression and semantics of aspectual verbs, which describe action development in both languages.

METHODS
According to the Longman Dictionary of Language Teaching and Applied Linguistics, the term aspect is used to denote the activity, event or state described by a verb, for example whether the activity is ongoing or completed. [5] A category which shows the character of the development of an action or event expressed by a verb is evident in both Tatar and Japanese languages. Though in Japanese language the character of an action development is presented by the grammatical category of aspect, in Tatar language there is a special term “the category of a character of an action development”. In this article the term is applied for two languages with the purpose of analysis and revealing common features concerning the category of an action development in the Tatar and Japanese languages.

The category of the character of an action development is expressed in the Tatar language mostly in two ways:
1. By a combination of an adverb which ends with -a / ä, -iy/-i, -ip/-ep and an auxiliary verb. In such combinations, adverb presents the main meaning and modifies a verb. An auxiliary verb brings additional shade of meaning which defines character of development of event. There can be shades of meaning which expresses beginning, momentariness, continuation, direction, repetition and others.
2. By adding the following affixes, which express the different degree of development of an action: galä/galä (kalä/kälä), -ishtir/-eshter, -insira/-emserä, -inkyrä/-enkerä to a verbal root.

The category of character of action development in the Tatar language may be subdivided into the following semantic groups: beginning, direction, duration, suddenness, repetition, completion.

In the Japanese language, the category of action development is morphologically expressed by combination of adverb and auxiliary verb. Formally, the construction looks like a construction with dependent predicate, however, an auxiliary verb functions as an affix.

For the analysis of category of the character of action development in the Tatar and Japanese languages, we took as a basis the classification of this grammatical category which was founded by V. Khisamova.

RESULTS AND DISCUSSION
The following similarities were revealed: beginning of an action in the Tatar language is morphologically presented by a combination of an adverb which ends with -a, -iy, -i with the verb bashla “to begin” and a combination of an adverb with the verb with the meaning of “to let go”, “to go”.

Beräm-beräm täräzälär yak şürä (F.Yarullin). ひととひとつの窓に電気がつきはじめました。Windows began to light one by one”. As one can see from the example, beginning of an action in the Japanese language is expressed with the synonymous verb hajimeru “to begin”. This verb is added to the second base of the verb, which expresses main action: yomi+hajimeru “to begin reading”.

The direction of an action in the Tatar language is expressed by combination of an adverb and the verbs chik-, ker-, kil’- with the meaning of “to go out”, “to come in”, “to come”.

According to V. Alpatov, the Japanese language also has a group of compound verbs expressing direction to some orienting point. An action may have either the direction towards or from this point. Except for the spatial meaning, this group of verbs may also possess an abstract meaning, which is related to the character of an action development.

Further, there will be analyzed the main compound constructions with the meaning of direction of an action in Tatar and the Japanese languages. In the Tatar language, the combination of adverb which ends with -ip + kit the verb with the meaning “to go away” means the action committed from either the person who speaks, or from some departure point. Sin, akillim, aşni az aşısışın, vakitinda yoklarınışın, havada uynamısışın, ahri, şunça kürä sin yabyk, buen da keckëns, şunça kürä velosipedka da ayagın çitmi, hazergä öenşa kaytup tor, zur üşçak kilerşen, - diğënnär hâm velosipedni alip kitkânnär (A.Alish). 「あなたはスープ
をあまり食べないし、時間通りに寝ないし、外で遊ばないので、やせていて背が低いです。ですから、自転車に乗るために足の長さがたりないです。今家に帰りなさい、大きくなったらまた来てね」と言っ
て自転車を持って行った。

“You are, my dear, not eating soup enough, not playing outside, that is why you are so skinny and short, and because of that your legs can’t reach the treadles. For now you shall go home, once you get taller you can come again” they told and took away the bike.

The combination of an adverb which ends with *ip/ep* with adding an auxiliary verb *kil’* expresses the development of an action either towards a speaking person, or towards some object. Saniya çişmädän kaytip kïlä modele. Saniya wa izumi kara kaette kite imashita. Saniya was coming from the spring.

An action which is directed within something is expressed by a combination of an adverb which ends with *–ip/–ep* + the verb *chick* “go out”. Berniçä könänn un ürdäk bäbkäse borin törtep çıg (A.Bayan). 数日で10羽の子ガモがからをやぶってきた。Sūjitsu de jūwa no kogamo ga kara wo yabutte kita. In a few days 10 ducklings hatch out.

A combination of an adverb which ends with *–ip/–ep* + the verb *ker* “come in” means an action which is directed inside. Öçençe tapkir a çik işektən öygä ber et kerpän hâm kati itep örgä keràşkän (A.Alish). 3回目には、開いていたドアに犬が入ってきて、吠えはじめた。San-kai-me ni wa, aite ita doa ni inu ga haitte kite, hoe hajimeta. For the third time it was the dog who came in through the open doors and started barking.

In the Japanese language, an auxiliary verb *kuru* means “to come”. The combination expresses an action which is directed to some destination point. 向こうから山田さんが走ってきます。Mukō kara Yamadasan ga hashitte kimasu. Tegennän Yamada-san yögerep kïlä. Yamada-san is running from there.

There is a greeting phrase in the Japanese language 行ってくる itte kuru which means “I will go and come back”. In the Tatar language, there is the same farewell phrase “barip kaytam” with the meaning of going somewhere and returning.

The verb 行く iku in the Japanese language has the meaning of “to go”, “to leave”. The constructions with this auxiliary verb has the opposite meaning to the constructions with the verb kuru. This construction has the meaning of direction of an action from some spatial orienting point. 道が混んでいるから、バスを降りて駅まで走っていった。Michi ga konde irukara, basu o orite eki made hashitte itta. Yul maşinalar belän tuli bulganga, min avtobustan töşep, stantsiyagä hätle yögerep bardim. Because of roads are heavily congested, I got off the bus and ran till the station.

Thus, one may see that there are expressions which show the direction of an action in both Tatar and Japanese languages. Morphologically these grammatical constructions are formed by adding auxiliary verbs to adverbs. The combinations which show direction of an action from or towards the speaking person possess identical meaning in both languages.

The duration of an action or state in the Tatar language is expressed by a combination of such auxiliary verbs as *yat* “to lie”, *utir* “to sit”, *yör* “to go”, *tor* “to stand”, *bar* “to go”, *kil* “to come”, *çik* “to go out”.

In the Japanese language, duration of an action may be expressed by aspectual verbs いる iru, おる oru, いらっしゃる irassharu. All of these verbs are added to an adverb which ends with –te. General meaning of the constructions with these verbs is a continuation of some situation. The difference may be related to the levels of politeness. For instance, the auxiliary verb いる iru is neutrally polite 待ってくれることを思いついたママには今でも感謝している (B. Yoshimoto). Matte kureru koto o omoitsuita mama ni wa ima demo kansha shite iru. Tege vakitta kötergän aniemä xäzer dä räxmät xïslären toep yaşim. Even up to now I’m feeling grateful to my mother, who agreed to wait for me. The auxiliary verb おる oru is used with the humble expressions, when describing the actions of the person who speaks カザン連邦大学で日本語を教えております。Kazan renpõdaiyuk de nihongo o oshiete orimasu. Min Kazan federal universitetinda yapon telen ukitam. The auxiliary verb いらっしゃる irassharu is used for describing actions of the person who is in higher position than the speaking person. 先生は本を読んでい
らっしゃいます。Sensei wa hon o yonde irasshaimasu. Möğallim kitap ukyp utrya. The teacher is reading a book.

Suddenness of an action in the Tatar language is expressed by a combination of an adverb with the auxiliary verbs with the meanings like “to release”, “to put”, “to go”, “to throw”, “to take”. Sudden action is expressed by the combination of an adverb which ends with -ip + jibär- or kit-. Şatlıktan küñelläre tylip taşsa – curlap çibärgännär (F.Yarullin). 喜んで、心が気持ちでいっぱいになれば、歌いだした。Yorokonde, kokoro ga kimochi de ippai ni nareba, utai dashita. Their hearts were full of happiness they started singing.  

In the Japanese language the meaning of suddenness is expressed by a combination of a main verb, which comes in the second basis + the verb だす dasu, which has the meaning of “to give”, “to send”. 急に雨が降り出した。Kyū ni ame ga furidashita. It started raining suddenly.

In the Tatar language, a combination of an adverb with the verb kui- “to put” in some cases also has the meaning of preparative action. This action is important for agent as preparatory condition for the further action, in which the agent is interested. Töşke aştan soñ tälïñkälärne yuıp kuydım.  

In the Japanese language, an auxiliary verb おく oku also has the meaning of preparative action. And similarly to the Tatar language, this auxiliary verb possesses the meaning of putting something somewhere. It is added to an adverb which ends with –te. This grammatical construction also has the meaning of preparatory condition. Agent “puts” something somewhere in order to use it afterwards. 若いうちによい本をたくさん読んでおくべきだ。Wakai uchi ni yoi hon o takusan yonde okubekida. You have to read a lot of good books while you are young.

Completion of an action in the Tatar language is expressed by a combination of an adverb which ends with -ip/-ep + such auxiliary verbs as beter “to finish”, chik “to go out”. Kuyan şulay görläp torgan arada çäçäklär törlle yakça betälär (F. Yarullin). The home task was quite easy, so I had finished it in one hour.

SUMMARY
All things considered, it seems reasonable to assume that for such groups of the category of character of action development as beginning, direction, duration, suddenness, repetition, completion in Tatar language we can find equivalents in Japanese language. In both the Tatar and Japanese languages the grammatical constructions of this category is morphologically expressed by adding an auxiliary verb to an adverb, where on auxiliary verb depends the semantics of whole expression.

CONCLUSION
Thus, the category of the character of an action development is presented both in the Tatar and Japanese languages. The way of morphological expression of this grammatical category is identical in two
languages: it is formed by adding auxiliary verbs to an adverb. During the research we came to a conclusion that every shade of meaning of an action development in Tatar language can be found in Japanese language.

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References
Pedagogical conditions for the organization of distance learning in the process of preparing future teachers

Anvar N. Khuziakhmetov¹, Ramis R. Nasibullov², Ilnar F. Yarullin¹, Rasykh F. Salakhov²
¹Kazan (Volga region) Federal University, 420008, Kazan, Russia.
²Kazan State Institute of Culture, 420059, Kazan, Russia.

Abstract
Distance education is able to solve the problem of teacher training more effectively than any other method of education. In the same context, the opportunities of distance education to develop verbal and cognative activities and information culture are considered. This form of training together with the expansion of information technologies can effectively solve the problem of training students and life-long learning throughout a person's life. It should be noted that it follows the logic of the development of the education system and society as a whole and can act as a tool not only to meet, but also to form educational needs of a person, in accordance with the interests of society and the state. Distance education technologies hold great potential and future teachers can be effectively prepared by the network of institutions utilizing these technologies. When educational organizations that are geographically distant from one another are joined into a network it ensures unity between educational spaces. As a result of the use of network principles the integrity of educational institutions can be effectively guaranteed and realized in continuity of principles and approaches to the management of different functional and territorial subsystems, and in the more distant future - its equitable integration into the world community.

Keywords: information society, distance education, learners, problem, Information culture.

Introduction
The importance of the issue
Distance education objectively supports the development of integration processes in the world’s education. In view of its specificity distance education allows to smooth the obvious discontinuities between the levels of education that became apparent between the XXth and XXIst centuries. This helps create a system that prepares a wide range of specialists.

Distance education is the logical outcome of the historical process. The traceable stages of its development over a few decades indicate that distance education corresponds to the new educational needs of our society. Moreover, along with its practical use distance education as a phenomenon is being theoretically analyzed by both Russian and international academic community. At the same time the development of distance education technologies and their practical explorations (that take place primarily in the most developed countries) outpace its theoretical conceptualization.

The status of a problem
In recent years there has been a need to consider distance education not only in isolation focusing on the technical side of its organization and at the expense of its substantive component but also to establish its conceptual foundation and reasonable scope of its applicability in addressing pedagogical issues and how it can be effectively combined with other pedagogical methods. Perhaps in view of this we are witnessing a surge in academic works (in a variety of languages) devoted to distance education (Clarin, 1989; Bilgin & Aykac, 2016); to its methodological principles (Lee, 2017; Black, 2013); to new information technologies in distance education (Yousuf, 2007; Moore+et al, 2011); to the role of distance education in the process of an education system reformation (Xia & Liitien, 2016; Chronopoulou & Papadopoulos, 2016); to the evolution of distance education characteristics, development patterns and tendencies (Baggaley, 2008; Khuziakhmetov+et al, 2016).
Materials and methods
In the course of this study the following set of methods were used: the theoretical analysis and synthesis of relevant psychological and pedagogical literature, inductive and deductive methods, experience generalization, historical and pedagogical analysis, systematization and generalization of historical facts, modeling.

Research foundation
Institute of Psychology and Education of the Kazan (Volga region) Federal University.

Results
Historical and pedagogical analysis enables us to see that starting from the mid 90s the development of distance education has been connected mostly with the group of network technologies. Network structures at the end of the previous century change their competitive nature – they strive not to monopolization but to increase the number of their partner connections established to ensure the stability of the overall system and its potential for realizing large-scale projects. Marketing techniques become significantly more effective and at the same time they are dependant on the infrastructure collectively created by partners which enables all of them to decrease their expenses on building educational systems. Distance education becomes a tool that facilitates the interconnection of not only knowledge and technologies but also financial capital – it becomes a tool with which it is possible to dominate the global market and address geopolitical issues. Moreover, the network of distance education functions within the humanitarian paradigm and promotes in the minds of everyone involved in it (including future teachers) the importance of continuing education and constant development for satisfying both personal and public needs.

The didactic evolution of distance education as a gradual continuous process of change ensures qualitative development by objectifying the following positions: pedagogical problems in distance education; the interrelation of all the theoretical conceptions of distance education; models of the local educational systems of distance education; eco-informational conceptions of distance education; the role of computer and the role of participants in distance education; educational collections (module conglomerate).

The use of modern telecommunication networks in distance education highlights the necessity of special methodologies and didactics specifically developed for different purposes including for the purpose of teacher education. The substantial foundation of this idea can be specified through the methodological integration of philosophical, educational, psycho-andragogical, cultural and technological perspectives that in their aggregation define the direction of teacher education. This view is currently being formed and enhanced in particular in the context of gaining more experience in educational and professional contacts, in the cooperation and interaction with different subjects of educational processes and their means. This view can be represented through three basic subsystems, each of which consists of specific components (Figure 1).

Figure 1
The didactic subsystem consists of the components that are characteristic of traditional education: educational goals and contents, forms, methods, means and principles. However, each aforementioned component has specific nature in the context of distance education.

The didactic subsystem comprises:

- long-term and short-term educational goals. The multilevel structure of educational processes can be achieved through the use of variable-based software that among other things facilitates the individualization of student academic work;
- educational contents: potential informational overload; variable-based contents that vary in volume, difficulty and subject depending on educational goals;
- methodology and organizational forms of education. In distance education it is possible to apply a whole range of general didactic methods (from informational to research) along with all the organizational forms used in traditional education. However the distance between the educator and learners, non-linear informational structures and processes as well as the specificity of the tools and means that shape the nature of distance education have specific implications for the organization of the educational process;
- academic teaching staff plays the role of an additional information resource and also functions as a control agent;
learners are conditionally engaged in self-education because their educational actions (their actions aimed at receiving and analyzing information, at solving educational problems, at reflecting and questioning the materials, etc.) influence their progress to the educational goal more than the actions of educators.

additional principles: 1) the priority of the pedagogical approach in designing the educational process in distance education; 2) flexibility and dynamism; 3) pedagogical relevance and appropriateness in the use of information technologies; 4) consideration of the prior knowledge of learners; 5) correspondence of the chosen technology to the chosen models and types of distance education (chosen by teachers themselves or by their educational institutions etc.).

The second subsystem of distance education is technical. Through this subsystem the functions of control and consultation get realized. In contrast to traditional face-to-face education where this subsystem is additional (auxiliary), it plays a central role in distance education. Specific for a particular didactic system educational means comprise this subsystem (including printable materials, software as well as telecommunication technologies).

The third subsystem of distance education is provisional. It is comprised of educational instructional materials, financial resources, normative and regulatory provision and marketing research findings.

All of the subsystems ensure that distance education fulfills its main functions: goal-defining, informational, technological, organizational, controlling, instructional, normative, marketing, financial and other functions. The three subsystems and their elements interact with one another in educational processes in a variety of ways which depend on educators, learners, their educational goals and other factors.

At this stage of its development distance education is often considered in the context of the new educational paradigm – open education. Open education is based on purposeful, autonomous and assessable work of learners aimed at achieving particular educational levels through interacting with educators in a regulated way and through using appropriate educational means. Studying international experience in the field of distance education (over the XXth and XXIth centuries) leads us to see that the main tendencies in the development of open education currently are:

- the evolution of didactics in distance education;
- the enhancement of both moral and intellectual components – moral and intellectual development of learners comes along with acquiring subject knowledge;
- effective management methods are being introduced in distance education;
- normative and regulatory issues (level and growth assessment, effectiveness control etc.) are being looked into.

The ever increasing informatization, interconnectedness and globalization of our society imposes new intellectual and moral requirements to all spheres of human activity including distance education: encouraging the development of educational independence, responsible attitude towards the learning process and all of its participants; the formation of competencies and knowledge that are necessary for purposeful thoughtful educational progress.

When examining the system of professional education it is necessary to take into account that the organization of distance education calls for compensatory measures – the system of these measures involves the design of special instructional materials, the training of specialized tutors capable of mediating the subject field with the virtual nature of the educational process. This all is necessary to ensure that the educational process is person-orientated, that it encourages students’ engagement with what is happening on their screens and that it helps sustain students’ educational motivation. The development of tutors as a profession will provide not only organizational but also psycho-pedagogical support of the educational process in higher education. It is the tutor who on the one hand personifies the chosen professional field for the student and on the other hand facilitates the learning process and makes it individualized. Tutors have to be well-versed in their subjects – they can not expect students to learn without fully understanding the subject they are offering.
Moreover, analyzing the historical development of distance education gave us an insight into a range of problems that need to be addressed. For example, convoluted legal regulatory issues are holding distance education back in Russia. In view of this distance education cannot be fully recognized as a legitimate form that facilitates quality education. Before this could be achieved a lot needs to be done: legal regulation adjustment, assessment practices, teaching methodology, contents and other components of distance education need to be looked into.

The second group of problems that stand in the way of distance education development has to do with the existing standards. State educational standards cannot provide enough differentiation and flexibility within the process of engaging in distance education. Moreover, the current system of educational standards does not and cannot take into account rapid changes that are taking place in the global market including the dynamic technological transformations.

New theories need to be devised in the field of interactive distance education, assessment and the use of educational materials. The introduction and spread of distance education in Russia is happening chaotically. Those educational organizations that have powerful intellectual and financial potential are working on designing effective systems of distance education. But the scale of their actions is limited by their professional interests and potentials.

In academic circles people are arguing about the quality of distance education. The main difficulty in this issue is the development of assessment criterion. There are four criterion that are used most commonly in distance education: time that students spend to complete their studies; the percentage of students who successfully completed their studies; if the number of those who completed their studies successfully and their educational level corresponds to the expectations of their educational organization and the needs of society; economic and social effectiveness (Mishra & Panda, 2007; Tekinarslan, 2008).

Discussion
The most important issue in the field of distance education right now is staffing. The lack of adequately prepared specialists in this field became apparent between the XXth and XXIst centuries when computer science was taught at a very low level which meant that educators did not have even the basic level of computer competence and could not use computers to enhance their practices in traditional educational settings. Coordinators, tutors, educators-technicians need to be specifically educated in order to become competent in distance education. Apart from subject knowledge educators-technicians need to be well-versed in pedagogics, sociology, psychology, interpersonal communication, teaching methodology and computer science. One way to address this problem is through organizing CPD courses (with different courses being offered in accordance with the educator’s role in organizing distance education).

Conclusion
Studying the history of distance education allows to see the main tendencies in its development and how to make a transition to a new level. Within the paradigm of open education these tendencies deepen the didactic purpose of distance education, broaden the orientation to include moral and intellectual student development as priorities, build new culture of effective management, establish an infrastructure that ensures normative, material, technological, conceptual and other kind of support for distance education.

Closing remarks
When distance education models first started being introduced into the Russian system of higher education (in the beginning of the XXIst century) it became apparent that the following organizational pedagogical conditions need to be fulfilled in order to ensure overall effectiveness: the integration of different organizational systems aimed at increasing the effectiveness of the educational process; the creation of a specific educational space, that enables all students regardless of their major subject to use telecommunication technologies, computers and software in order to achieve their educational goals; the...
preparation of all possible participants to engage in distance education effectively, the design of the new models of distance education that integrate both general didactic and specific educational principles.

**Acknowledgements**
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**References**
Short Stories Of A.P. Chekhov About Child’s World On The Lessons Of The Russian Language As A Foreign (“Grisha”, “An Incident”, “Children”)

Dinara R. Valeeva, Alina A. Ershova, Elena V. Latypova
Kazan Federal University

Abstract
The present study describes the method of commented reading and analysis of the authentic fictional text by A.P. Chekhov by philological students in the classes of Russian as a foreign language. The relevance of the article is determined by the fact that there are many scientific works covering the problem of analysis and perception of the content of a literary text, the articles would concern linguistic means in the stories by A.P. Chekhov about children in the lessons of Russian as a foreign language are almost none. Foreign students learn about the culture and perception of the Russian people, expand their vocabulary and improve their communication skills through working with the literary text, so it is important to choose an appropriate pedagogical approach.

The aim of the study is to expose the most effective method of constructing a lesson that would enable foreign students to comprehend not individual words and phrases in the texts but to understand the idea of a literary text and to form an idea of the picture of the child’s world in the stories by A.P. Chekhov.

Keywords: Chekhov, text linguistics, Russian as a foreign language, teaching methods, communication, commented reading.

INTRODUCTION
In the process of teaching Russian to foreign students, of importance is reading authentic texts that enables the students to replenish their vocabulary, to form an idea of Russian culture, to develop communication skills, of which the scientific works [1], [2], [3], [4], [5], [6], [7] and teaching aids [8] have repeatedly made mention. In this connection, it is timely to study and analyze the authentic texts by A.P. Chekhov about children in the classes for foreign bachelors and masters of philology.

The article aims to identify effective ways of commented reading, to analyze the stories by A.P. Chekhov about the child’s world from linguistic and culturological points of view, as well as to describe the method of meaningful reading of A.P. Chekhov’s stories “Grisha”, “Children” and “An Incident” by the students of philology of the advanced level of knowledge of the Russian language. The novelty of the article is determined by the fact that there are currently insufficient scientific works covering this topic, in connection with which this article can serve as the start of publications which deal with the methods of reading Russian literary texts about the child’s worldview in the lessons of Russian as a foreign language.

METHODS
To achieve the goal the paper sets, the authors of the article use the following research methods: linguoculturological analysis and synthesis, system and integrity of consideration of research aspects in the context of linguistic, historical, cultural, social and social processes, classification – the combining lexical units into thematic groups.

When writing the article, the authors used the scientific and pedagogical works of Russian and foreign scholars concerning the methods for reading and analyzing the authentic text in the lessons of the Russian language as a foreign language, as well as the works by scholars studying A.P. Chekhov’s short stories.

RESULTS AND DISCUSSION
Reading authentic texts at the lessons of Russian as a foreign language is an effective method of expanding students’ ideas about the culture and history of Russia, replenishing their vocabulary and
automatically memorizing syntactic constructions. Currently, various methods of reading authentic texts are used, in particular, the system one is classical which includes three stages of reading: pre-text work, text work and post-text work. There are a number of scientific publications, textbooks and teaching aids which present the experience of reading authentic texts, including the works by A. P. Chekhov [9], [10], [11], [12]. The works by foreign scholars also analyze the children’s stories by the writer, for example, the works by Connor Doak [13], Rich Good [14], James Redwood [15], Peterson [16]. Of special significance is the article by Anna Tomm, who analyzes Chekhov’s story “Grisha” from the point of view of psychological science, which is undoubtedly also of interest for a comprehensive analysis of the work: the child’s behavior, character, memory, speech, etc. [17].

The authors of the article adhere to the classical approach to reading authentic texts, including literary, cultural and linguistic comments, which will enable the foreign students of philology to more deeply comprehend the text they are reading. The present article applies the technique of commented reading to A.P. Chekhov’s stories about the children “Grisha”, “Children”, “An Incident”.

Before reading and analyzing the stories by A.P. Chekhov two major preparatory pre-text stages are important, without which, in the authors’ the opinion, reading the text would be ineffective:

1. Familiarization with the history of writing Chekhov’s stories about the children’s world.
2. Preliminary familiarization with the vocabulary and specifics of “children’s language” in the writer’s stories.

To realize the first stage, it is important to prepare foreign students for the perception of the world of a child who lived at the end of the 19th century. One should tell the students that there are several stories by Chekhov that reveal the world of childhood and were written in the eighties of the 19th century.

Chekhov’s stories about children are popular in other countries, for example, “An Incident” had been translated into English, Hungarian, Bulgarian, French, Danish, German, Serbo-Croatian and Czech in the writer’s lifetime. But, as it is generally known, the translation does not always reflect the true meanings and images of the world implied by the author in the text. In this regard, reading an authentic text is a difficult task for a foreign student of philology, but at the same time effective to understand Russian culture through vocabulary, syntax, morphology and word formation.

Chekhov’s stories about the world of the child are expressive, psychological, make possible for the readers to find themselves in the world of the past, they teach to look at the surrounding reality from different angles – through the prism of their own, sometimes naive, sincere ideas about life that emerge from childhood. Perhaps for these reasons these stories are of interest not only to Russian scholars but also to foreign ones, not only to philologists but also to psychologists.

The second stage is a pre-text work. This is the most important stage, since the reading of the authentic text without preliminary preparation cannot be called “conscious”. Students can independently refer to the dictionary when they don’t know some lexical units. For example, сундук, корыто, лампада, лото (a chest, a trough, a lamp, a lotto).

Of course, if classroom time permits, one can tell that the lotto appeared in the 16th century in Genoa (in Italy), but this game came to Russia only in the 18th century and was available to wealthy families; only in the 20th century all classes of the population started playing lotto. This is an important aspect from the story Chekhov’s “Children” to understand the social status of the family. By the way, it is important to emphasize that lotto is played by the cook’s son, Andrei, in Chekhov’s story, which is also a demonstration of the world of the child, which equals everyone, regardless of the social status of the family.

Screw is a card game originated in the UK, which has become popular in Russia. Vanya’s father and Nina play screw in Chekhov’s story “An Incident”. The name of the game «винт» came from the verb «подвинтить», which meant observing a strict line in which each participant of the talks towered his game in the form of an upward spiral that resembled a screw in its original lexical meaning: a screw, a twist, that is spiral, which is not clogged but is screwed into a pre-prepared hole. This reference to the history of the origin of the name of this game will undoubtedly be of interest to the foreign speaker.
To create a common language image of the world of children in Chekhov’s stories, the authors of the article recommend using a classification at the lessons of Russian as a foreign language, combining vocabulary on a thematic basis. Classification can be expanded, or, conversely, narrowed, depending on the tasks assigned and the level of knowledge of the Russian language by foreign students of philology.

Table 1. Distribution of Vocabulary from A.P. Chekhov’s Stories “Grisha”, “Children”, “An Incident” On Thematic Basis.

<table>
<thead>
<tr>
<th>Thematic group</th>
<th>Lexical units</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The real world (or the world of things, objects)</td>
<td>Бурнусик, шарф, шапка, калоши, пуговица, кружева, кукла, лопадь, барабан, фалда, корыто, стекльышко, ящик, сундук, печка, кокс (твёрдый продукт, получаемый путём прокаливания каменного угля без доступа воздуха, употребляется на топливо), стол, кресло, бумажки, скорлупа, лампа, кровать, карты, самовар, чай, рюмка, вода, апельсин, пирог, гербовая бумага, копейка, карты, подол, рубаха, пятно, ковер, касторка.</td>
<td>Класть, подавать, пестрить, пахнуть, темнеет</td>
</tr>
<tr>
<td>The world of adults</td>
<td>Ореховая, небольшой, обеденный (стол), красный, темный, тёплые, мохнатые.</td>
<td>Ворчать, дёргать, находить, смеяться, хлопотать, садиться, отмахиваться, конфузиться, кормить, укладывать спать, пить, чокаться, есть, отхлебнуть, давать, петь, решать, кричать.</td>
</tr>
</tbody>
</table>
The specificity of “children’s language” in Chekhov’s stories can cause certain difficulties in understanding even among advanced students of philology. To facilitate the perception of such vocabulary, it is necessary to explain some of the suffixal formations that one can find out in children’s speech in Chekhov’s texts. First, these are distortions of words. Secondly, these are the suffixes, often diminutive, which unite the child’s inner world and the surrounding reality. Examples of such words are illustrated in Table 2.

Table 2.
The Vocabulary of “Children’s Language” in the stories by A.P. Chekhov “Grisha”, “Children”, “An Incident”

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Lexical unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ышк</td>
<td>Стёклышко</td>
</tr>
<tr>
<td>-к</td>
<td>Окошко, кроватка</td>
</tr>
<tr>
<td>-ич + -к</td>
<td>пуговичка</td>
</tr>
<tr>
<td>-чк</td>
<td>блюдечко</td>
</tr>
<tr>
<td>-ик</td>
<td>Бурнусик, крестик</td>
</tr>
<tr>
<td>-ов (instead of -ей)</td>
<td>Мышов (мышей)</td>
</tr>
<tr>
<td><em>-а</em>-т</td>
<td>Прусачата (дети прусака = таракана)</td>
</tr>
</tbody>
</table>

The second stage of the exercise is reading and analyzing the text. In the process of reading the text, it is necessary to explain incomprehensible lexical combinations, figurative means (metaphors, phraseological
units, etc.), syntactic constructions. For example, «таращить глаза» (to goggle), «свет пробивается» (light is breaking through), «сонце режет глаза» (the sun hurts the eyes), «душа наполняется чувством» (the soul is filled with a feeling), «печка глядит большим, черным дуплом» (the stove looks big, black hollow), «злоба дня» (the evil of the day). The students analyze the direct and figurative meanings of words, learn Chekhov’s literary devices.

After reading the stories and sequentially analyzing each paragraph of the text, foreign advanced students of philology can independently carry out a linguistic analysis of the stories in order to expose the features of the child’s worldview. This is the third stage of working with the text – post-text. In particular, it is interesting to describe the cat in the stories “An Incident” and “Grisha”. In the first case, the cat is identified with a person, but the children use the wrong form of the word «ощенилась» / gave birth to puppies (from the word «щенок» / puppy) instead of «окотилась» / gave birth to cats (from the word «кот» / cat). In the second story, the child sees cats as huge animals, militantly disposed, not being so large in real life. It is necessary to draw the students’ attention to such details, from which the child’s world is made up in the stories by A.P. Chekhov.

A number of questions are proposed for discussion as an additional oral task which develops the communicative skills of students, and an essay – as a written assignment. Subjects for essays can be very different: here the role is played by the nationality of the student and the level of proficiency in Russian. For example, one can suggest comparing the child’s world image from Chekhov’s stories with the world of childhood, represented in works of fiction created in the student’s native language.

In addition, the undergraduates can be offered to read a literary or linguistic article on this topic. For example, the article by I.A. Kokina “The World of the Child in the Stories by A.P. Chekhov (With Reference to the Story by Anton Chekhov “Children”) [18]. In this case, there will be the work connected with scientific text. The students of philology can make a plan of the article, questions, prepare a review report, in which they reveal the originality of the author’s point of view and also learn to express their own opinion.

**SUMMARY**

So, the authors of the article presented the experience of commented reading of the stories by A.P. Chekhov about the children “Grisha”, “An Incident” and “Children”. This method of reading the authentic text is the most effective during the lessons of Russian as a foreign language, as it enables the students of philology not only to read the literary text but also to analyze its cultural and linguistic aspects. Various types of oral assignments, for example, discussion of the content of Chekhov’s stories in the class, as well as the writing of reasoning essay or comparison composition, further the development of the communicative skills of undergraduates. The study of scientific articles on the theme of childhood in Chekhov’s stories is aimed at raising the general level of Russian language proficiency for the students. This type of class activity intersects with the university philological courses such as “Literary Studies”, “Literary Criticism”, “Stylistics”, “Morphology”, “Lexicology”, “Syntax”, “Reading, Annotating and Abstracting Scientific Text”. This combination of disciplines in one lesson helps foreign students not only learn the Russian language better, but also learn to understand Russian culture and Russian people.

**CONCLUSIONS**

Summing up, it should be emphasized that the role of the Russian language in the world is increasing, and, therefore, the interest in its study is increasing. In recent years, many methods of teaching Russian as a foreign language have been developed. Reading authentic texts by A.P. Chekhov is an effective way of in-depth study of language and culture. A promising area is the development and implementation of new methods for reading Chekhov’s short stories and plays at the lessons of Russian as a foreign language, because the writer’s name (like the name of Lev Tolstoy or F. Dostoevsky) is known all over the world and is of interest not only for foreign students but also for foreign scholars and teachers.
ACKNOWLEDGEMENTS
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Study And The Development Of Communicative Competence Of The University Teacher

Ramil R. Khairutdinov 1, Flera G. Mukhametzyanova 1, Alfia Sh. Yarullina1, Natalia S. Krasnenkova2, Liaisan V. Khasanova 1, Alexandra S. Kharitonova 1, Ruslan V. Zabirov 1

1 Kazan Federal University
2 State Autonomous institution of additional professional education of the Samara region of "Samara regional Institute of advanced training and retraining of education workers" (Russia)

Abstract
Today many requirements are imposed on the modern teacher of higher education institution. Among a number of competences the communicative competence dominates. The ability of the teacher of higher education institution to communicate without the conflicts is a basis of communicative competence. In communication with what studying and formation of communicative competence of HEI teachers is relevant and demanded. Formation of communicative competence the teacher of higher education institution is one of ways of self-realization of participants of educational process including improvement of quality of work of the higher education. It is obvious that each teacher has to develop the communicative competence to communicate without the conflicts.

Keywords: communicative competence, teacher, professional activity, social and psychological training, conflict, communication.

INTRODUCTION
The problem of studying of formation of communicative competence is not new in science and practice today. However there are no uniform views of interpretation of the specified concept that defines relevance of the considered subject at the present stage. Special attention to a problem of communicative competence of such scientists, as Andreyeva G.M., Grishina N.V., Klimov E.A., it is caused by the increasing requirements of labor market to the adaptation potential of teachers for the "person of people" system [1; 2; 3].

From the moment of the birth of people and until the end of the life it is in process of communication. For the modern person the ability to communicate without the conflicts becomes important competence. The communicative competence is an ability to establish and support necessary contacts with other people, prevention of the conflicts. Therefore the person has to study rules of interaction with people to become the full member of society. Communication will be effective only when people interact with each other without the conflicts. An exit from the conflict is a difficult process.

Ontogenesis of communication of the person begins with realization of basic requirements and reaches the need for self-updating. The person enters communication with other people only for the sake of satisfaction of communicative requirement. Competence of communication as mark out Markov A.K. in the works., Mitino L.M., Smirnikova O.V., formation of adequate orientation of the person in itself as own psychological potential, the partner's potential, in a situation and a task assumes [4; 5; 6]. The communicative competence is professional activity of the teacher and is considered as his integral part of life cycle.

The solution of problems of effective communication at interaction is especially relevant for pedagogical process in the context of prevention of the conflicts in communication of teachers. Researches of psychologists and teachers are devoted to a communication problem in pedagogical process (Surkova, A.V. Hutorskoy, etc.). [7; 8]

Now special attention to professional activity of the teacher is paid. It is proved that teachers of educational institutions have different approaches to the work and life which are connected about efficiency of their activity.
Thus, for pedagogical education have crucial importance not only formation of professional competences of the teachers contributing to the development their professional environment, but also, first of all, for own development.

All this defines relevance and the importance of this research. The problem area of the real research is caused by a contradiction between need of purposeful formation of communicative competence of teachers and lack of the evidence-based social and psychological conditions providing process of formation of communicative competence of teachers of their professional activity influencing efficiency.

METHODS
1. Theoretical methods: the theoretical analysis and synthesis of literature of domestic and foreign authors on a research problem.
2. Method of an empirical research: psychodiagnostic testing - diagnostics of perceptual and interactive competence (N.P. Fetiskin), a technique of diagnostics of predisposition of the personality to conflict behavior (K. Thomas), a technique of identification of communicative and organizing tendencies (BRAIDS - 2), assessment of abilities to listen (V.M. Shepel).

In total 60 HEI teachers with a different experience of professional activity (from 5 to 28 years of an experience) participated in a research.

RESULTS AND DISCUSSION
At the stating stage of experimental work extensive diagnostics for clarification of an objective picture was carried out.

For identification of indicators of interactivity we used diagnostics of perceptual and interactive competence which allows revealing the general level of communicative interactivity and indicators according to such characteristics as mutually knowledge, mutual understanding, interference, social autonomy, social adaptability, and social activity.

By us it was revealed that most of HEI teachers have the low level of communicative interactivity of the personality that makes 75%.

At a research of indicators of mutually knowledge, mutual understanding and interference it was established what mutual comprehending is highly shown at 70%, in average at 30% that demonstrates existence of assessment of personal features of pupils.

Mutual understanding at the high level is shown at 86,7%, the average level is diagnosed for 13,3%, that is teachers are able to understand the point of view of the interlocutor.

Interference 33,3%, in average degree of 66,7% extremely possess that testifies to degree of the importance of opinion and acts of other representatives, self-correction, a self-reflection.

Diagnostics of indicators of social autonomy, adaptability and activity gave the chance to establish that the social autonomy is highly shown at all teachers of 100%.

The social adaptability at the majority is expressed at the average level - 75%, on high - only at 13,3% and low - at 11,7%. Analyzing these indicators, it is possible to note that not all employees are satisfied with the situation.

The social activity is highly shown at 70% and in average degree at 30%. Existence of the received indicators demonstrates that teachers are directed to joint activity.

The important characteristic of communicative competence is the dominating strategy of reaction of examinees in conflict situations (K.N. Thomas's technique) that, certainly, influences their professional competence.
For the teacher application of all five forms of behavior depending on type of a conflict situation is optimum: rivalries, (competition, competition), avoiding, devices (compliance), compromise and cooperation.

The GPA on group makes: at strategy "compromise" - 8.9 points; "cooperation" - 7.7 points; "avoiding" - 6.3 points; "adaptation" - 4.9 points; "competition" - 3.9 points.

As we see, the most acceptable and used way of permission of conflict situations at teachers is "compromise", on the second position - "cooperation", on the third - "avoiding".

The technique according to communicative and organizing tendencies allows establishing the level of communicative and organizing abilities of teachers.

Very high level of communicative tendencies is diagnosed for 46.7% of teachers, high level - 11.7%, the average level - 35%, and low for 6.6%. Very high level of organizing tendencies is shown at 21.7%, high - at 63.3%, average - at 15%.

At identification of ability to listen (V.M. Shepel's technique) the following was revealed: the ability to listen at 90% is more developed, listeners of the average level - 3.3% and 6.7% are not able to listen. Thus, low values of level of communicative competence of teachers were on such scales as: interactivity - 75%, social adaptability - 11.7%, communicative tendencies - 6.6%, abilities to listen - 6.7%.

Further from the general group in 60 people we selected 20 for which diagnosed low indicators of communicative competence. In other words, with those personal characteristics and parameters most of which part can be subject to correctional influence and which are priority in formation of communicative competence of teachers to be engaged with them according to the program. They made experimental group. Other 40 people made control group.

We find it possible to claim that formation of communicative competence of teachers can be reached through effective form of education also by means of traditional methods. The training effectively contributes to the development of communicative competence as mechanism of prevention of the conflicts in communication.

Let's pass to the description of the training program for formation of communicative competence of teachers developed by us.

Training purpose:
• association of participants of a training in team;
• obtaining positive skills of interaction in team;
• orientation to the command purpose;
• improvement of relationship and prevention of the conflict in communication;
• improvement of communication in team;
• formation of communicative competence.

Problems of training:
• to help participants of a training to realize the importance of team work for increase in efficiency within individual professional activity;
• to improve relationship in team and to help participants of a training to realize the importance of each participant for creation of team;
• to create integrative criteria of interactive competence;
• to give to participants experiment on settlement of conflict situations;
• to develop communicative and organizing tendencies;
• to develop skills of ability to listen;
• to give to participants experience of interaction;
• to give to participants of a training positive feedback.

For purity of an experiment we checked differences in indicators of experimental and control group by method of Mann-Whitney about which work many modern scientists, such as Harchenko L. wrote to the. In N [9] They were significantly reliable where Mann-Whitney's criterion allowed to confirm significant distinctions concerning cooperation (U=105,500 at r•0,01), a compromise (U=202,500 at r•0,05), abilities
to listen (U=189,500 at r•0,01), mutually knowledge (U=96,000 at r•0,01), mutual understandings (U=163,000 at r•0,01), interferences (U=100,000 at r•0,01), social autonomy (U=90,000 at r•0,01), social adaptability (U=232,500 at r•0,05) and communicative interactivity (U=58,000 at r•0,01).

It means that objectively communicatively "low-competent" teachers entered into experimental group. Then with participants of experimental group work was carried out. Upon termination of a training total diagnostics in control and experimental groups was carried out. Let's compare results of diagnostics in experimental group before and after training (Table 1).

Table 1. Average values (in points) interactivity indicators (before and after an experiment) in the ex-lane to group

<table>
<thead>
<tr>
<th>before / after</th>
<th>mutual knowledge</th>
<th>mutual understanding</th>
<th>interference</th>
<th>social autonomy</th>
<th>social adaptability</th>
<th>social activity</th>
<th>interactivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>20,7</td>
<td>20,2</td>
<td>18,1</td>
<td>25,4</td>
<td>16,2</td>
<td>18,9</td>
<td>119,5</td>
</tr>
<tr>
<td>after</td>
<td>23,4</td>
<td>23,3</td>
<td>21,8</td>
<td>27,5</td>
<td>18,2</td>
<td>22,2</td>
<td>136,4</td>
</tr>
</tbody>
</table>

Indicators of interactivity changed during training:
Mutually knowledge - on 2,7 points, mutual understanding - on 3,1 points, interference - on 3,7 points, social autonomy - on 2,1 points, social adaptability - on 2 points, social activity - on 3, 3 points and interactivity - on 19,9 points.

Comparing indicators before use of the program by means of Vilkokson’s criterion, we found authentically significant distinctions on increase in indicators at r•0,01 on mutually knowledge where (Z = - 3,774), to mutual understanding (Z = - 3,851), to interference (Z = - 3,773), social autonomy (Z = - 3,554), social activity (Z = - 3,854), communicative interactivity (Z = - 3,923) and at r•0,05 social adaptability (Z = - 2,956).

Now we will compare indicators of predisposition to conflict behavior of teachers before and after an experiment by K. Thomas’s technique which is given in the table.

Table 2. Average values (in points) indicators of predisposition of the personality to conflict behavior according to K. Thomas (before and after an experiment) in the ex-lane to group

<table>
<thead>
<tr>
<th>before / after</th>
<th>competition</th>
<th>cooperation</th>
<th>compromise</th>
<th>avoiding</th>
<th>adapting</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>4,2</td>
<td>7,4</td>
<td>8,1</td>
<td>6,7</td>
<td>4,5</td>
</tr>
<tr>
<td>after</td>
<td>2,5</td>
<td>10,2</td>
<td>9,3</td>
<td>5,5</td>
<td>5,6</td>
</tr>
</tbody>
</table>
Coming up against a conflict situation, teachers choose strategy "compromise" - 8,1 points, then "cooperation" - 7,4 points and avoiding - 6,7 points; adaptation - 4,5 points and a competition - 4,2 points. After implementation of the training program, the tendency to change of installations is found. At emergence of a conflict situation teachers use "cooperation" - 10,2 points where both parties remain in a prize, then strategy "compromise" - 9,3 points, "adaptation" - 5,6 points, "avoiding" - 5,5 points and, in the last turn - "competition" - 2,5 points is chosen.

By means of criterion of Vilkokson which was used also by such researchers as Martso, Bastos, Darling-Hammond and others, [10; 11; 12] authentically significant distinctions on such indicators as a competition (Z=-3,451 are found, at r•0,01), cooperation (Z=-3,841, at r•0,01), a compromise (Z=-3,438, at r•0,01), avoiding (Z=-3,081 at r•0,05). By criterion adaptation of distinction is not installed.

Indicators of communicative and organizing tendencies changed in the following party: communicative tendencies - on 4,4 points; organizing tendencies - on 1,3 points. The received results are presented in table 3.

### Table 3.

<table>
<thead>
<tr>
<th>Before/after</th>
<th>Communicative Tendencies</th>
<th>Organizing Tendencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>11,6</td>
<td>13,5</td>
</tr>
<tr>
<td>after</td>
<td>15,7</td>
<td>15,5</td>
</tr>
</tbody>
</table>

Indicators of communicative and organizing tendencies changed during training towards increase. Communicative tendencies - on 4,1 point, organizing tendencies - on 2 points.

By means of Vilokson's criterion significant differences in indicators "communicative tendencies" (Z=-3,945 are confirmed at r•0,01), and "organizing tendencies" (Z =-3,788 at r•0,01).

Thus, this indicator also rose.

Further we will consider dynamics of indicators of ability to listen by V.M. Shepel's (Table 4) technique.

### Table 4.

<table>
<thead>
<tr>
<th>Before/after</th>
<th>Ability to Listen</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>61,7</td>
</tr>
<tr>
<td>after</td>
<td>67,6</td>
</tr>
</tbody>
</table>

Indicators of ability to listen prior to an experiment were - 61,7 points, became - 67,6 points. The difference made - 5,9 points.

The method of criterion Vilokson allowed to find statistically significant differences in an indicator of ability to listen (Z =-3,842, at r•0,01).

Thus, we checked efficiency of training as means of formation of communicative competence of teachers that proves salutary influences of training on communicative competence of teachers.
We made check of differences in indicators of control and experimental groups for reliability of the importance of results of an experiment by Mann-Whitney's method. Statistically significant distinctions by means of Mann-Whitney's criterion are not revealed. It means that the level of communicative competence of teachers of experimental group was tightened to the level of communicative competence of control.

**SUMMARY**

On the basis of the obtained data, it is possible to draw the following conclusions based on own research and works of such modern scientists as B. Malm, E.A. Sergeenko, L. Evans, etc. [13-17]:

1. The communicative competence of HEI teachers is the integrated personal education having a certain structure and appropriate level of development of the components, allowing interacting effectively with pupils.
2. The structure of communicative competence of teachers includes individual and psychological features of the personality as perceptual and interactive competence, conflictness, communicative and organizing tendencies and ability to listen.
3. The author's program "Formation of Communicative Competence of the Teacher" promotes formation and improvement (increase) in both separate components, and the general communicative competence of the teacher, namely: cooperation, abilities to listen, mutually knowledge, mutual understandings, interferences, social autonomy, social adaptability and communicative interactivity.
4. The communicative competence is considered as the mechanism of prevention of the conflicts in communication of the teacher.

**CONCLUSION**

The problem of formation of communicative competence of HEI teachers for the present day is relevant to what the received results of our research and which prove achievement of the goal realized through the tested training program which promotes formation of communicative competence of teachers as the mechanism of prevention of the conflicts in communication testify.

The received results in pilot study confirm a hypothesis of a research and demonstrate that the communicative competence of teachers represents the integrated personal education having a certain structure and appropriate level of development of structural components. Its formation will be successful if the author's social and psychological training of the same name acts as the main means.

**ACKNOWLEDGEMENTS**

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The Problem Of Prospective Teachers’ Active Citizenship Development

Ilnar F. Yarullin¹, Ramis R. Nasibullov¹, Anvar N. Khuziakhmetov¹
¹ Kazan (Volga region) Federal University, 420008, Kazan, Russia

Abstract
Changes that are currently taking place in the cultural and spiritual spheres of the Russian society make the task of developing prospective teachers’ active citizenship challenging and of major importance. The society needs active, savvy and competent citizens as they play an important role in strengthening the foundations of the state and the public life. It also depends on young people’s political culture and whether they are involved in the political and legislative life of the society. The article reflects on the issues related to the development of prospective teachers’ active citizenship. The process of reinforcing the civil society and the law-governed state requires educational institutions to educate an entirely new generation of democratic persons able to take control of their own lives and public life, rely only on themselves and earn their own living. The main research methods are theoretical (comparative and logical analysis, synthesis, generalization, modeling) and empirical (the study of archival and normative documents on the research problems, the study and the review of universities’ innovative experience in the development of students’ active citizenship, survey, interview, purposeful observation of student activities, methods of mathematical statistics, pedagogical experiment on the development of prospective teachers’ active citizenship). Overall, the research results confirm the hypotheses about the development of future teachers’ active citizenship. The results of the study might be of interest to educators, pre-service and in-service teachers.

Keywords: active citizenship, prospective teacher, civic education, teaching conditions, teaching process.

Introduction
The topicality of the problem
Improvement of all these directions aimed to form civil responsibility of students in the pedagogical direction today is one of the central problems of teachers’ vocational training; its solution is connected with the content of education, organization of educational process in a higher education institution and application of active training methods focused on intellectual, social and moral development of the personality.

Explore Importance of the Problem
Problem of future teachers’ civil responsibility development, being the most urgent problem of today, is considered by many Russian teachers and scientists. Classics of Russian pedagogics N.K. Krupskaya [1], A.S. Makarenko [2] paid attention to the formation of an integral personality, a citizen. In works of O.I. Volzhina's [3] and G.T. Sukolenova [4] the process of historical formation of civil education system is studied. Ideas of human’s civil mission, training of the person-citizen as an active public figure were stated in many articles written by A.U. Tikhonova [5]. Philosophical and social aspects of civil education are revealed in works of E.Y. Zakirova+et al [6], S.I. Gessen [7]. Ways of civil consciousness education in the context of social activation and humanization are considered by V.M. Obukhov [8], T.V. Beskova [9] regards social and pedagogical conditions of civil consciousness education as an integrative quality of the personality. S.V. Shiro [10] investigates features of younger generation’s civil education in the course of education and on materials of humanitarian disciplines. Problems of students’ civil consciousness formation are studied in works of A.N. Karasyova [11], V.L. Popko [12]. At the end of XX - the beginning of the XXI centuries interest in issues of civil education increased, a large number of works devoted to formation of these or those learners’ civil qualities appeared. Education of civic consciousness was researched in Butler, Lewis & Sunderland’s.
works (Tonga & Aksoy, 2014). Issues of civil activity formation were considered (Cassidy, 2004). A number of researches studied experience of civic consciousness education in the history of Soviet school (Khuziakhmetov, Aminov & Yesnazarova, 2016; Gabdulchakov, Galimova & Yashina, 2016). Thus, awareness of civil responsibility by students of pedagogical higher education institutions as the most important pedagogical problem of today makes the matter of great importance. Despite a wide representation of various aspects of future teachers’ training for professional activity and sufficient development of the issue of civic consciousness in psychology and pedagogical literature, at present there are no pedagogical researches devoted to formation of civil responsibility in students of pedagogical higher education institutions and its influence on the efficiency of the follow-up professional activity (Dynneson, Gross & Berson, 2003). At the same time modern requirements to the process of teachers’ vocational training assume the search of conditions aimed to effectively form civil responsibility in students trained at higher pedagogical institutions and adequate to changes occurring in the country (Gabdulchakov, 2016).

Features of formation of values of education
Basic theoretical provisions and conclusions of the research can be used in the system of retraining and advanced professional training on problems of younger generation’s civil education of employees of preschool educational organizations, comprehensive schools and colleges, and pedagogical higher professional educational institutions.

Materials and Methods

Objectives of the study
The following problems were solved in the course of the research:
1) to determine the essence of the definition "a civil responsibility of students of the pedagogical direction" on the basis of the analysis of philosophical and psychology-pedagogical literature;
2) to specify, prove and experimentally verify pedagogical conditions aimed to form civil responsibility of students of pedagogical direction.

Base of research
The Institute of Psychology and Education and The Institute of Mechanics and Mathematics named after N.I. Lobachevsky of Kazan Federal University made the base of the research.

Results
In the course of experimental work we sought to raise the level of civil responsibility development in students of pedagogical direction by introduction conditions aimed to form civil values and qualities in students. Experimental work within which pedagogical conditions of efficiency of civil responsibility formation in students were tested was carried out in three steps.
The first stage – stating: the degree of civil responsibility development in students of pedagogical direction was determined.
The second stage – forming: pursued the goal to reveal efficiency of proposed pedagogical conditions. At this stage conditions revealed during analysis and aimed to form civil responsibility in students were introduced into training and education process.
The third stage – final. At this stage the achieved level of civil responsibility development in students of pedagogical direction was defined in the course of the experiment; comparative analysis of data obtained at various stages of diagnostics was performed.

At the stating stage, control and experimental groups were determined. 7 groups of first- and second-year students of the Institute of Psychology and Education and Institute of Mathematics and Mechanics named after N.I. Lobachevsky took part in the experiment. The total number of testees made 127 people (exp. – 61 students, contr. – 66 students). During the stating stage of work primary information was
gathered; the set of diagnostic techniques including questionnaire, test and map of civil responsibility formation was worked out. Questionnaire was used to study primary data of civil responsibility in students of pedagogical direction. Research showed: both in experimental and control groups young people have approximately identical low civil responsibility.

"The map of introspection" by A.I. Kochetov was modified to research civil responsibility formation. The obtained "Map of developed civil responsibility" was supposed to specify readiness for various types of political, legal and public work, for social interaction, for realization of individual and public rights and duties, for cooperation and work in public organizations. This indicator was investigated through students' selection of a social role in the general system of social relations. Thereof circumstances there are such sections on the map as: legal component: law-abiding citizen, consumer; political component: voter; public component: participant of public organizations, volunteer.

The following options of answers were formulated for each part: "absolutely sure", "doubt", "not sure at all".

The following results were received after students filled the map of civil responsibility formation (see table 1).

Table 1. Results of students' primary diagnostics according to the map of civil responsibility formation

<table>
<thead>
<tr>
<th>Questions</th>
<th>Absolutely sure (%)</th>
<th>Doubt (%)</th>
<th>Not sure at all (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>exp. contr. exp. contr. exp. contr. exp. contr. exp. contr. exp. contr.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am ready not to violate rights and freedoms of other people</td>
<td>72,1</td>
<td>56,1</td>
<td>27,9</td>
</tr>
<tr>
<td>I am ready to realize my actions according to norms of law accepted in society</td>
<td>58,7</td>
<td>59,2</td>
<td>33,3</td>
</tr>
<tr>
<td>I am ready to observe laws</td>
<td>9,8</td>
<td>13,6</td>
<td>3,3</td>
</tr>
<tr>
<td>I am ready for consumer’s rights realization</td>
<td>8,2</td>
<td>10,6</td>
<td>4,9</td>
</tr>
<tr>
<td>I am ready for consumer’s rights protection in legal ways</td>
<td>47,6</td>
<td>59,1</td>
<td>24,5</td>
</tr>
<tr>
<td>I am ready for participation in elections</td>
<td>100</td>
<td>90,9</td>
<td>0</td>
</tr>
<tr>
<td>I am ready to consider another opinion</td>
<td>60,7</td>
<td>78,8</td>
<td>19,65</td>
</tr>
<tr>
<td>I am ready to listen and estimate another person’s position</td>
<td>42,6</td>
<td>39,4</td>
<td>9,9</td>
</tr>
<tr>
<td>I am ready to evaluate events that take place in the country</td>
<td>13,1</td>
<td>16,7</td>
<td>4,9</td>
</tr>
<tr>
<td>I am ready to realize a passive electoral right</td>
<td>34,4</td>
<td>71,2</td>
<td>60,7</td>
</tr>
<tr>
<td>I am ready to participate in public organizations</td>
<td>3,2</td>
<td>6,1</td>
<td>9,9</td>
</tr>
<tr>
<td>I am ready to carry out a public assignment in educational institution</td>
<td>9,9</td>
<td>4,5</td>
<td>19,65</td>
</tr>
<tr>
<td>I am ready to volunteer</td>
<td>6,5</td>
<td>6,1</td>
<td>68,9</td>
</tr>
<tr>
<td>I am ready to take responsibility</td>
<td>47,6</td>
<td>59,1</td>
<td>44,3</td>
</tr>
<tr>
<td>I am ready to be patient to other opinions</td>
<td>22,8</td>
<td>18,2</td>
<td>23</td>
</tr>
</tbody>
</table>

Thus, analysis of the map of students’ civil responsibility formation reveals the necessity of additional educational work at lessons and in after-school time.
Besides the map of students’ civil responsibility formation we developed and used the test to study the level of civil responsibility development in students of pedagogical direction; then obtained data were generalized.

The testing technique assumed identification of high, average and low levels of civil responsibility development. The level of civil responsibility development is understood as the degree of its main components development: they are presented by qualities, values, abilities, etc.

A high level of civil responsibility is displayed in steady positive experience of civil behavior, self-organization and self-control along with an active civil position.

The average level of civil responsibility as a personality moral quality is characterized by steady positive behavior and ability to self-control.

A low level of civil responsibility is characterized by weak manifestation of positive experience, civil behavior is unstable.

Following testing results in the experimental group, it was revealed that 20 students had a low level of civil responsibility development, 29 – average, 12 – high. In the control group there are approximately identical results. So, 19 students have a low level of civil responsibility development, 27 – average, 20 – high.

Thus, at the stating stage of experimental work we found out that the level of civil responsibility development in students of pedagogical higher education institutions is approximately at the identical level both in experimental and control groups.

Within the forming stage, conditions aimed to form civil responsibility were introduced into higher school training and education process of the experimental groups: pedagogical support of civil qualities developed in students during training and educational work; realization of social project technology at training sessions to form civil responsibility in students of the pedagogical direction.

Pedagogical support of forming civil qualities in students of pedagogical direction was carried out in three stages. During the first stage of pedagogical support teachers entered a zone of students’ vitagenic experience therefore, special emphasis was laid on creation of a valuable and meaning atmosphere at training sessions focusing training and education process on civil qualities of the personality, understanding of civil values.

At the second stage of pedagogical support teachers modeled situations significant for students and promoting strengthening of their experience of civil behavior.

The third stage of pedagogical support assumed gradual transfer to students the responsibility for civil behavior in reality.

Thus, pedagogical support of students’ civil qualities, being a unique mechanism of delicate help to students, is realized through interested observation, consultation, stimulation of students’ maximum independence.

Social projecting is the most effective pedagogical technology to form civil responsibility; it was implemented both at training sessions and in extracurricular activities.

During the control stage final work to compare obtained primary data, test and the map was carried out. Analysis of pedagogical experiment results showed high productivity of the program of effective civil responsibility formation in students of the pedagogical direction by means of optimum introduction of pedagogical conditions that include: implementation of pedagogical support to form civil qualities in students during training and education work; realization of technology of social projecting aimed to form civil responsibility in students of the pedagogical direction. The table shows (Table 2) indicators of the level of students’ civil responsibility development in the control group were almost without changes, in the experimental group the effect of increased studied quality is available.
Table 2. Test results of studying the level of civil responsibility development in students of the pedagogical direction.

<table>
<thead>
<tr>
<th>Levels of civil responsibility development</th>
<th>Stating stage</th>
<th>Forming stage</th>
<th>Control stage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experiment al group</td>
<td>Control group</td>
<td>Experiment al group</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Average</td>
<td>29</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Low</td>
<td>20</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

Analysis of the map of students’ civil responsibility development gave the chance to single out obstacles which slowed down the process of trainees’ awareness of vital problems. Due to introduction of pedagogical support aimed to form higher school pedagogical students’ civil responsibility into humanitarian training and educational process the increased level of civil responsibility formation in students of pedagogical education was revealed.

Students’ civil responsibility including knowledge, valuable and personal components represents a complex system. The map of formation level consisting of fifteen questions visually proves it (see Fig. 1).

Fig. 1. Cumulative diagram of data on civil responsibility formation in students of pedagogical education (total diagnostics).

Thus, the conclusion follows from the generalized data of research: proposed pedagogical terms of effective formation of a civil responsibility in students of pedagogical education confirmed the hypothesis made at the beginning of work.

Discussions

Having tracked the development of ideas of civil responsibility formation in the history of pedagogy and at the present stage, it is possible to draw a conclusion that at each historical stage the problem of civil responsibility formation was actual; the system had its goals, means, methods and forms which were suggested by political, economic, social and cultural conditions in society.
In modern conditions when cultural and material values have been displaced, the system of civil education undergoes changes; in this regard it makes sense to consider, first of all, the essence of civil responsibility of students - future teachers (Kuzmin, 2015).

Conclusion
This research was conducted with the purpose of theoretical justification and experimental verification of efficiency of pedagogical conditions aimed to form civil responsibility in students trained in the direction 44.03.05 Pedagogical education (with two profiles of training).

Recommendations
This article is addressed to higher school students and teachers to develop specialized courses for studies, and institutes of advanced training and retraining of educators.

Acknowledgments
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References


The system of collaborative work of the school and the society on the moral education of young people in Tatarstan

Ramis R. Nasibullov1, Anvar N. Khuziakhmetov1, Ilnar F. Yarullin1, Ilnur R. Fatkullov2

1Kazan (Volga region) Federal University, 420008, Kazan, Russia.
2Volga Region State Academy of Physical Culture, Sport and Tourism, 420010, Kazan, Russia.

Abstract
Moral education has always been a challenging issue as young people are strongly influenced by a surrounding environment which has both positive and negative impact on the development of their intelligence, emotions and moral principles. Modern education science and pedagogy have gained considerable experience in developing an ideal moral image of a young person. Educators and scholars in the Republic of Tatarstan have also advanced significantly in this field. Studying and adopting the best practices of using creative teaching methods in the field of moral education allows to detect the aspects of moral education that still need to be developed and improved. In addition, it prompts in solving current issues that the theory and practice of adolescents’ moral education face today in a more consistent way. The research aims at analyzing and synthesizing available research materials on the history and pedagogy in the field. The research also sets out to identify educational conditions and methodological recommendations necessary for providing young people with moral education. According to the analysis of the Tatar education scientists and educators’ scientific works it is possible to conclude that the core theoretical and methodological aspects of the moral education are fully examined and reviewed. Educators and scholars perform comprehensive analysis of the genesis, development and the state of the art of the theory of moral education. They also identify factors which are necessary for individual development together with the common principles, forms and methods of moral education.

Keywords: educational issues, individual development, young people, moral education, collaborative work.

INTRODUCTION

Relevance of the problem
Moral education is an organic component of an integrated approach to process of younger generation education. In general educational process it holds a specific place as moral relations, moral aspect mediate all means, forms and methods of education. Morality cannot be acquired just externally – it is based on personal autonomy: the moral law, unlike all other instructions, is the law of the personality. But at the same time it is necessary to remember that moral education does not keep within logic of purposeful activity. Morality is not a usual purpose which can be achieved at a certain interval of time with the help of specific means; it is rather possible to call it the last, prime target, some kind of purpose-ideal – the regulatory scale of human behavior assessment.

Status of a problem
Investigated issues are considered in fundamental works of modern pedagogical and psychological literature (Amirkhanov, 1993; Andreyev, 2008; Sukhomlinsky, 1978; Iwasa, 2017, etc.) in which the essence of basic concepts of theory of moral education are revealed; ways of further development of principles, contents, forms, methods of moral education are specified. There are historical-pedagogical researches in which formation and development of principles, contents, forms and methods of education of benevolent morality is shown (Khuziakhmetov, Shafikova & Kapranova, 2015; Khuziakhmetov, Aminov & Yesnazarova, 2016), analysis of the first experience of learners’ moral education in the 20s at Tatar Soviet school is presented (Abramova, 2007; Copp, 2016), conditions and prerequisites which provided development of moral education in the 30s are specified (Likhachev, 1979; Boldyrev, 1981; Minullina, 2006, etc.).
METHODS
The following approaches and methods were used to verify the hypothesis: theoretical analysis of scientific-pedagogical and methodical literature on the research problem; study, generalization and scientific analysis of best pedagogical practices in the area of moral education; pedagogical observation, questioning, pedagogical experiment (stating, forming control); methods for statistical processing of experimental data.

RESULTS AND DISCUSSION
573 school students of IX-XIth forms took part in the research. The objective of the stating stage of the experiment was to identify an initial level of senior school students' moral education. Examination of school students studying in the tenth or eleventh forms was conducted. Method of expert assessment selected the most typical educational classes. The research was conducted according to the developed model of moral education process of senior school students (scheme 1).

Objective: to increase the level of moral culture formation in senior school students.

Task: to determine the content, forms and pedagogical conditions of senior school students' moral culture development and criteria of its formation.

Content components of moral education in senior school students:
- ability to emotional-critical perception of society;
- foundations of ethical knowledge;
- moral orientation of the personality;
- foundations of moral thinking;
- foundations of moral abilities, etc.

Forms of moral education of senior school students:
- moral education of senior school students;
- social useful activity (primary forms of self-government);
- adult's patronage work;
- activity of public councils in places of residence;
- activity of parental public of school, etc.

Pedagogical conditions of moral education:
- ensuring consecutive transition from primary forms of moral education to more difficult on the basis of increase of school students' level of understanding norms of moral culture and activation of work of the public;
- according to the nature of school students' actions;
- nature of pedagogical management, etc.

Criteria of level of school students' moral culture formation:
- emotional-aesthetic;
- information;
- valuable-motivational;
- intellectual;
- activity-instrumental.

Result: Moral culture of the personality - senior school students' moral education.
Five criteria of senior school students’ moral education corresponding to its main components were revealed: emotional-esthetic; information; valuable-motivational; intellectual; activity-instrumental.

Main indicators reflecting the content of senior school students’ moral education were revealed per each criterion. On the basis of level differentiation of these indicators four levels of senior school students’ moral education were determined: high, average, low and very low; they characterize the formation of moral qualities.

Results of the stating stage of the experiment specified that only 1.6% of tenth-graders and 5.1% of eleventh-graders showed the average level of moral education, the majority of them had a low level (69.2% and 83% of eleventh-graders) and very low (29.2% and 11.9% respectively). High level of moral education was not displayed by any of participants at the stating stage of the experiment (table 1):

Levels of moral education formation in senior school students

<table>
<thead>
<tr>
<th>Testees</th>
<th>Distribution on levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>very low</td>
</tr>
<tr>
<td>Pupils of the Xth form</td>
<td>29,2</td>
</tr>
<tr>
<td>Pupils of the XIth form</td>
<td>11,9</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>

Assessing the formation of various components of moral education in senior school students, it is possible to state the following. Emotionally esthetic component of moral educations was rather developed both in the tenth-graders, and in the eleventh-graders demonstrating mainly positively expressed emotions in relation to the social phenomena and objects. The considerable part of them (50.8%) is capable to experience emotional-esthetic senses from interpersonal communication. Negative emotions in relation to the facts of immoral behavior are more weakly expressed (27.4% – the average level and only 4% – high).

Information component of moral culture is created in senior school students much worse, especially in tenth-graders; their ethical knowledge is considerably shallow, insufficiently strong and full. The valuable-motivational component of senior school students’ moral culture is generally developed at the level which does not reflect an integral world outlook. Readiness to consciously show socially approved behavior in society is stated just by the few.

The world outlook component of moral culture is obviously insufficiently developed in school students of the tenth form. They generally realize only shallow schematic, obviously expressed interrelations of social phenomena and processes; they poorly realize intrinsic links between the human and society. The minority (27.4%) is able to predict not only the next but also slightly remoted consequences of changes happening in society.

The activity-instrumental component of moral culture is most poorly developed in senior school students. Their moral skills and abilities are just poorly created.

Thus, the general level of moral culture in most of school students is low that is clearly demonstrated by histograms in Fig. 1.
Comparative characteristic of levels of school students’ moral education

Histogram 1
Xth form

Histogram 2
XIth form

Fig. 1

2 experimental and 2 control forms were chosen from all forms that took part in the experiment. To draw statistically valid conclusions on the level of moral education in senior school students in the experimental and control groups, it was necessary to do statistical processing of data obtained during the stating experiment stage. The procedure of comparison of two selective means on their confidential interval was used as the technique of statistical processing. For this purpose Likert scale was used as a scale for measurement of the level of moral education in senior school students; the range "very low" – "high" was replaced with range (Fig. 2.). Distribution on the levels of moral education in seniors is 3,57-6,39. Figure 2 presents results of statistical processing according to the accepted technique of data obtained during the stating experiment stage; they show that there are no statistical distinctions between control and experimental groups. It testifies to the observance of equality of initial conditions in control and experimental groups.

Control and experimental groups at the beginning of the experiment
Distribution on levels of moral education in senior school students

At the second stage of experimental work the forming experiment was made. During the forming experiment stage the system of special pedagogical events for complex formation of emotional and esthetic, information, valuable and motivational, intellectual and activity-instrumental components of moral education, first of all, of ability for emotional-esthetical perception of communication process, foundations of moral orientation in thinking activity of school students was systematically implemented. It is known that essential changes have been introduced into the informative and world outlook value of humanitarian disciplines of working programs for moral education of school students studying in the X-XIth forms. *Elements of moral education and enlightenment*, in particular, problems of school students’ acquaintance with main moral problems of urbanized social environment and foundations of human’
moral education and humanistic culture, formation of moral beliefs bound to socially approved behavior, intolerance to facts of blatant immorality were entered into a circle of problems of training-educational work.

Some **moral-educational material covering basic problems of ethical culture of social environment and the person** was specially introduced into the structure of lessons contents. Besides, various social objects as means of socialization, condition to ensure socially approved activity, a subject of esthetic pleasure from spiritual beauty of the person, etc. were used as a subject of perception, studying, emotional experience and practical action and entered the contents of some studies and extra-curricular work.

On the basis of the proposed provision for senior school students’ moral culture formation, special **personally focused situations of moral and informative character** demanding from school students manifestation of their personal-meaning attitude to the level of moral private state were developed and used at training sessions.

Within realization senior school students’ moral education objectives **personally focused situations of imitating-game character promoting active moral school students’ self-identification** were developed and used at lessons and in extra-time work. The whole complex of imitating modeling games constructed on the basis of the mechanism of social objects and phenomena subjectivation – pedagogical updating of school student’s placement instead of this or that social object, plunging into a situation, circumstances in which they find themselves was selected and realized.

The efficiency of conducted experimental work was verified by comparative analysis of results obtained from stating and final diagnostics of the level of senior school students’ moral education.

Finally, it is possible to state a notable growth (though to a different degree) of all quality indicators in senior school students’ moral education under the influence of a cumulative action of various pedagogical means. First of all, changes appeared in emotional-instrumental spheres, to a less degree – in an information-intellectual sphere that, in our opinion, is possible to explain by the specificity of the subject "Humanitarian disciplines" with its expressed tendency to the world outlook and moral knowledge.

Comparative analysis data show that dynamics of measured indicators increase in experimental groups was much higher in comparison with the control one. So, the number of school students with a very low level of moral education decreased by the end of the experimental period in control groups from 17,8% to 9,7% (by 8,1%), and in experimental – from 24,2% to 0% (by 24%). The number of school students with the average level of moral education increased in control groups from 4,8% to 8,1% (by 3,3%), and in experimental – from 1,6% to 27,4% (by 25,8%). Moreover, in experimental groups 1,6% of school students with the high level of moral education appeared. The number of school students with the low level of moral education underwent minor changes: in control groups from 77,4% to 82,2% (4,8%) and decreased in experimental groups from 74,2% to 71% (-32%). This is explained by the fact that school students with the low level of moral education made a peculiar buffer zone – some of them left this zone, having passed into the group with the average level of moral education, others passed into this zone from the group with a very low level of moral education.

Thus, as a result of experimental system action the level of moral education in senior school students considerably increased in comparison with control groups.

Figure 3 presents the comparison of selected average control groups at the beginning and at the end of the experiment; their small statistical distinctions is vivid.
Comparison of results in control groups
Distribution on levels of senior students’ moral education

Figure 4 shows the comparison of selected means for experimental groups which presents already expressed results. Besides, the comparison of selected means for control and experimental groups after the forming experiment shows their convincing statistical distinctions and allows drawing a conclusion that the system of moral education developed in the research is more effective than traditional educational process.

Comparison of results in experimental groups
Distribution on levels of senior students’ moral education

Thus, on the basis of statistical data it is possible to claim that the level of moral education in experimental groups considerably increased in comparison with control groups due to realization of the system of senior school students’ moral education in the course of studying humanitarian disciplines and out-of-class work. The results of the experiment convincingly confirm the consistency of the hypothesis. The system of integrated pedagogical actions developed on their basis can be recommended for widespread introduction in school work practice.

SUMMARY
The conducted research does not settle completely all issues of theory and practice of senior school students’ moral education in the history of Tatarstan school and pedagogy. There are some more problematic issues to comprehend. In particular, moral education as the most important function of society profoundly impacts the development of society, its purposes and tasks therefore it is necessary to solve problems connected with the process of younger generation moral formation management.
The new typological structure of the personality meeting modern public requirements serves the foundation for development of educational concepts of school students’ moral education. In general it can be presented as the subject capable for moral choice, self-determination and self-development in the context of mobile, alternative, objective and open society, the subject whose personal moral position is formed on the basis of multidimensional and versatile education.

CONCLUSION
The conducted research does not settle completely all issues of theory and practice of senior school students’ moral education in the history of Tatarstan school and pedagogy. There are some more problematic issues to comprehend since moral education as the most significant component of a renewed society influencing greatly human's attitude to society interests, its goals and objectives demands system search of productive methods to manage the process of personality moral formation - its continuous development, education and self-education.

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BIBLIOGRAPHY
Theoretical Principles Of The Italian Vocal School

Yulia A. Martynova, Dmitry Ye. Martynov, Alina M. Sukhova
Kazan Federal University

Abstract
Article is devoted to methodical bases of the Italian vocal school. In the 19th century the old Italian tradition which generated style of bel canto was transformed to the new Italian school gaining the international value. The research was conducted on the basis of a method of historicism which within system approach allows using source study, chronological and musicological methods of carrying out a research. Methodical recommendations F are considered. Lamperti, E. Caruso, J. Lauri-Volpi, T. Ruffo and J. Burra. The analysis of methodical bases of the leading representatives of the Italian vocal school, allowed drawing a conclusion that they gave the predominating role in singing to breath. The listed theorists and practitioners could give to vocal methods a rational, scientific basis and output the set of rules and recommendations for statement of a singing voice which define development of vocal pedagogics and now.

Keywords: Culture History, Italian Vocal School, Vocal Pedagogy, Singing Voice, Singing Breath, F. Lamperti, E. Caruso.

INTRODUCTION
Development of the Italian national opera art at the end of the 17th century is resulted by style of bel canto (bel canto). This style is characterized by flatness of a voice, excellent legato, mobility and flexibility and also a soft timbre. The equipment of bel canto was cultivated by a great number of great composers, such as A. Scarlatti, G.-F. Handel, J. - V. Pergolesi, I. - A. Hasse [5, p. 18].

At the beginning of the 19th century the old Italian school passes into a new stage of the development and is called as "new Italian school". Within new Italian school work on justification of vocal methods by means of scientific knowledge is carried out, being guided by data of acoustics, physiology and phonetics. Among the representatives personifying new Italian school such figures as act: J. Burra, E. Caruso, T. Ruffo, J. Lauri-Volpi, Fr. Lamperti, E. Gandolfi.

Methods
The research is based on the general scientific principles:
- historicism which within system approach allows to use source study, chronological and musicological methods of carrying out a research;
- systemacities, the phenomenon of uniform musical and educational space, to complete elements of musical and pedagogical system in the course of its reconstruction at insufficiency of historical data allowing to consider.

Also in work the critical method - the theoretical analysis of methodical materials, the pedagogical ideas and approaches was used; historical and genetic and biographic methods.

Results
The Italian musical teacher and professor of singing of Milan conservatory Francesco Lamperti the author of several vocal and methodical works, the most known of which is "Singing art". A leading role in the course of phonation of Fr. Lamperti allocated for breath. In the theoretical works it allocates three types of breath: breaststomack, costal and clavicular. Breaststomack breath type, according to Fr. Lamperti, is most preferable when training in singing.

For increase in efficiency of process of formation of vocal skills of Fr. Lamperti formulated the list of rules and recommendations:
the beginning singer should not be engaged more than 10-15 minutes;
when performing exercises it is not necessary to sing on extreme sites
voice range;
• it is not necessary to change exercises and arias it is too frequent;
• it is not necessary to play the untuned piano;
• pieces of music have to forget not only a throat, but also mind.

To achieve expressiveness in singing of Fr. Lamperti recommended:
• to seize singing breath;
• to learn to sing forte and piano;
• will learn to execute legato;
• to master the correct pronunciation [5, p. 19].

In the book "Art of Singing according to Classical Legends" Fr. Lamperti selects the set of rules of the
Italian school of singing. The book contains the data concerning: physiology of a voice, singing breath,
technology of singing (including jewelry), pronunciations, to the actors beginning phrasings and also
councils.

Fr. Lamperti gives some characteristic of the mechanism of the voice device to the beginning singers and
teachers. Such concepts as are considered: "The hygiene of a voice", "Anatomy", "Physiology", "Exercise"
in them it considers positions of a body, sounding the voice, a chest support. In the book the author also
considers qualities necessary to devote itself to art. Also the author allocates some shortcomings, timbres,
registers and learns to apply these recommendations with advantage. In the second part of Fr. Lamperti
considers the equipment and gives concepts about fluency and jewelry during singing. In the third part
phrasing, the introduction is considered, rules and advice are given [5].

About a breath. Breath is made in two movements, correctly following one behind another and called:
inhalation and exhalation [5, p. 32].

There are three sorts of breath:
- breaststomack or belly - it is made in the basis of a chest cavity and it is recognized by expansion of a
breaststomack barrier, meanwhile, as the chest cavity and shoulders remain motionless;
- side or costal - the second occurs in a side and forward part of a chest cavity and becomes obvious
through lifting of edges, the lower part of a chest bone, shoulders and clavicles;
- clavicular - is made in the top part of a chest cavity and is noticeable by a lifting of the top part of a chest
bone, shoulders and clavicles.

These three ways can be connected in pairs, for example, since breaststomack breath, it is possible to pass
to side breath, but not to clavicular in any way; meanwhile, since side breath, it is possible to reach to
clavicular and, at last, starting with the last it is never possible to pass to side breath, but to belly [5, p.
33]. Opinion that side breath is born to women, mistakenly; only the corset pressure complicating a lifting
of a breaststomack barrier causes this side breath.

The use of breaststomack breath is necessary for singers as only this way the windpipe holds quite elastic,
natural situation [5, p. 34]. Position of a body. To get the breaststomack breath allowing achieving
melodiousness, sonority - the singer has to give to a body free situation, stand directly, slightly inclining
the head forward, in a pose of the speaker. At the same time to smile, pressing lips to teeth, showing
upper teeth, naturally, without constraint, not to push forward a chin.

Except breath of Fr. Lamperti pays attention, during singing on position of a mouth and chin at the
performer they have to be not mobile at all [5, p. 35].

The pupil has to practice standing directly, it is necessary that he crossed hands on a back,
lowered imperceptibly shoulders, rested a body on only one leg, exposing it forward not to get tired, he will
change situation from right to left, leaving alone all body. It is necessary to try to breathe slowly, through
a nose not to drain throat walls and to receive at the same time full inhalation [5, p. 36]. Such gymnastic
exercise of breath can be made also without singing, on a chair or lying on a bed that is also very useful
for respiratory bodies and health. The breath has to be taken slowly in order that it was slowly spent
during singing action. To avoid the breath accompanied with noise harmful to the singer and burdensome for listeners [5, 37].

As will learn to sing with advantage:
- not to begin to sing on an empty stomach, during the beginning of process of digestion;
- to use mirrors in order to avoid shortcomings;
- everything, especially to a soprano and tenors not to exhaust extreme notes of a voice, the lowest, as well as the highest and to seldom use them in exercises [5, p. 64];
- for voice education, especially the major, exercise in half tones. It is possible to reach singing of right and perfect legato and therefore to draw to it the special attention of pupils;
- the pupil has to try to sing few solfeggio and many vocalese as abuse of singing with syllables extremely tires a throat [5, p. 66];
- the pupil should not be accepted to learning of operas until its voice is rather developed, and it quite will not seize the correct breath.
- to sing vocaleses without accompaniment to get used to hold breath, without changing color upon transitions of intervals, and, mainly, not to take sounds from others voice, and it is conscious [5, p. 67].
- to avoid shout because shout - the natural enemy of singing: that and another is incompatible [5, p. 67].

Rules of good phrasing:
- the breath has to be never spent by voice quite;
- piano has to have the same roundness, as well as forte;
- at smorzando of one or several notes, the last has to be clearly heard;
- the look of the singer has to transfer truly, those feelings which he wants to tell those [5, p. 164];
- the accelerated breath serves as the best expression of passionate rushes. the ability instantly and soon to inhale, never quite not used air of lungs as it would be impossible to inhale fitfully even once with absolutely empty lungs [5, p. is necessary. 165].

Thanks to huge popularity of Enrico Caruso, Italian tenor and representative of "new Italian school of singing", there was a number of the works devoted to methods of his singing. E. Caruso was the author of the book "As It Is Necessary to Sing" [4]. E. Caruso considered inadmissible use of uniform methodological approach when training various singers. According to him, each singer possesses the individual method to which comes subconsciously, by performance of numerous exercises and as a result of experience accumulation. About in what situation there have to be a throat and language for the best reproduction of a sound, the singer learns not through the theory and calculations, and through repeatedly repeated exercises.

Noting an important role of diction in singing, E. Caruso emphasized importance of maintaining its freedom and naturalness in the course of singing. The distinct diction, according to E. Caruso, serves as a frame of a voice and promotes improvement of a sound, doing it more concentrated and soft. As the main evil for the voice device at E. Caruso addictions and shout act.

E. Caruso devoted the most part of work to "breath" as breath - the motive force of a voice and the attack of a sound and musical phrasing - the same as sound education, depend mainly on breath; Only in conscious work of E. Caruso saw a guarantee of progress. E. Caruso claimed:
- that the "You Breathe Naturally - and Breath by Itself Will Come" method - is wrong;
- the body has to be free, without the slightest tension. During a breath it is necessary to reduce hardly noticeable muscles of a stomach and to inhale quietly, without hurrying. Owing to, the diaphragm and edges stretch, the thorax rises. The diaphragm in such situation becomes, the main support of an air column which is supported in lungs under pressure necessary for reproduction of loud or low sounds;
- during an exhalation carefully to let out the air absorbed by a breath in that quantity which is demanded by accurate transfer of exercises, without the slightest tension and whenever possible slowly. The thorax, a diaphragm and muscles of a stomach by the end of this exercise adopt the initial provision. Caruso sang this exercise during the second movement that is an exhalation [4]:
- breath by a nose, it is considered more natural and at the same time more successful;
the uplifting of shoulders is excluded, at an intercostal diaphragm breath; the belly method of breath, is not repaid for two reasons:
1) relaxation of belly bodies;
2) the diaphragm does not receive a support at an exhalation.
- the support at a breath on belly muscles, will not be able to fill lungs with air to a limit; it is necessary to aspire, to seize filling of lungs air to a limit of their capacity as air, breath will give singing motive force;
- it is necessary to regulate in perfection process, an air exhalation from lungs to realize each its particle into a sound. It is reached when using intercostal diaphragmic breath. Caruso tried not to abuse the natural data by their tension and forcing. A task which to himself was set by Caruso, to find opportunities to realize into clear sounds all motive force of the breath without the excessive tension of voice bodies.

There are two factors about which Caruso, promoting formation of a good sound spoke: external and internal. The internal factor touches neck muscles which work in coordination with face muscles; external - situation which accepts our body during reproduction of a sound. It is necessary by self-studying and under the leadership of the skilled teacher of singing to explain itself each physical defect placing an obstacle in way to purity and completeness of a source of a sound as, for example, reduction of muscles of a neck, person or jaw [4]. Convulsive reduction of these muscles happens the reason of the sound compressed, deprived of a respiratory support which never will sound purely and fully. The unnatural movement of a body, an excessive tilting of the head during singing and too tense situation of a breast will constantly prevent the free expiration of a sound, in particular at singers pupils with even limited self-control. The singer has to practice naturally and without any tension it is an invariable condition of the good cantilena. A quiet look as any reduction of face muscles affects neck muscles. The distorted person points to a lack of tranquility whereas it is necessary that the singer started the exercises absolutely quietly. Caruso did not allow any particle of breath to flow away unproductively between two sounds in it a secret of absolute legato.

Giacomo Lauri-Volpi (1892-1979) knew Italian, opera singer tenor. Privately he was engaged at the vocal teacher E. Rosati, got an education at law department of the Roman university and in Musical academy "Santa-Cecilia" in A. Kotonya’s class - in the past of professor of the St. Petersburg conservatory. Lauri-Volpi referred the voice to category of "not having parallels". Phenomenal range, ability to overcome any difficulties allowed the singer to execute both lyrical, and drama tenor opera parties [7].

It presents the detailed analysis of the ways of phonation existing in Italy in the book "Vocal Parallels". According to J. Lauri-Volpi, singing is the process demanding ability of mobilization of mental capacities of the singer on which depend both technology of singing, and creation of a highly artistic image. The organization of the correct exhalation and coordination of air pressure with work of a throat, adaptor tube and the top resonators is the cornerstone of high-quality singing.

J. Lauri-Volpi noted need of development of the certain reflexes promoting management of work of a uvula of a soft palate from correct which provisions depend beautiful phonation, duration of an exhalation and operation of the vocal device in general [7]. High-quality singing always has to be based on opera breath. In this regard development of a professional voice with a beautiful timbre and big range needs to be made on a basis lower rib - diaphragmic type of breath.

The prevailing empirical method of development of voices, according to J. Lauri-Volpi, has to be replaced by truly scientific.
Also mentions Lauri-Volp three ways of breath: clavicular, costal diaphragmal and costal diaphragmic - belly. The way of breath from the point of view of the equipment has not just big, but the principal, vital value [7].

Clavicular breath is a death for the singer. Costal diaphragmal breath is a right breath, for female voices.

The most difficult and most perfect this breath in which both the thorax, and a diaphragm, and a stomach take part.
Claims Lauri-Volp that randomly the taken human voice belongs entirely to physical human nature and his subconsciousness, it represents simple automatic uncontrollable vibration. The "technical" or rational voice results from acquisition of vocal knowledge [7].

One of the most outstanding singers baritones of the 20th century - T. Ruffo - gained the world glory thanks to exclusive beauty, force and technical perfection of the voice and also outstanding acting skills. In work on improvement of a voice of T. Ruffo allocated a special role of Singing breath, saying that after good voice training "on a support" (from a bottom to extreme tops) any singer possessing feeling of imagination will be able to create by means of exercises in the voice all colors of a singing palette.

Hector (Ettore) Petrovich Gandolfi is an actor of the opera, a bass-cantante, the concert singer and the vocal teacher, also paid special attention in the course of singing to respiratory installation. Too deep breath, according to G.P. Gandolfi leads to fast exhaustion of the Singer. In this regard breath has to be proportioned to the executed musical phrase.

According to G.P. Gandolfi, the exercises based on tripal constructions are very useful. Performance of these exercises at mobile speed contributes to the development of breath and formation of the correct sound education (by means of smoothing of registers of a voice).

Giving preference to the mixed principle of phonation, G.P. Gandolfi recommended vowels upon transition to higher register "And" and "About" to transfer to the following dark vowels: “And” in "About", "About" in "At".

Gennaro Burra is the famous Italian singer and the teacher working in the Center of improvement of opera singers at theater of the La Scala (La Scala) where; was engaged as well with young Russian singers. According to J. Burra, each professional singer has to have the following necessary skills:

- elastic breath with feeling of muscular freedom;
- rounded, covered with a close sound;
- use in singing of hungry resonating.

J. Burra considered the most preferable use of a short nasal breath. According to him, at the correct breath in the field of the top part of a forward belly wall easy advance has to be felt, and back lower edges have to extend considerably”.

The correct breath, according to J. Burra, is possible on condition of absolute muscular freedom. Day of removal of muscular tension it recommended to pupils to squat a little on halfbent legs as if before a jump up.

Discussion
Interest in classical Italian vocal pedagogics remains steadily high since the 19th century when experience of the Italian school strongly took roots in all European musical traditions, including also the Russian. In 2000 the new wave within which classical grants [2][5] were republished is noted and the new generalizing researches and practical guidances [1][3][9][10] were presented.

SUMMARY
Having covered methodical basics of the leading representatives of the Italian vocal school, we came to a conclusion that they gave the predominating role in singing to breath. Above-mentioned teachers and performers subdivide breath into three types. For example, Fr. Lamperti divides breath on breaststomack or belly, side or costal, clavicular. J. Lauri-Volpi mentions three ways clavicular, costal diaphragmal and costal diaphragmal - belly. All of them claim that the way of breath from the point of view of the equipment has fundamental value.

E. Caruso denied the "You Breathe Naturally - and Breath by Itself Will Come" method - considered that each performer, the pupil or the singer, has to do it consciously counting breath beforehand and to distribute it properly. Effective and natural, and successful he considered a breath a nose.

E. Caruso was a supporter of the individualized approach to studying singing. Caruso did not abuse tension and forcing of the voice device as well as Lauri-Volpi to the pupils (especially to a soprano and
tenors) made recommendations not to exhaust extreme notes of a voice, the lowest, as well as the highest and to seldom use them in exercises. The beginning of the 19th century is cultivated by transition from the old Italian school to "new Italian school".

Conclusion
Within new Italian school work on justification of vocal methods by means of scientific knowledge is carried out, being guided by data of acoustics, physiology and phonetics. Among the representatives personifying new Italian school such figures as act: J. Burra, E. Caruso, T. Ruffo, J. Lauri-Volpi, Fr. Lamperti, E. Gandolfi. Having considered their methodical recommendations it is possible to note that they reached the masterly vocal equipment, applying the principles and methods which settled, passed from the old Italian school and called the 19th centuries as "new Italian school". The work on justification of vocal methods which is carried out by these outstanding masters of vocal art by means of scientific knowledge, allowed to output the set of rules and recommendations for voice training to singers that allowed to influence well further development of all vocal art in general.

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REFERENCES
Vietnamese: Foretime And Contemporaniety

Julia Ju. Valieva, Alfiya R. Alikberova

Kazan Federal University

Abstract

One of key elements of culture of the Far East is literary Chinese, venyan (文言). In spite of the fact that hieroglyphs have identical tracing and value in the countries of East Asia, their pronunciation differs. The role of the Chinese hieroglyphs in Korea, Japan and in Vietnam can be compared to Latin role in medieval Europe. Since 7th century, in Vietnam Chinese and writing are used more and more. Even when in the 10th century the country becomes independent and the Vietnamese deprived of writing supports the provision of a spoken language, Chinese and writing do not disappear. In the 17th century the Roman Catholic missionaries presented the system of the letter in Vietnamese on a Latin basis, kuoknga (Quốc Ngữ) (state language) which and is used since then. Prior to the beginning of the 20th century the system of the letter of a kuoknga was used in parallel with chu-number. Presently it is used only kuoknga. The Vietnamese phonetic letter is language of modern fiction, science, education, management of government, daily friendly and official communication. Written in any language of the world, including not hieroglyphic, texts with ease and grace can be translated on kuok nga.

Keywords: linguistics, Vietnamese, Chinese characters, history of usage.

Introduction

Vietnamese (tiếng việt / 暹? V), outdated names - annamsky, annamitsky, it is one of Austra-Asian languages. This language belongs to a viet-myong branch of Austra-Asian language family. In Vietnamese more than 86 percent of the population of Vietnam talk - it is about 72 million people according to 2005. Also, Vietnamese gained distribution in Cambodia (680 thousand people), Laos (20 thousand), Thailand (100 thousand), the USA (about one million), Australia, France, and Canada. In total Vietnamese is spoken by more than 80 million people. Vietnamese is a state language of Vietnam since 1954 when this state gained independence of France [1].

Methods

When writing this work the following research methods were used: descriptive, comparative-historical and comparative. Use of the listed methods helped to consider and give the characteristic of the subject studied in this research.

Results

Originally for the letter in Vietnamese used the letter on the basis of the Chinese hieroglyphics under the name of chu-number (Chữ nôm (喃) or Nôm (喃)). According to some researchers, ancient Vietnamese writing chu, based on the Chinese hieroglyphics, was created and gained the development during the period since the X on the beginning 20th centuries. Throughout this time chu served Vietnamese as the only tool for drawing up chronicles of national history and culture. In the 17th century the Roman Catholic missionaries presented the system of the letter in Vietnamese on a Latin basis, kuoknga (Quốc Ngữ) (state language) which and is used since then. Prior to the beginning of the 20th century the system of the letter of a kuoknga was used in parallel with chu-number. Presently it is used only kuoknga.

Discussion

During more than two thousand years Vietnam was under the influence of the Chinese culture. The western regions of Indochina, especially Vietnam, represented a zone of the Chinese influence already since a dynasty Qin when the first Vietnamese proto-states were subordinated by Ch’ín army and then...
long centuries, despite sometimes the heroic resistance of Vietnamese, remained under the power of China. And after finding of independence by Vietnam the Chinese influence in the region did not weaken.

The far ancestor of modern Vietnamese was born in the delta of the Red River in a northern part of Vietnam. Originally it was under strong influence of the Indian and Malayan-Polynesian languages, but everything changed after Chinese began to operate the coastal people from 2nd century BC. In the 2-1st centuries B.C. the territory of modern Vietnam was conquered by Chinese and was under their domination till the 10th century. The hieroglyphic records dated by the period before the first colonization of the country of China demonstrate to it (3rd century BC). They were found in 1983. The text of three letters written by believers of Vietnam in the 5th century can be an example; in it issues of the Buddhism are discussed with the Chinese manager of CJSC Tyau (the former name of Vietnam) [2,3]. Since 7th century, Chinese and writing are used more and more. In general use of the Chinese hieroglyphics within ten centuries was widely developed in Vietnam by the Chinese administration. Even when in the 10th century the country becomes independent and the Vietnamese deprived of writing supports the provision of a spoken language, Chinese and writing do not disappear. Therefore it is logical that throughout centuries Chinese served official aspect of life in Vietnam, and the Chinese writing was the main instrument of creation of documents.

Throughout the millennium about 30 dynasties of the Chinese governors dominated in Vietnam. During this period Chinese was language of literature, education, science, policy and also was used by the Vietnamese aristocracy. Traditionally governors of Vietnam always paid much attention to competitive tests for receiving an academic degree and selection of highly educated people for public service. Chinese (the Vietnamese name "hanven") served examinations, and all official actions, a ritual of the imperial yard and so forth. For the first time in the history of Vietnam competitive examinations were organized in 1075. Applicants for an academic degree and a post of the imperial official took examinations in the palace, the Emperor was an examiner. On 82 stone steles in the Temple of Literature in Hanoi on the hanven names, the birthplaces and achievements of the people who successfully passed examinations and who received doctor's degree are written down. Examinations were held every three years throughout more than three centuries (from 1442 to 1778). Each stele in the Temple of Literature is established on a back of a turtle which is considered in Vietnam a symbol of wisdom [4,5, 6].

Ordinary people, nevertheless, continued to speak local language in they for which letter used chu-number symbols (chữ nôm jũhr nawm). This system of the letter consisted of the Chinese hieroglyphs adapted under the Vietnamese sounds and was used prior to the beginning of the 20th century. More than two thirds of the Vietnamese words came from the Chinese sources - such lexicon is called China-Vietnamese (Hán Việt haán vee·ụht) [7].

SUMMARY

The first European missionaries came to Vietnam in the 16th century. The French were gradually approved as the dominating European force in this region, having forced out Portuguese, and annexed Vietnam to Indochina in 1859 after established the control over Saigon. The French lexicon began to be used in Vietnam, and in 1610 on the basis of the Latin alphabet the new official system of the letter of Vietnamese, a kuoknga (Quốc Ngữ gwáwk ngûhr script) which strengthened the French board even more was created. Independent literary Vietnamese arises actually at the end of the 17th century when the French monk-Jesuit Alexander de Rhodes (fr. Alexandre de Rhodes), working in the country from 1624 to 1644, developed the Vietnamese alphabet on the basis of Latin where tones were designated by diacritical badges. Later the alphabet received the name Quốc Ngữ - the national letter. It, relying on works Gaspara D’Amaralja and Duarte da Costa, released in Rome in 1651 "Dictionarium Annamicicum Lusitanum et Latinum", the Vietnamese Portuguese-Latin dictionary where its transcription was used. In the second half of the 19th century to weaken traditional influence on Vietnam of Chinese and culture, the French colonial administration in every possible way contributed to
the development of Vietnamese. Considering usability in comparison with the hieroglyphic letter, in 1910 Quốc Ngữ was called official writing of Vietnam [8, 9, 10]. Despite many conflict situations which Vietnam had to face from the middle of the last century in Vietnamese changed little. Some changes in kuoknga (Quốc Ngữ) nevertheless took place in the 1950-60th thanks to what the Middle Vietnam dialect which unites in itself the initial concordants characteristic of the South, with the public and final concordants characteristic of the North found the display in the Vietnamese letter.

Conclusions
As a result of long-term Chinese influence on Vietnam the most part of the Vietnamese lexicon in the sphere of science and policy is borrowed from Chinese. Up to 70 percent of all words of modern Vietnamese have the Chinese roots. Though many of them are compound and include primordially Vietnamese words and the Chinese loans. The most part of roots is borrowed also from Thai that allowed to put forward some time ago the theory about relationship of the Vietnamese and Thai languages. As a result of the French colonization the considerable share of words of Vietnamese has the French roots. The English and Russian languages left also a mark in Vietnamese. As in Vietnamese the Latin alphabet is used, at loan of words from English, there are no French and other Romance languages need to rewrite them on katakana (as in Japanese) or to look for hieroglyphs, similar on sounding, as arrive in Chinese. Nevertheless Vietnamese developed own system of adaptation of foreign words to the principles of sounding of Vietnamese. For example [11]:

phim
film - the movie (English)

cà phê
café ‘coffee’ - coffee (fr.)

cà rốt
carrotte ‘carrot’ - carrots (fr.)

After century of fight for independence Vietnamese began to operate the earth in 939 g. The Vietnamese using chu-number symbols on the letter (chữ nôm), gained authority as the people revived. It was the most fruitful period in development of the Vietnamese literature during which such great works as Huo Cuang Hyong’s poetry and "The poem about Kieu" (Truyện Kiều chwee ūhn ģee ōo) Nguyen Za appeared.

Modern literary Vietnamese leans on the Hanoi dialect of a northern dialect. In too time the written form of the literary language is based on sound structure of the central dialect and the voice-frequency scheme of a northern dialect. In a written language each syllable separates a gap.

Now in Vietnam only a small part of the intellectuals knows writing which was used throughout many centuries: the Vietnamese cannot read either the original version of the novel of the last century, or an inscription on the steles built in its village, neither a family tree of the family, nor even the numerous records decorating the main facades of pagodas, temples and sanctuaries. It cannot plunge into studying of the imperial annals narrating about country history any more. Under the direction of higher educational institutions the attempt of system recovery of education, based on hieroglyphics was made, but results of this process have still weak character.

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The Origins Of The Formation And Development Of The Tatar Literary Tale

Zilia R. Abulhanova¹, Lailia I. Mingazova¹, Foat G. Galimullin¹, Amirlan Seydin Elsuyer-uli²

¹Kazan Federal University
²Karakalpak Research Institute for Humanities

Abstract
The study of the fairy tale genre has been an actual problem of literary criticism. The article deals with the phenomenon of the Tatar literary fairy tale. The authors of the article reveal the peculiarities of the origin and development of the literary fairy tale genre in the Tatar culture. Particular attention is drawn to the conditions for the genesis of this genre at the end of the 19th century. The works of outstanding authors, such as K. Nasyri, G. Tukay, G. Gubaidullin, A. Alish, and others have been used as the sources. The authors also turn to the works of writers to find out the history of the literary text, to reveal the method of work of writers, to reveal the purpose of the authors’ referring to folkloric motifs, to establish the correspondence of the writer’s ideological position and the folklore motifs used by them. The researchers come to the conclusion that, most writers use the motifs of Tatar folklore, subjecting the existing plot to literary interpretation, or creating their own story. The poetics and philosophy of mythological subjects in combination with the creative energy of the authors become the basis of new literary works that enrich the Tatar cultural heritage. On the basis of the conducted research the authors create a brief history of the Tatar literary fairy tale and predict its further development.

Keywords: Tatar literature, a literary tale, history, genre, folklore, enlightenment.

Introduction
Fairy tale occupies a special position among numerous genres of literature. The basis of the tale, both folklore and author’s, is fiction [Anikin 2001: 4]. However, fiction in the folk tale and fiction in the author’s fairy tale has different forms and different purposes. At the beginning of its development the literary tale relied in many respects on the folk tale, but the features that distinguish the work of literature from the work of folklore appear very quickly in it. The personages of folk tales, as a rule, are not individualized, they only perform actions but are not independent individuals. In the literary tale, on the contrary, the writer constructs psychological profiles of the characters. The result of creative reinterpretation of traditional motifs is a more realistic, original work expressing the author’s ideas. Speaking of a literary tale, we can use the concept of “image of the author”; in the folk tale the image of the narrator is the image of the people themselves. The characters of folk tales are not individualized characters but the embodiment of certain ideas. Most of them have no names; those that are given the names often pass from one tale to another. Such personages are symbolic images that embody certain traits (courage, cunning, wisdom, etc.). the characters of author’s tales are fully functioning persons with their own experiences and aspirations.

Methods
One of the most outstanding scholars who studied the tale as a genre was V. Y. Propp. The main feature of the fairy tale, he believed, was that “neither the performer nor the listener believes in the reality of the story ... The fairy tale is based on deliberate fiction, and this feature is not secondary and not accidental. It largely determines the entire poetics of the tale. From the formally logical viewpoint, it is correctly made, since all other kinds of folk prose (tall story, legend, authentic history, tale) are based on the attempts to convey reality” [Propp, 1976:48].
The study of the fairy tale genre has been an actual problem of literary criticism. The authors in their studies turn to the works of writers to find out the history of the literary text, to reveal the method of work of writers, to expose the purpose of the authors’ referring to folklore motifs, to establish the correspondence of the writer’s ideological viewpoint and the folklore motifs used by them, etc. Such studies made it possible for Kazan literary critics, linguists and culturologists F.G. Galimullin [F.G. Galimullin, 2014], A.F.Galimullina [F.G. Galimullina, 2016], L.I. Mingazova [Mingazova, 2016], F.S. Sayfulina [Sayfulina, 2014], N.M. Yusupova [Yusupova, 2014], etc., to consider linguistic and literary interrelations in the context of systemic and complex study of languages, literature and art, within the framework of integration studies in the humanities and social sciences, interaction of conceptualism, methodology and research methods characteristic of various areas of social science.

Results
It should be noted that most folk tales have come down to us in literary interpretation; They have been collected and adapted for the reader by the scholars - philologists, ethnographers and others - who, of course, could make their edits. A literary tale is a completely independent work with a special artistic world, an original aesthetic concept. The first literary tales in the Tatar language were written on the basis of folk tales. They appeared in the era of “the Tatar revival” of the early 20th century, when the Tatar literature was going through a period of accelerated development [Zahidullina 2003: 43]. Here it is necessary to mention the name G. Tukay («Шурале»/«Leshy», “Су анасы”/«Water-Sprite»), Sh. Akhmadiev («Хан қызы»/«Tsarevna», «Уткен кылыч»/ «Sharp Sabre»).

Discussion. And so, enlightener Kayum Nasyri was first who turned to the translations of fairy tales in the middle of the nineteenth century. This was the era of enlightenment, Jadidism, new attention to the issues of the upbringing of children, which was understood by the Jadids as the education of future generation. The formation of Tatar children’s literature began in the second half of the 19th century and is largely developed under the influence of the traditions of Eastern literature [Mingazova 2014:102]. Kayum Nasyri as a prominent educator and teacher understood that it was fairy tales that were the basis of education from early childhood. This was the reason that he was actively engaged in translating eastern fairy tales. The works such as «эбугалисина қыссасы» (“Abu Ali Sina”), «Голрех қам Камаржан экиятләре» (“The Tales of Gulruh and Camarjan”), «Қырық вазир қыссасы» (“The Forty Viziers”) have not lost their significance today. Kayum Nasyri did not only translate, but also actively collected folk art, paying special attention to fairy tales. These legends, so-called “экияты” in Tatar, are one of the oldest genres of oral folk arts, which is based on fictional or adventure events [Bakirov 2008: 115]. Being included into textbooks and chrestomathies, the fairy tales, like other works of folklore, were very well-liked by children at that time and later. The collected fairy tales are «Угы кыз» (“The Step-Daughter”), «Голизек» (“Guinazek”), «Өч туган» (“Three Brothers”), «Тылке белән дүсләк төтөччая Аю» (“The Fox and The Friendly Bear”), «Маче белән Аю» (“The Cat and the Bear”). These tales were designed to give children moral education, to develop feelings of patriotism and justice, and spark in them an interest in learning, to develop thinking, etc. [Galimullin 2016: 99]. However, K. Nasyri was just the collector of fairy tales. The works he published were exclusively folk songs, not literary tales.

The spring of the Tatar literary tale is associated with the name of the great poet Gabdulla Tukai (1886-1913) [Zamaletdinov 1993: 11]. The researchers note that the first works, similar to literary tales, were created in the Tatar literature even before G. Tukay’s time, but none of the authors called themselves “the writer of fairy tales”. In 1907 the poem «Шурале» / “Shurale” was written, with which the researchers begin the history of the Tatar literary fairy tale. Having taken the folklore plot as a basis, G.Tukay turns it into a witty and fine poem [Zamaletdinov 1993: 16]. The poet creates a vivid and colorful portrait of leshy, who not only looks “quite like a man”, but also endows him with human traits: he shows naivety and falls into a trap, and afterwards grieves and calls for help. The brave young man, Byltyr, presents the people’s wit and wins in the eternal confrontation between the good and the evil. However, this fairy tale
has also a third image that cannot be in the folk tale: it is the image of the author who has very emotional attitude to the narrative, telling about “the marvelous land” of Kyrklai with delicacy and about the trapped Shurale with irony. In the fairy tale “Water-Sprite” the reader sees what is happening through the eyes of the protagonist, a small village boy. Here the image of the narrator is absent: it is through the protagonist that the reader gets acquainted with the plot and the sense of the tale. This attaches a special depth and psychology to the work. His tales are an expressive example of how a writer, by referring to folk material, expresses his own thoughts and ideas, creating a unique literary work imbued with an educational and moralizing spirit.

If in the 19th century, Tatar children’s literature had an edifying, religious-didactic character, and literary tales were translational, then in the beginning of the 20th century this tendency noticeably slackened. The author’s tales written primarily in poetic form are raised in the arena of the Tatar literary tale. Their language becomes simple and popular to children’s perception; authors seek to reproduce child psychology in a new genre form; the aesthetic function plays a more significant role. Thus, the beginning of the twentieth century can be considered the time of origin of the genre of the literary tale and the first period of its development.

The second stage of the development is the author’s fairy tale as a literary genre falls on years 20s-40s of the twentieth century. This period can be called a stage in the development of the author’s fairy tale as a literary genre. It should be noted that at this time the task of children’s literature is determined by ideology [Mingazova 2016: 2799]. The task of raising a child as a fighter against the old world, a toiler, who works for the benefit of the Motherland and the people, comes to the fore, and it is the fairy tale that returns many authors their creative and personal freedom, becomes a means of covert struggle against the realities of the totalitarian regime. During this period, the writers such as A. Alish, G. Gubaidullin, F. Karim enriched Tatar children’s literature with their tales. Two tales by the Tatar writer Gaziz Gubaidullin are known: «Ахмед батыр» (“Akhmed batyr”) and «Урманда» (“In the Forest”) (both written in 1919). Gubaidullin paid special attention to the educational function of fairy tales: his characters come out victorious due to their moral purity and intelligence, while evil characters are endowed with unpleasant features: greed and treachery. The plot of the literary fairy tale “Ахмет Батыр” is a typical plot of Tatar fairy tales of every day, with the elements of a heroic epic; the fairy tale “In the Forest” combines the elements of everyday and fairy tales, one traces the eastern elements in it (for example, a fairy tale about the lamp of Aladdin, etc.). The author shows the social life of the peasant, acquaints the reader with the main problems of his time. “A fairy tale is impossible outside the context of the history of the peoples of the world, ethnography, the history of religion, the history of forms of thought and poetic forms, linguistics, historical poetics” [Propp 2000: 7].

In the 1930s, Abdullah Alish (1908-1944) worked in the literary fairy tale genre particularly productively. Unlike previous authors, A. Alish as a basis for his work chose not a fairy tale, but a fairy tale about animals. The characters of his works, written for the youngest readers, simultaneously tell about the habits of animals, and about the problems of people. So, bees represent a symbol of diligence, cocks are pugnacious, etc. The tales, such as «Кем көйле?» (“Who is the Strongest?”), “Нечкабылы” (“Nechkubil”) have an instructive, informative character. A. Alish’s tales can be called to be “pedagogical miniatures, innovation in the Tatar children’s literature of that period” [Ibraimova 1998: 99].

In this fertile field there appears the poem-tale by Fatikh Karim “Тармунчы аю белэн жырчы майым” (“The Bear-Harmonist and the Oblivion-Singer”). When writing his fairy tale Fatikh Karim was guided by national samples, first of all – folk tales, as well as the poems by G. Tukay. The plot of the tale is both instructive and full of humor. The protagonist, unattractive Haidar, behaves extremely unreasonably: he struggles to cut wood, loading his cart so that the horse cannot shift it from its place. Enraged, Haidar lashes it. The forest animals see this scene – a bear and a monkey, that are angered by the cruelty of a man. They want to punish Haidar, but he asks them for help, and the beasts give their consent graciously. But as they lower the cart from the hill, their “fabulous” features manifest themselves: a stupid monkey and an awkward bear almost smash the cart to pieces.
Thus, one can say that the literary tale that originated in the early twentieth century in the 1920s-1940s is enriched with new themes: the tales about animals and the tales of every day come to the forefront. During this period, tales are actively written in narrative and verse forms. But during the Great Patriotic War and the postwar years, the literary tale genre goes through crisis. The next stage in the evolution of the genre begins in the second half of the twentieth century – 60s, the beginning of 2000s. This period can be divided into two stages: the years 1960s-80s. and the years 1980-2000. N. Isanbet, B. Rahmat, A. Faizi, S. Mannur, and others work in the first stage. In 1980-2000 F. Yarullin, R. Batulla, R. Khafizova, E. Gaffar, G. Guylman, R. Valieva, N. Sayyar, Z. Khusniyar appear in the world of letters, who developed new modern themes alongside the traditional fairy tales [Mingazova 2016:2801]. The genre is rapidly developing and becoming more complicated: there are fairy tales, poems, story tales, play tales. The elements of science fiction, neo-myth, scientific and technical literature, etc. are added to it. The development of the genre of the literary tale in this period goes in two directions: the first describes a character who fights against evil, injustice; the second gives cognitive information on this or that science. During this period, the tales, such as “Brave Cat” by N. Isanbet, 1974, “The Magic Well” by N. Arslanov, 1967, “Little Red Pony” by I. Yuziev, 1967 and others were written and gained popularity among the readers. The characters of these tales (people and animals) fight with social injustice and bureaucracy, but at the same time the authors resort to different elements of the folk tale. Fairy tales become the basis for movies (“The Brave Cat” by N. Isanbet) and theatrical productions “The Boy Playing the Kurai”, “The Wizard and the Enchanter” by R. Batulla). During this period, the writers also refer to the traditional stories of folk tales. For example, “Water-Sprite”, “How the Dog was Looking for a Master” by R. Batulla, “Goat and Sheep” by G. Rakhim. But these experiments were not popular [Ibrahimova 1998: 217].

One refers the period of R. Batulla’s literary creativity, skillfully combining folklore subjects and the images of his own imagination to the 1960s. His works include the tales about animals («Ак бүрә» / “White Wolf”, «Куян баласы Наян» / “The Son of Rabbit Nuyak”) and the fairy tales («Үлөмөсө ерөгө» / “An Immortal Young Man”), some of which have become the basis for stage productions and TV shows. R. Batulla worked in the genre of a literary tale not only in small form, he also wrote a fairy tale-story «Исемем минем Дурткүз» (“My name is Durtkuz”). Further this genre was developed by R. Khafizova. In her fairy-tales, “Курай малай макаралары” (“The Adventures of Kurai-Malchik”), “Курай малай яңдаан сахрантта” (“Malchik-kurai Travels Again”), the main characters are dolls that remind the reader of the characters such as Chipollino, Pinocchio, Neznaika [Ibrahimova 1998: 214]. During this period the humorous and satirical tales represented in the works by S. Mannur, S. Galiev were developing. At the beginning of the 21st century a new stage in the development of the Tatar literary fairy tale begins. The modern reader, especially the child, requires new ways of narrating, more interesting and exciting. He does not want to be as a student or a junior, and for this reason the didactic nature of old books can cause strong rejection. Frequent is the situation when not only the reader learns from the writer, but also vice versa, focusing on the tastes and wishes of the readers, the author searches for new themes and new forms of narration.

Summary
Thus, the history of the Tatar literary tale is a clear example of how this genre develops within the framework of the culture of one people. Thanks to numerous outstanding authors, the genre at the beginning of the 21st century gets a new leap, it is enriched with interesting finds, original themes and characters. Among them are the works by F. Yarullin, R. Batulla, D. Tarzemanov, R. Minnullin, A. Imamieva, G. Gilmanov, and others. The educational function is the basis of works of different ages and different authors. Most writers use the motifs of Tatar folklore, subjecting the existing plot to literary interpretation, or writing their own story. The poetics and philosophy of mythological subjects in combination with the creative energy of the authors become the basis of new literary works that replenish the Tatar cultural heritage.
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References
Linguistic Peculiarities In English Political Discourse (Donald Trump’s Inauguration Speech)

Olga A. Bezuglova¹, Anna A. Karimova¹, Oksana V. Khasanova¹, Gul’nara F. Filippova ², Douglas Bailey³

¹Kazan Federal University
²Kazan State Power Engineering University
³Inner Mongolia University

Abstract
The article is devoted to linguistic peculiarities in English political discourse, taking as an example the inauguration speech of Donald Trump. The research on various aspects of political language has recently become increasingly important. Of particular interest is the usage of expressive and vivid language tools in speeches of political figures, in newspaper articles and magazines of a political nature. Nowadays the theme of this study is especially relevant, as there is a growing interest in political discourse and political vocabulary in particular. The purpose of the study is to examine and analyze linguistic peculiarities in English political discourse. The tasks are as follows: to define and clarify the concept “political discourse”; to consider the main features of political discourse related to vocabulary and grammar; to study how the features are connected with political discourse on the material of political speech. The linguistic features of political discourse were illustrated with the suitable examples from Donald Trump’ inauguration speech.

Keywords: political discourse, inauguration speech, linguistic peculiarities, grammatical tools, vocabulary, stylistic techniques.

INTRODUCTION
In recent decades political discourse has gained wide popularity in the scientific society. It may be explained by the rising interest to the impact of language on mass audience and the manipulative capacity of political discourse [1]. The language generally “defines the range of “good” and “bad”, sets the boundaries of the approved and disapproved by the society range of referents: activities, objects, their parameters” [2]. In the study of political discourse, there has been raised the question of the differentiation of political discourse with respect to such types as economic, pedagogical, newspaper, advertising, legal, military, etc.

For political linguistics, political discourse is a relatively new discipline that arose as a result of the contact of politics and linguistics. Political discourse is one of the most important terms, since its main task is to study the entire diversity of the relationship between thinking, language, communication and the political state of society in a certain period of history.

Political discourse is a phenomenon which comparing to other discourses is most frequently used in society. That is why this phenomenon cannot be explicitly defined. This discourse expresses the whole complex of relationships between man and society, shapes the perception of the events taking place in the society.

According to E.I. Sheigal, political discourse implies communication, which is not only significantly different from the personal, but also has a system of professionally-oriented features and has its own phraseology and lexicology. Political discourse also means the actual use of language in the socio-political sphere of communication in the narrow sense or more broadly in the public sphere [3].

N.V. Yapparova, J.V. Ageeva and A.Y. Agmanova state that “political discourse attracts the attention of researchers also insofar as in this research paradigm, not the intrasystem language relations are brought to the fore, but the characteristics of the linguistic personality as the bearer of the corresponding culture and status-role relations” [4].
Moreover, it should be noted that political discourse is the source of research within the political language. In addition to the process itself and the result of perception, political discourse also includes extra linguistic factors affecting the perception of the political text. The goal of political discourse is the preservation, implementation and conquest of political power, which has an impact on the public. They also note the dependence of political discourse on ideological orientation, which is proof of the close connection between ideology and discourse. One of the main functions of political discourse is producing a certain influence on the interlocutor. In this case “national-specific indicators of a particular characteristic are estimated in the prism of the social attitudes of the people” [5]. Thus, political discourse includes a communicative-pragmatic setting, which is a purposefully organized selection of linguistic means by the subject of speech with the intention of influencing the addressee.

Like other types of discourse, political discourse has features which distinguish it from other kinds in lexical and grammatical terms. It should be emphasized that in the lexical terms political discourse has features that include both the vocabulary of high and low register, which gives the political discourse even more interest from the point of view of vocabulary research, the use of professional vocabulary in the sphere of politics, author’s and commonly used abbreviations.

**METHODS**

The material for the study of the English political discourse is the inauguration speech of the 45th president of America Donald Trump, held on January 20th, 2017 and took the fifth place in the number of spectators among the inaugurations of the presidents of America.

Political discourse is presented as a multifaceted phenomenon, the totality of the elements that form the whole. Therefore, a variety of methods were used: analysis of scientific literature on the topic, theoretical and empirical methods, the method of functional analysis in describing the features of political discourse, the method of contextual analysis of the examples brought from Donald Trump’s inauguration speech.

**RESULTS AND DISCUSSION**

Despite the fact that Donald Trump is just starting his way in political office, his election speeches have already distinguished themselves by their specific style under the slogan “Let’s make America great again”. The main directions of his speeches were health care, a change in the reform of medical insurance; foreign policy, immigration and the construction of the Great Wall on the borders with Mexico; the economy, which included the problems of unemployment, imports and exports.

The inauguration speech of the 45th US President vividly illustrates lexical features of English political discourse. First and foremost, Donald Trump’s speech abounds in set expressions and clichés, e.g. “to be grateful to smb.”, “to determine the course”, “to take an oath”, “oath of allegiance”, “to fall into decay”, “to follow rules”, “to put one’s own interests first”, “to reinforce alliances”, “at the bedrock of politics”.

Trump’s inauguration speech is filled with statements relating to the high register, which are ideally suited to the scale of the event. These statements attach a solemn and official tone to the speech of the president. For example, Donald Trump begins his speech with the words “Chief Justice Roberts, President Carter, President Clinton, President Bush, President Obama, fellow Americans and people of the world, thank you”, which express gratitude. He also finishes the speech with gratitude saying “Thank you. God bless you. And God bless America”. “Thank you” and “God bless America” are repeated several times [6].

Trump’s words also appeal to the people of America about the ceremony, saying “Today’s ceremony, however, has very special meaning because today, we are not merely transferring power........, but we are transferring power from Washington, D.C. and giving it back to you, the people” [6]. Thus, the importance of each citizen of the country was emphasized. The essence of the event itself is manifested in the part where Trump once again emphasizes the special role of the nation “January 20th, 2017 will be remembered as the day the people became the rulers of this nation again” [6].

It is important to draw attention to the grammatical features in Trump’s inauguration speech as an example of English political discourse. First of all, grammatical features are manifested in a direct appeal.
to the audience. For example, “When *you* open your heart to patriotism, there is no room for prejudice”,
the words said about patriotism and directed to each of the participants, or “*You* will never be ignored again”,
or “Everyone is listening to *you* now”, which emphasize the importance of everybody’s presence [6].

In addition, in Donald Trump’s speech, personal pronouns such as “we” or “our” can often be found, which is a typical grammatical feature of political discourse and is aimed at creating a unifying effect. In his inaugural speech, Trump repeatedly uses the personal pronoun of the first-person plural. For example, “*We share one heart, one home, and one glorious destiny*”, “*We must protect our borders from the ravages of other countries...*”, “*At the bedrock of our politics will be a total allegiance to the United States of America...*” [6]. It is not typical of Donald Trump to use introductory words and constructions frequently. There are just a few of them, such as “finally”, “besides”, “as an example”.

English political discourse is characterized with the usage of various stylistic techniques aimed at making the speech as emotionally colored as possible. Among the stylistic devices in the speech of the President of America, the following can be distinguished: simile, e.g. “factories scattered like tombstones across the landscape of our nation”; metonymy, e.g. “Washington flourished”, “rebuilding our country with American hands”; anaphora, e.g. “From this day forward, a new vision will govern our land. *From this day forward*, it’s going to be only America first ...”, “*We will bring back our* jobs. We will bring back our borders. *We will bring back our* wealth”; metaphor, e.g. “the face of the Earth”, “confidence of our country has dissipated over the horizon”, “I will fight for you with every breath in my body”, “bleed the same red blood of patriots”, touching on the theme of skin color and patriotism; epithets, e.g. “old wisdom”, “almighty creator”, “empty talk”, “glorious freedom”.

The English version of the political discourse also includes various idioms and phraseological units. In the inauguration speech of Donald Trump, one can also find phrasal verbs, the most striking of which is “let somebody down”. Further, Trump uses the unit “open one’s heart to something”, which means “to share any personal thoughts, ideas, experiences”. It is necessary to note such idioms used in speech as “speak one’s mind”, meaning “talk frankly” or “to tell everything as it really is”, and “think big”, an idiom meaning “to have grandiose, big plans or intentions”.

**SUMMARY**

Political discourse has features that distinguish it from other types in lexical and grammatical terms. It should be emphasized that in the lexical terms political discourse has features that include both the vocabulary of the high and the low register, which draws even more interest from the point of view of vocabulary.

Moreover, the importance of grammatical tools should be noted in the political discourse. Among them we can highlight direct appeal to the person or group of people, the use of the personal pronoun of the first-person plural, the use of introductory constructions and various syntactic techniques, which in its turn has a certain influence on this type of discourse.

**CONCLUSIONS**

The study of linguistic peculiarities in English political discourse is the matter of a special interest. In the inauguration speech of Donald Trump both lexical and grammatical features, which are specific for political discourse are used. Furthermore, Trump’s speech contains various phraseological units, idioms, phrasal verbs. Numerous examples have illustrated such language tools as simile, metonymy, anaphora, metaphor, epithets. Thus, we can say that the English political discourse is an interesting object from the point of view of linguistics.

In this research, political discourse is determined as the actual use of language in the socio-political sphere of communication. It is a complex communicative phenomenon that includes the political context and the processes of perception. The work presents features related to vocabulary, such as the use of vocabulary of different registers, the use of professional terminology, bookish words, clichés, the
presence of the author’s style and generally accepted abbreviations. In grammatical terms, such features as direct appeal, application of the personal pronoun of the first-person plural narration, the use of introductory constructions, logical connectors, stylistic devices are noted. The study is made on the authentic English material. As a result, it is necessary to highlight that English political discourse is built according to the lexical and grammatical features inherent in political discourse in general. In the process of studying the speech of Donald Trump, suitable examples were found illustrating both the features of grammar and vocabulary of political discourse.

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Syntactic Complexity Of Texts For Reading Of Basic (Russian) State Examination In English

Regina Robertovna Gabdrakhmanova¹, Elena Valerjevna Varlamova¹, Olga Sergeevna Safonkina²

¹ Kazan Federal University
² Ogarev Mordovia State University

Abstract
The purpose of this study is to determine whether readability is affected by manipulating the structure of verb phrases (VPs) in reading material created for Basic State Exam which the pupils of the Russian Federation take when finishing the secondary school. Thus, the effect of syntax on readability is in the centre of our study. Having analyzed the structure of the VPs (Verb Phrases) in the texts of Basic State Exam, we distinguished the common distributional models, which are characterized, as a rule, by a great number of words and complex structure, even with subordinate clauses as their part, which might, in our opinion, decrease the level of comprehension due to the high degree of complexity. We produced an alternative variant of the text, reducing the number of words within the VPs and simplifying the structure. The result we achieved is a material for the experiment on readability for the junior students of Kazan Federal University.

Keywords: readability, syntax, phrase, distributional pattern, Basic (Russian) State Exam in English.

introduction
The readability problem has been widely explored in the foreign linguistics, being scarcely observed in the native one [1], [2], [3], [4], [5]. Recently, readability is understood in two senses: as a synonym to legibility, which is a measure of how easily a reader can distinguish individual letters or characters from each other, and linguistic readability, having to deal with reflecting the degree of comprehension of the text due to its lexical, grammatical characteristics and discursive organization. It is the second sense that we are interested in in our investigation.

To the best of our knowledge, the syntactic readability of Basic State Exam texts (texts for Reading, questions 10-17) has never been the target of linguistic research. We are aimed to test their comprehension by the Russian students for whom the level of the English language acquisition is pre-intermediate (according to the Test of English as a foreign language suggested by Kazan International Linguistic Centre). The choice of VPs (Verb Phrases) as a focus of the research has not been random.

Having analyzed 10 texts of the sample Basic State Exam paper [6], we came to the conclusion that the VPs perform the most complex layer of all the types of phrases presented, containing the major amount of words and variety of complicated structures.

As an example for the study undertaken, we decided to apply to the selected text “Seat Belts: Do We Really Need Them?”, which contains the least number of words – 361, while the total number of the words in the texts suggested in the corpus ranges from 361 to 628.

The analysis of the phrasal structure in the text should give the information about the role of syntactic phenomena in the process of a text comprehension, which is typical for the Russian mature students (aged 19-20) learning English as a foreign language. It might be useful for planning the proper educational activities for the same type and level of students in future. The process of the experiment and its results will not be described in this article, as we are aimed at describing the methods of the Basic State Exam texts transformation changing the structure of VPs. A new text, as a variant of the text that already exists, should be considered as the result of this particular study.

The experiment among the junior students of Kazan Federal University is planned on the basis of the data received, with attention to national identity, age, and level of language proficiency. The foundations of the linguistic and philosophical study of the language in indissoluble connection with the ethnos and
national thinking were laid first of all in the works of W. von Humboldt, who created the original concept of the integrity of the language, which subsequently had a huge influence on the views of E. Sapir, B. Whorf, J.L. Weisgerber, A.A. Potebnya, I.A. Baudouin de Courtenay and other researchers [7]. Each society has its own system of ideas about reality, its own view of the world, a special type of national identity and national character [8].

methods

“Phrases are projected from lexical categories, and hence we have phrases such as NP (Noun Phrase), VP (Verb Phrase), PP (Preposition Phrase), and so on. We use distributional evidence to classify each type, and then specify rules to account for the distributions we have observed” [9]. Noun phrases are generally characterized by the following structure:

\[ \text{NP} \rightarrow (\text{Det}) \ (\text{A}) \ (\text{N}) \ (\text{PP/S}) \]

This rule characterizes a phrase, and is one instance of a phrase structure rule (PS rule). The rule indicates that an NP can consist of an optional Det (determiner), any number of optional A (adjective), an obligatory N (noun), and then an optional PP (prepositional phrase) or a modifying S (sentence) (examples of the NPs from the text under analysis will be given after the introduction of the theoretical part).

Just as N projects an NP, V projects a VP. These phrases all have a V as their head – as projections of V, they form VP. VP can be characterized by the following rule:

\[ \text{VP} \rightarrow \text{V} \ (\text{NP}) \ (\text{PP/S}) \]

This simple VP rule says that a VP can consist of an obligatory V followed by an optional NP and then any number of PPs or an S. The rule thus does not generate ill-formed VPs such as these: leave the meeting sing, the leave meeting, leave on time the meeting.

The most common environment where an adjective phrase (AP) occurs is in ‘linking verb’ constructions as in: John feels _____, where the gap space is the place for an AP. Expressions like the following can occur in the blank space here: happy, uncomfortable, terrified, sad, proud of her, proud to be his student, proud that he passed the exam, etc. The expression like a happy person can also occur in the gap, but it is an NP already, having noun as the main component.

Since these all include an adjective (A) as the main member, we can safely conclude that they all form an AP. Looking into the constituents of these, we can formulate the following simple PS rule for the AP:

\[ \text{AP} \rightarrow (\text{A}) \ (\text{PP/VP/S}) \]

Another phrasal syntactic category is adverb phrase (AdvP), for example soundly, well, clearly, extremely, carefully, very soundly, almost certainly, very slowly, etc. These phrases are often used to modify verbs, adjectives, and adverbs themselves, and they can all occur in principle in the following environments: He behaved very ____. They worded the sentence very ____. He treated her very ____. Phrases other than an AdvP cannot appear here. The AdvP rule can be given as follows:

\[ \text{AdvP} \rightarrow (\text{AdvP}) \ \text{Adv} \]

Another major phrasal category is preposition phrase (PP). PPs generally consist of a preposition plus an NP: from Seoul, in the box, in the hotel, into the soup, with John and his dog, under the table, etc. These PPs can appear in a wide range of environments: John came from Seoul. They put the book in the box. They stayed in the hotel. The fly fell into the soup.

One clear case in which only a PP can appear is the following: The squirrel ran straight/right.

The intensifiers straight and right can occur neither with an AP nor with an AdvP. We can deduce the following general rule for forming a PP:

\[ \text{PP} \rightarrow \text{P} \ \text{NP} \]

In our research we place the VP as the centre of our analysis. This choice can be explained by the following reasons. First of all, the NPs in the texts under consideration can’t boast a complicated, diversified structure. The typical PSs of NPs are characterized by the formulas:

\[ \text{NP} \rightarrow (\text{A})\text{N} \]
(seat belts; common sense)

NP → (Det)N

(most drivers; some people; my neighbours; a person)

NP → N

(it; they; one; he; she; doctors; I; this, someone)

Only three noun phrases perform more or less elaborate structure:

NP → (A)N(PP)(PP)

(less than half of one percent of car accidents)

NP → N(S)

(people who object to seatbelts)

NP → (Det)N(PP)

(a driver without a seatbelt)

APs are rather few in number (4 examples in the first text) and are characterized by an approximately similar structure (are compulsory for the driver and front seat passengers; is better to remain inside a car in the case of a crash; am not allowed to do this; is more likely to be a danger to others), which is the general feature of all APs in general.

PPs constitute the part of NPs and VPs as a rule, while AdvPs are very simple in structure, bearing at the same time not less of the overall amount of semantic workload.

VPs in the texts of Basic State Exam seem to be the most complex in their structure, comprising the greatest number of structural components, as well as words simply, and transferring greater volume of information necessary for the successful task completion.

It is the VPs that give the higher level of hierarchical structure. The following is one of the examples of structural hierarchy:

VP → V(S), where the S consists of NP and VP, where NP → (A)N; VP → V(NP)(PP)(PP)

( ___ believe that seat belts save people from being hurt in a crash)

Results and discussion

Having changed the first text of the exam, we produced the following extract, in which the fragments we transformed are given in bold:

Seat Belts: Do We Really Need Them?

In many countries now seat belts are compulsory for the driver and front seat passengers at least. Most doctors believe: seat belts save people, because people can be seriously hurt in a crash, but there are some people who still think: it is more dangerous to wear a seat belt than not to wear one. They say: “A seat belt may trap one in a car. When the car is burning, has fallen into a river or the sea and is sinking, Then, the person is burnt to death or drowned”. But less than half of one per cent of car accidents lead to fire or sinking, and in any case, a seat belt may easily save a person, as the person can be knocked unconscious in an accident, so that he or she is able to undo the seat belt immediately and get out. The car might be on fire or sinking.

People who object to seat belts also sometimes say: “Without one, one may be thrown right out of a car in a crash, but doctors will tell you: “No one wants this to happen”. If one is thrown out of a car, one hits something, usually the road, and usually hard and at speed. It is better to remain inside a car in the case of a crash.

There is also the question of personal freedom; some people say that it is an attack on their freedom. They are forced to wear a seat belt, whether they want to or not. But even in a democracy there are a lot of things a person is denied the right to do though he or she wants to do them. I may, for example, want to play music loudly at night; it interferes with my freedom if I am not allowed to do this. But my neighbors have their own rights. They are free. Just as I am. They want to be free. They want to sleep quietly at night, and if I stop them doing so, I am interfering with their freedom.

How does this affect seat belts? In what way does it interfere with the rights of others if someone refuses to wear a seat belt? Well, first of all because common sense tells us: a driver without a seat belt has less control of a
car if there is an accident, so that he or she is more likely to be a danger to others, who after all also have the right. The right is protection as much as possible from accident.

As we see, the most complex VPs, characterized by a greater number of components, were transformed to a series of simple sentences. For example, the extract “___ believe that seat belts save people from being seriously hurt in a crash” was changed into “___ believe: seat belts save people, because people can be seriously hurt in a crash”.

Thus, we managed to stick to a three-component VP structure. Now, the VPs can be described by the following distributional models:

\[
\begin{align*}
&\text{VP} \rightarrow V \\
&\text{VP} \rightarrow V(NP) \\
&\text{VP} \rightarrow V(PP) \\
&\text{VP} \rightarrow V(NP)(PP) \\
&\text{V} \rightarrow V(V)(PP) \\
\end{align*}
\]

With the change in the number of components in distributional models, the number of the sentences in the transformed text materially increased from 13 to 23. We should also bear in mind that the number of clauses within compound sentences increased as well, making the number of simple sentences in the second text even greater.

In the following research, we need to test, whether the complicated structure of verb phrases, which we consider to be one of the most essential features of the complexity of the texts under analysis, discourages the students from coming to right answers at Basic State Exam. To gain the answer, we produced a new variant of the text as an alternative to the BSE text, in which the sentences are devoid of the VPs with complex structure. This inevitably led to the increase in the number of sentences in the text, as our aim was not to lose the overall meaning of the text, leaving all the words as “holders” of the meaning.

The experiment will be conducted among the students of the English language of Kazan federal university and Kazan international linguistic centre aged from 19 to 45, who are studying English as a foreign language. The level of their language proficiency is stated as pre-intermediate, according to the Test of English as a foreign language suggested by Kazan international linguistic centre.

**SUMMARY**

According to foreign scholars, “despite its potential importance, syntax does not receive the systematic attention it deserves in the development and selection of reading material either for native speakers [10], or for ESL students [11], [12].

The researchers notice that most frequently it is only the length of the sentences and the number of words that are taken into consideration while analyzing the degree of readability. Therefore, the analysis of the distributional models employed in the text can give the further source for understanding of the impact of syntactic combinations on the readers.

Some of the foreign researchers claim that those who adhere to the sentence length criterion of readability formulas believe that short, simple sentences are simplest, in other words, easiest to comprehend. But this may actually be misleading. There are others who believe that grammatical complexity may in fact be an aid to comprehension rather than a hindrance [13], [14].

**conclusions**

The investigation similar to the one we are going to do has been done already among certain audiences of students. For example, a sample of 85 students was randomly selected from a population of...
undergraduate (mostly freshmen) ESL students enrolled in the University of Puerto Rico's English 001 course. They were native speakers of Spanish, literate in their mother tongue, and raised in monolingual homes. One third were randomly assigned to three groups. One group read the passages in version 1; one group read version 2 passages, and the third group read version 3 passages. All were given the same comprehension questions [15]. The results the author came to were surprising, considering the research already existent. The texts with a greater number of simple sentences were defined by the students as less comprehensible and didn’t bring the expected result [16]. The study on the syntactic constructions as material aspect of readability of the texts can contribute to the work performed by Kazan federal university teachers on the way to advanced language teaching [17], [18].

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Transformation Of French Canadians’ Discourse On The Lexical Level In Conditions Of Bilingualism

Elza V. Garipova¹, Albina R. Mordvinova¹, Aida G. Sadykova¹, Uli Schamiloglu²
¹ Kazan Federal University
² Nazarbaev University

Abstract
The article deals with the analysis of French Canadian (Quebec and Acadian) official and non-official media discourse aiming at the detection of degree of French Canadians’ discourse transformation in conditions of bilingualism. The material of the research was comprised of Quebec newspaper articles and New Brunswick subsidiary of Radio Canada site as the sources of formal speech and Quebec and New Brunswick non-official groups as the examples of everyday speech. We chose official and non-official media-discourse as this kind of discourse is the most multi-genre and therefore reflects the linguistic situation in all spheres of human life. The analyzed content allowed making the following conclusions: regarding the official discourse, the activity of Office Québécois de la langue française seems to be rather successful, as the share of English words including terms is not so high. Nevertheless, it is obvious that in some cases French Canadians are inclined to use English terms due to their accustomedness and brevity. Non-official discourse is greatly influenced by English: the majority of English words used have full equivalents in French (some of them are morphologically and grammatically adapted, some are not), code-mixing and code-switching is typical. One more peculiar characteristic of French Canadian non-official discourse is active usage of English obscene words and slang.

Keywords: discourse transformation, bilingualism, anglicism, term, slang.

introduction
There are several paradigms regarding the influence of English on Canadian French. The first research on “anglicization” of Quebec French appeared in the beginning of the 19th century – “comparing their French with the one of France they [the Quebeckers]...consider it as uglified by abundant anglicisms” [1]. Since 1960-s (so called Quiet Revolution) the active process of Canadian French normalization started. Now, linguistic services of Quebec, namely OQLF state that the process of normalization succeeded – the bank of terms is being constantly replenished. N. I. Golubeva-Monatkina notes that “even on the territories with long-lasting contact with English the share of English loan words is hardly 1%” [1]. Nevertheless, some linguists (J. Forest, M.-C. Charbonneau and others) disagree with OQLF. Their rightness (especially in the historical perspective) is proved by the results of sociological surveys confirming the decline of social status of French and the growth of if of English due to economic factor and considerable number of allophonic migrants. In the province of Quebec this process in smoothed by the program of migrants’ francophonization (free linguistic courses etc.), but in New Brunswick, the second French-speaking province, it is not. The dictionaries of Quebec French made by linguists and replenished by ordinary Quebeckers also prove it [2, 3] - there are many non-adapted (avoir les shakes, crackpot, être en shape etc.) and morphologically and grammatically adapted (dopage, focuser etc.) anglicismes, as well as semantical anglicismes - words having the meaning of the similar English words (gradué after English graduate instead of diplômé etc.). “This mechanism includes simultaneous use of a number of complex cognitive processes” [4].

We must state what we mean under discourse transformation on the lexical level in conditions of bilingualism – it is the usage of words of the language in contact instead of ones of the mother tongue though they are semantically equal. “Constant studies in breadth and depth of laws and functioning of the native and non-native languages contribute to the skillful use of language” [5].
methods
In order to define the degree of transformation of French Canadians’ discourse on the lexical level in conditions of bilingualism we analyzed the content of Quebec newspaper La Presse (on-line version) [6] and New Brunswick subsidiary of Radio Canada site (100 articles both, published since June 1, 2016 to June 30, 2017) [7] as the sources of formal speech and Conneries Qc [8] and Niaiseres Acadiennes [9] (Quebec and New Brunswick non-official groups on Facebook) as the examples of everyday speech (100 posts and commentaries to them both). We chose official and non-official media-discourse as this kind of discourse is the most multi-genre and therefore reflects the linguistic situation in all spheres of human life. We consulted Le grand dictionnaire terminologique [10] in order to define the normativity of usage of words of English origin.

results and discussion
All anglicisms used in La Presse were classified in the following way: 1) lexis approved by OQLF (given in Le grand dictionnaire terminologique), including the morphologically and grammatically adapted words; 2) loans that are not terms, mostly colloquial, widely spread in Canadian French but still disapproved by OQLF; 3) terms with equivalent in French recommended by OQLF; 4) definition or French equivalent is given in brackets; 5) anglicism is given in quotes or brackets; 6) terms without direct equivalent in French; 7) English words in sentences fully in French – apparently used in order to express some shade of meaning; 8) loan translation of English set phrases.

1) 1) Terms of art and culture – le box office, le DJ, un design, le rappeur; 2) economic terms – un budget, le marketing, le holding, le trust; 3) realm of English-speaking countries – le whip, un ombudsman, un speakeasy, le gin; 4) legal terms – kidnapper, kidnapper, 5) sport terms– jogger, jumping backs; 6) everyday life lexis – le week-end; 7) scientific terms – les drones, par autocar; 8) computer and Internet terms – un site web, surfer, poster; 9) terms of ecology – le smog.

2) le fun, un week-end, la star, des fans, stopper, le buzz, zapper, tripper (triper), glamour, hot (in meaning “shocking”, “erotic”).

3) 1) sport terms– le match (3 times), le set (2), le knock-out; 2) terms of politics – le leader (4), les establishments, le leadership; 3) economic terms– le sponsor; 4) terms of art and culture – la sitcom, le remake, interviewés; 5) terms of aviation – le cockpit.

Having analyzed 100 articles we found not so many improper loans – that explicitly shows that French terminological apparatus is well set by OQLF. Moreover, French variants to some “improper” terms given above were officially introduced to “Grand dictionnaire terminologique” only in 2014-2016, that is why it is quite possible that later they may be used in official media-discourse instead of English words. However, in our opinion, some of the terms will hardly settle down, e.g. mise hors de combat instead of habitual and laconic knock out.

4) Elle a souligné que, par un «drôle» de hasard, cette intervention de la DPJ survient au moment où un comité interministériel sur les écoles illégales se trouve dans le «crunch» de ses travaux;

We believe that the anglicism was used in order to “make the long story short”, in French, it would take more words to express the idea.

5) «J’ai basculé en safe mode (NDLR: en mode sécurité) à cause d’un problème de poussières...»; Le romancier, poète et parolier David Goudreault animera également des ateliers de slam, une forme de poésie scandée ou chantée; Edmond, 8 ans: « J’aime l’escalier en roche pour faire des jumps [sauts].

It is clear that in the first and the last sentences the journalists made a decision to correct the statements of the interviewees that are “improper” from OQLF’s point of view. In the second sentence the definition of the English terms is given.

6) les fan zones, la sex-tape, sexy.

Though these words do not have direct equivalents in French, they could have been expressed by means of the French language, e.g. la sex-tape – sex vidéo. According to the context of the article, it is about the
blackmail by the intimate video-recording; in French, without context, misunderstanding would have been quite possible as “tape” is “slap”.


8) Le président du comité organisateur, Carlos Nuzman, sera en charge de la présentation à Lausanne, tandis que le maire de Rio, Eduardo Paes, y assistera par vidéo-conférence.

In French Canadian scientific literature, such cases are defined as l’anglicisme (calque) syntaxique, that is why it can be also regarded as an example of discourse transformation on syntactical level. Connotations are conditioned by different uses and depend on the competence of a native speaker [11].

In official media-discourse of New Brunswick there were much fewer anglicisms though French is not so widely used there.

1) le camping, camper, rock, hamburger, golden retriever.

Let us explain why we apply Quebec linguistic norm to the French of New Brunswick. Quebec is considered to be «chef de file en matière de normalisation» (“leader in terms of standardization”) of Canadian French, that is why processes of anglicization and normalization in Acadian French are usually compared with ones in Quebec. Nevertheless, specific features of Acadian French are underlined: there are more anglicisms, “false anglicisms” (they seem to be of English origin but of French in fact), archaisms [12]. There is already Dictionnaire du français acadien by Yves Cormier and standards of Acadian French are being developed.

2) le week-end, avoir du fun, une gang.

3) kit, interviewer, steak, leadership.

4) On estime que les internautes ne sont pas nécessairement conscients de la collecte qui est faite à leur sujet et des actions qu’ils doivent poser pour s’y opposer, par exemple refuser la géolocalisation ou encore effacer les fichiers témoins (cookies) à la fin de la navigation; Le plan ne précisait toutefois pas si le Nouveau-Brunswick comptait imposer une taxe sur le carbone, ce qui augmenterait les prix aux consommateurs à la pompe, ou s’il créerait un système de plafonnement et d’échange («cap and trade»), entraînant une hausse de prix indirecte axée sur les entreprises émettrices de carbone.

Let us note the difference in the usage of brackets in Quebec and New Brunswick mass-media. Brackets are usually used for clarifying. In La Presse English, terms are explained in French, but in Radio Canada New Brunswick it is vice versa, so it becomes clear that English terms are more understandable to Acadians.

Comparing the degree of discourse transformation on the lexical level and “on the pragmatic level where the research is based on the speech act theory” [13] in provinces of Quebec and New Brunswick we came to the following conclusions: though the language of press is under strict control, there are more anglicisms in media resources of Quebec, including the ones having equivalent in French. Nevertheless, in some cases French terms that were introduced instead of English ones seem to be artificial, that is why it is clear why journalists preferred English terms. In 100 articles of Radio Canada New Brunswick site, fewer anglicisms were used, but it is evident that English terminological apparatus is preferable.

During the process of analyzing the content of Quebec non-official media-discourse (100 posts of ConneriesQc and 1908 comments to them) we found out that 8,5% of all linguistic material is influenced by English. In our opinion, this index is even higher as quite many comments consist of 3-4 words (we did not count comments of 1 or 2 words as they give no valuable information from linguistic point of view); comments that are longer often included some English elements.

As it is quite predictable, most anglicisms are nouns (spelling and usage of articles is kept): dump, love, baby, boss, gaming, gamer, les boys, steam, shipping, feeling, story (2), le best, un high five, les kids (5), jobs, speaker, ice cream, cookies, le punch, puns, dad, les dogs, le level, le fun, tip (for pourboire), splash, le cell (for smart phone) (3), struggle, un prank, les scam, le petshop (2), la cash, le turn-up (“trump card”, “advantage”), un drink, un boomer (Canadian realia) (7), shop, un party, shape, wish, hart (“heart”), joke, trash.
Verbs: tripper, crasher, delete, rusher, liker, like (2), se take, skip, slugger, bug, shooter (2), kidnapper, basher, snooze, backer, lighter, feeler, flop, flipper, drive, remember, se faire prunk, give, live, trip.

Adjectives: sick, dead, hot (3), fake, cute (2), buggais (from bug, about computer program), single (as marital status), full de (2), liké, next, tough. The adjective “hot” in meaning in meaning “shocking”, “erotic” is met several times, thus we can make a conclusion that this meaning became stable in Canadian French.

Taboo lexis and slang: fuck (8), fucker, fucké, fucking (2), weed, fuckall, boobies, fucker (noun), fuck (verb), dick, fuck off (3), la french («French kiss»), frencher, shit, les one night («one-night relationships»). Here we refer Internet slang lol (18). It is worth mentioning that French taboo lexis and slang were used less.

Interjections: my god (2), omg (18), wow (11). These indexes show that English interjections are deeply implemented in French Canadians’ discourse.

Frequent usage of such etiquette words as please (7) and its Internet-version plz (10) is noticeable, maybe due to its being short and therefore attractive for communicants.

The usage of other parts of speech is sporadic: adverbs – anyway, for real, numerals – one, first (2), conjunctions – but, pronounce – nowhere.

Regarding the representation of Acadian non-official media-discourse – Niaiseries Acadiennes (100 posts and 1097 comments analyzed), 7,5% of the content is influenced by English either by inclusion of single English words or by code-mixing or code-switching. As in ConneriesQc, almost all English words used have full equivalents in French:

Nouns: la gang, night shift (3), party (2), le cell, star (“celebrity”), un cooler, un chum (5), right-on, le fun (2), job (2), joke, les calls, un fan (2), driving range, t-shirt, roofing, landscaping, le west-island, le lunch, des flash-backs, la shot (2), les crosswalk, leaders, un safeguard, des paddleboat, speaker, des fastpass, la girlfriend, pickup, warning, flip-flop, un june bug.

Verbs: fixer up, driver (2), feel, feeler (2), like, liker, rider, passer out, share, go, sender. Unlike in Quebec non-official discourse, there are phrasal verbs used.

Adjectives: cool (2), next, right, priceless, funny.

There were more interjections used in Acadian non-official discourse that in Quebec- oops, well, omg, wow, lol, oh yes, common’ (come on), but less taboo lexis and slang – damn, fucking (2), un swag, le french, fuck. Probably it is due to the peculiarities of the group itself – ConneriesQc is purely entertaining, while Niaiseries Acadiennes has ideological functions – to unite the French-speaking Acadians dispersed among English-speaking Canadians.

The usage of English conjunctions and etiquette phrases is single: but (2), good luck.

**SUMMARY**

In order to determine the degree of transformation of French Canadians’ discourse on the lexical level in conditions of bilingualism we analyzed the content of Quebec newspaper La Presse (on-line version) and New Brunswick subsidiary of Radio Canada site as the sources of formal speech and Conneries Qc and Niaiseries Acadiennes (Quebec and New Brunswick non-official groups on Facebook) as the examples of everyday speech. French Canadians’ discourse in terms of anglicization varies in formal and non-formal situations. Despite the strict control over the language used in press, the number of anglicisms in media resources of Quebec grows. Some of their French equivalents seem artificial to journalists, which might be a reason for their preference for English words. The analysis of the content of Quebec non-official media-discourse showed that 8,5% of all linguistic material is influenced by English. Regarding the representative of Acadian non-official media-discourse - Niaiseries Acadiennes, 7,5% of the content is influenced by English either by inclusion of single English words or by code-mixing or code-switching.

**conclusions**

The review of papers and the analysis of the linguistic material of the official discourse of Quebec made us conclude that OQLF’s measures taken to form Canadian French terminological apparatus are quite successful though some terms are just being implemented and some are non-viable – in our opinion, they...
will exist only in dictionaries and will not function even in official discourse, to say nothing about everyday speech. There were less anglicisms used in New Brunswick official discourse, but some sentences made us understand that for the Acadians that are minority among the English, English terms are clearer, therefore they are used instead of French ones.

Code-mixing is typical both for Quebec and Acadian non-official media discourse. It is noteworthy that almost all English words used there have full equivalents in French – so the matter is in frequent occurrence and active functioning of some English words among francophones (e.g. feel, drive, to say nothing about Internet-like). That proves that OQLF does not succeed much in controlling colloquial speech of French Canadians – the gap between the “Frenchness” of formal and non-formal is considerable both in Quebec and New Brunswick. The content analyzed demonstrates the creation of new words by French Canadians by morphologic and grammatical adaptation of English words (shooter, buggais, slugger etc.) and great popularity of English obscene words and slang among French speakers.

acknowledgements
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Functional Aspect Of Linguistic Identity In Russian Blogosphere

Elza V. Garipova1, Aida G. Sadykova1, Fanuza Kh. Tarasova1, Uli Schamiloglu2

1Kazan Federal University
2Nazarbaev University

Abstract
The actuality of the problem stated in the article shows the necessity of a detailed structural and semantic study from the point of view of the influence of foreign culture on the linguistic identity of the Russian native speaker and the influence of a foreign (English) language on the Russian language in the process of communication of the individual on English blogs. The purpose of the article is to identify the features that occur in the language in the process of Internet communication of Russian speakers on the Russian-language blogs after communication on the English-language blogs. Language identity is considered as a set of abilities and characteristics of a person, who creates and perceives of speech acts. The linguistic identity of the blog user is considered in relation to their ability to provide information by creating text materials. The following methods were used: descriptive method, method of linguistic description, contextual analysis method and comparative method. The study determined the modeling of verbal and semantic level of the Russian blogger's linguistic identity on the material of Russian and English beauty blogs. The subjects of beauty, style, cosmetics, sport were analyzed. It is shown that Russian-speaking bloggers demonstrate the dominant features of their national communication, the features that arose under the influence of English-language culture on English-language blogs. The results of the research can be used at the English classes in the study of various aspects of virtual space within the framework of psychology and sociology.

Keywords: blog, blogosphere, blogger, linguistic identity, discourse

introduction
Being personally-oriented, blog takes a leading position among the existing varieties of Internet communication. New features and forms of blog significantly expand the scope of this communication and allow it to be used in many areas of the human personality. Linguistic studies of the blog are aimed at identifying the style of the blogosphere, language codification and the ratio of norms and deviations from them. The analysis of the texts of blogs allowed revealing some aspects, such as the verbal and semantic level of the language personality of the blog participant, “combining of two types of motivation of meaning of phraseology” [1].

The research of the linguistic identity and its features was conducted by Russian and foreign researchers. The term “linguistic identity” almost simultaneously first appeared in the 1930s in the works of J. Weisgerber L. and V. V. Vinogradov.

Yu. N. Karaulov developed a three-level model of language identity:
1. verbal-semantic;
2. linguistic and cognitive;
3. pragmatic-motivational [2].

Having considered the different points of view of linguists on the concept of language identity, we view it as an object or a person having characteristic properties and features. The paper deals with the functional aspect of the verbal and semantic level of the blogger's linguistic identity, the general and various characteristics of communication in Russian and English blogs of the language identity. The terminology and the classification of the forms of the blogosphere are developed. Internet communication is considered as a combination of oral and written speech, a space that allows self-realization and self-expression.
Text of communicative character of virtual reality can be considered as a kind of discourse, which involves consideration of the mechanisms of virtual discourse manifestation in the text with interaction of language reality.

The analysis of the users' linguistic identity allows distinguishing the characteristic features of their spoken language. In the process of communication, blog users not only use common lexical and grammatical units in the language, but also create new ones under the influence of foreign language blog culture. The main changes taking place in the Russian language can be positive or negative. Graphic means have negative influence. In the process of communication there is a distortion of the meaning of words and sentences. The unjustified allocation of words by means of the font and numerous punctuation marks leads to misunderstanding of the main idea of the text. Lexical means are positive or negative. The emergence of new vocabulary is due to a number of reasons, such as the need to name new objects that do not exist in the Russian language, the need to distinguish between concepts in Russian and English, etc.

**methods**

The research is based on the discursive analysis of the linguistic identity of Russian bloggers on the verbal and semantic level. This analysis requires paragraph, lexical, grammatical means that make up the originality of the discourse of the linguistic identity of the studied communicants. The method of conceptual analysis used in the work defines the features of Internet communication as a combination of oral and written speech.

Moreover, we used “methodology of component addition as one of the types of modifications of phraseological units” [3].

The choice of verbal and semantic level of the Russian-language identity in the English-language blogosphere is due to the differences in the features of real and virtual communicative behavior on Russian and English-language blogs. Methodological basis of this study combines some principles:

1) the principle of social determinism, establishment of cause and effect relations of the phenomena of reality;
2) the principle of consistency;
3) the principle of dynamic development, continuous development and transformation of objects of reality, their transition from one form to another;
4) the principle of objectivity;
5) the principle of science, the principle of unity of research and practice.

The functional approach is the basis for the study of this problem using the methods of discourse analysis, contextual analysis, descriptive analysis, comparative analysis. Another important method is “retaining the image of the literary text to one of the methods, which includes the transfer of the character image and the basic descriptions” [4].

Currently, there are no studies on the analysis of the linguistic identity on the material of the blog discourse.

In order to study the linguistic identity in the blogosphere, we chose the identity of a native Russian speaker learning English as a foreign language, “but also problems of learning phraseological units in classes of English as a foreign language” [3]. The Russian speaker communicates and visits English-language blogs. After receiving and exchanging information, they communicate on Russian blogs and create blogs of their own. The data of the study showed that the language identity of the participant of Internet communication is characterized by the ability to transmit and receive information in the process of Internet communication, in which it uses features specific only to the language of Internet communication, including various forms of communication and language clichés. We have identified the main features of Internet communication: anonymity and secrecy, simplicity of use, lack of responsibility, volition, avoiding the answer, emotionality and its absence, false emotions. Therefore, the communicative act of Internet communication is characterized as a deeply personal, psychologically rich process, in
which there is no certain categorization, the problem of rapid formulation of thoughts is removed. Connotations are conditioned by different uses and depend on the competence of a native speaker [5]. The methods used in the work reflected the fact that the virtual environment transforms human consciousness, expanding the boundaries of communicative reality, forming a special linguistic identity on the Internet.

results and discussion
“Constant studies in breadth and depth of laws and functioning of the native and non-native languages contribute to the skillful use of language” [6]. The paper presents a discursive analysis of the linguistic identity of Russian-speaking bloggers on the verbal and semantic level, where our attention was paid to the consideration of paragraph, lexical, grammatical means that make up the originality of the discourse of the linguistic identity of the studied communicants. Internet bloggers are people who actively communicate on the Internet and have more friends who share their interests in virtual life than in real life. The desire of users to bring electronic communication closer to real speech has led to the creation of non-verbal communication through paragraph means. The main functions of paragraph tools are, expressive, communicative-regulatory, evaluative function of “language communication”, “markers of navigation” [7]. Graphic and grammatical changes in the language and sentence structure were considered and highlighted:
1) emoticons;
2) ignoring capital letters;
3) using capital letters only;
4) changing font;
5) selecting only one word using the font;
6) punctuation or lack thereof;
7) question and answer form;
8) use of informal colloquial vocabulary and jargon. Graphic changes usually have a negative impact. The appearance of abbreviations and foreign words in the Russian language are considered not only positive but also partially negative. Almost all information on English-language blogs is presented in English, so Russian users of English-language blogs are constantly faced with new words and terms. The analysis of lexical changes in the language revealed the following results. The main abbreviations used on our selected bloggers were highlighted. For example,

ИМХО (IMHO) - English abbreviation “In My humble Opinion” – “по моему скромному мнению”, it is written in Russian and has a Russian transcript “Индивидуальное Мнение Хозяина Ответа”.
2. http://vk.com/publickoffka Я всегда читаю ваши комментарии и удивляюсь откуда столько сарказма, lol

LOL - English abbreviation “lots of laughs”.
3. OMG - the English abbreviation "Oh, My God" - used as a response to a blogger's post, emphasizing surprise, fright.
4. XOXO-English abbreviation "hugs and kisses", which in Russian sounds like “целую-обнимаю”.
The main and important reason for the use of reductions is that the meaning of the word does not change with its reduction, saving time when typing. For example,
1. NY, NYC “New York”
3. PLS, PLZ is short for please.
The analysis of the material under study showed the classification of the use of new lexical units in Internet communication.
1. The need to name new objects that have no equivalents in the Russian language. For example, the word "Хайлайтер" (highlighter) is of English origin. A highlighter is a means of decorative cosmetics to create a "sculptural" face. It is actively used by beauty bloggers in the description of cosmetics. The word “Праймер” (primer) is of English origin, refers to a cosmetic product. The word “Оутфит” (Outfit) is of English origin. “Outfit” is a suitable clothing to somebody’s makeup.

2. The need to distinguish the notions of Russian and English words. For example, “Converse” is a kind of sports and comfortable shoes. “Конверсы” are sneakers belonging to the “Converse” company. “Sweatshirt” is a type of clothing. “Свитшот” is a kind of a sweater. “Trench coat” is a model of rain cloak made of waterproof fabric - gabardine.

3. The need to explain long terms by means of abbreviations to one word. For example, “Sugaring” refers to the process of removing the hair with the help of sugar cooked according to a certain technology.

4. The perception and use of English words as more prestigious ones according to the opinion of bloggers. For example, “Street style” stands for “street style clothing”. It refers to the way street surfers and skateboarders dress up.

5. The need to explain long terms, reducing them to a group of words N+A. For example, “Coffee face”, describing the appearance, condition and behavior of a person who recently woke up and has not had time to drink coffee.

6. The appearance of expressive words, such as “Пиар” – “Public relations”. Bloggers use the word “PR”, having a slightly different emotional color – “inflated self-esteem, praise, exaltation.”

7. The use of the Russian language of foreign terms such as “Flood” - "поток". The word “flood” is used by bloggers to refer to non-thematic messages without semantic coloring on the Internet.

Changes of the positive influence are as follows: the expansion of the vocabulary of the Russian language, the emergence of a large number of synonyms and antonyms in the language, the ability to understand English language through communication and visiting English sites on the Internet. The appearance of new words of English origin in the Russian language gives the Russian speakers the opportunity to express their thoughts emotionally.

Negative changes can be attributed to changes in the font, the unjustified numerous use of punctuation marks or their absence, color, the emergence of new words of English origin with inaccurate, incorrect, distorted form of the word, non-compliance with the rules of grammar.

SUMMARY
The analysis of the blogger's linguistic identity at the lexical level in the process of Internet communication allowed identifying the characteristic features of their spoken language. The analysis of the users' linguistic identity allows distinguishing the characteristic features of their spoken language. Within the framework of the network communication, the vocabulary of its participant is actively changed under the influence are the language competence and, at the same time, the verbal and semantic level of the linguistic identity, which creates the conditions for its formation.

One of the noticeable features of the discourse of the Russian-language blog is the devaluation of the language norm. Thus, within the lexics of the blogosphere, we find a vast field of specific unscientific phenomena, a whole paradigm of specific lexemes characteristic of this kind discursive.

Russian-speaking bloggers demonstrate the dynamic features of their national communication, as well as the features appeared under the influence of the English culture when communicating on the English-language blogs. This is manifested in the manner of communication on blogs, in the presentation of personal information, generally accepted abbreviations and abbreviations of English origin and their equivalents in Russian with full or partial change, in the use of numerous comments, emoticons and graphic signs. Speech becomes more emotional, expressive, open, liberated, manifests more opportunities for creativity, increases self-confidence. Bloggers show a sincere interest in the lives of other users.
conclusions

The study of Internet discourse as an integral phenomenon is of particular interest from the point of view of clarifying the principles of virtual discourse in real language practices.

1. The linguistic and cultural situation is influenced by computer technology. This influence is so serious that by now it is possible to speak about the existence of a new type of speech culture, virtual by its essence [8]. In modern linguistics, it is recognized that changes in the manner of thinking have the effect of the changes in language [9].

2. We take into account the definition of the blogosphere as a set of all blogs as a community or social network [10].

3. Despite the increasing interest in the blogosphere as a subcategory of computer-mediated communication, it can be argued that the issues of its role, the linguistic interpretation of the speech behavior of the blogger’s linguistic identity are not completely discussed. In this work, the characteristic features of the Russian blogger’s linguistic identity are revealed at the lexical level. The research is based on blogs conducted in the Russian language on the main blog platforms (Life Journal, Liveinternet, Blogs.mail.ru, Twitter, etc.)

The results of this study confirm the research by A. A. Kalashnikova, who noted a specific ideolect on the lexical level of the blogger [11]. In the framework of this study, the discursive features of the blog did not allow narrowing the research to the cognitive level, where concepts under the influence of computer-mediated communication can move into the space of technical characteristics, obtaining new value, compared with the general literary value. Blogger is able not only to generate new lexical phenomena, but also to create active lexical elements from other communication environments. Thus, within the framework of the culture of network communication, the vocabulary of its participant is actively replenished, i.e. the language competence and, at the same time, the verbal and semantic level of the linguistic identity changes. The work confirms the conclusion of previous research of this problem. One of the remarkable features of the discourse of the Russian-language blog is the devaluation of the language norm [12].

The result of the study may be important to the development of the theory of linguistic identity, linguistic and cultural studies and the theory of speech genres.

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Syntactic Complexity Of Texts For Reading Of Unified (Russian) State Examination In English

Galiya M. Gatiyatullina\(^1\), Elena V. Varlamova\(^1\), Olga S. Safonkina\(^2\), Zarema M. Zaripova\(^1\)

\(^1\)Kazan Federal University
\(^2\)Ogarev Mordovia State University

Abstract
In this study we examine the general syntactic features of texts for Reading (Questions 12-18) – mean number of words per sentence and mean amount of clauses per sentence - of the Unified (Russian) State examination in English in the corpus of USE texts. The texts of the Corpus were retrieved from the site with sample USE exam tasks Neznaika (https://neznaika.pro/ege/english/). The choice of this particular site was caused by a number of reasons: the fact that the school teachers of English recommend this site to their pupils for preparation to the USE; 30 variants of the tasks; the availability of the tasks on the Internet. The total size of the corpus comprises 17701 tokens. The present study investigates two research questions: What is the average number of words (length) of sentences in USE Reading texts? RQ2: What is the mean number of clauses in sentences of USE Reading texts? With the help of Microsoft Office Word, we determined the average length of USE sentences – 19 tokens. The mean number of clauses per text can be deduced to 65, the mean number of clauses per sentence is 2. The total number of clauses in each text was counted non-automatically. The results of this research provide us with insights into the general syntactic characteristics of the USE texts.

Keywords: text complexity, syntax, mean number, token, Unified (Russian) State Examination in English

Introduction
Firstly launched in 2001 in only five regions of Russia (Yakutia, Mari El, Chuvashia, Samara, and Rostov), by 2018 Unified State Exam (USE) has become an official tool for any graduate not only for finishing secondary education, but also for entering tertiary education. Since 1992 the modernization of the Russian education system has been a matter of public debate: particularly in relation to whether it is preferable to import and reproduce European models or to build a reformed and internationally competitive academic infrastructure on established Russian foundations [1]. It is called “Unified” as it is developed according to a single structure for all test papers within a single subject range. Depending on the subject it consists of several parts (A, B and C), varies by its levels of complexity and the format of the tests items[2], [3]. USE in English covers levels from A2+ to B2 and consists of 4 parts: Listening, Reading, Use of English, Writing and Speaking [4].

Although USE has been in operation for a few years, it still raises numerous debates concerning mostly task taking procedures and preparation for the test. At the first glance the entire system of secondary education system in Russia is aimed at preparing pupils for the standardized final test. As a step in the test training and stress reduction policy, USE caused the development of Basic State Exam for ninth-grade pupils. However, Secondary Education teachers and pupils, the sides that are involved into the process of task taking, still state the pressure that starts at school when teachers attempt to introduce preparation to USE into their everyday practice due to its high stakes nature. To accelerate the problem, the Minister of Education and Sciences of the Russian Federation is going to introduce USE in English as an obligatory test for all secondary school graduates all across Russia in 2022 [5].

USE in English can be considered as reliable and valid for its purposes, it is still very important to study the quality of the input A2+ level texts and the transparency of tools for choosing them, as the test tasks of A2+ level gives 45% of all the answers out of the total 100% [6]. At the same time, focus of this article considers such practical aspects of USE as:
1) mean number of words (length) of sentences;
2) mean number of clauses in sentences;
These linguistic patterns influence the problem of readability, that was broadly presented in the western linguistics, but has received little academic and research interest in native (Russian) one [7], [8], [9], [10], [11], [12], [13]. We agree with Elfenbein statement that “texts equated on number of syllables, word frequency, type-token ratio and syntactic difficulty still may vary on other measures, including causal relatedness, semantic overlap, and emotional content” [14]. In this respect, we follow the idea of the designers of Coh-Metrix, who refer to 5 principal Coh-Metrix components: narrativity, deep cohesion, referential cohesion, syntactic simplicity, and word concreteness in accessing text complexity [15].Coh-Metrix is a computational tool which “analyses texts on multiple measures of language and discourse that are aligned with multilevel theoretical frameworks of comprehension” [16].
Syntactic simplicity component reflects the degree to which the sentences in the text contain fewer words and use more simple, familiar syntactic structures, which are less challenging to process. At the opposite end of the continuum are texts that contain sentences with more words, embedded constituents, unfamiliar syntactic structures, noun-phrases with many modifiers, and many words before the main verb of the main clause.
The use of Coh-Metrix on the material under study is, as hoped, the option of the near future, the next step in studying the text complexity on “native” material. The authors consider that the syntactic complexity of USE English texts has never been the target of linguistic research. In this respect, we will make an attempt to launch the studies in the field.
The index “mean number of words (length) of sentences” can be explained as “the average number of words in each sentence within the text, where a word is anything that is tagged as a part-of-speech by the Charniak parser. Sentences with more words may have more complex syntax and may be more difficult to process. While this is a descriptive measure, this also provides one commonly used proxy for syntactic complexity” [17].
Accordingly, we understand the indices “mean number of clauses in the sentences” as the average number of clauses in each sentence within the text, where a clause is expressed by the Noun Phrase (NP) as Subject and the Verb Phrase (VP) as Predicate. Sentences with more-than-one clauses are difficult syntactically, typical for higher levels of language acquisition.

methods
Text proficiency levels are distinguished by many different linguistic features, and syntax characteristics can be one of the elements for level distinctions. For this purpose we compiled a corpus of USE texts for Reading (texts for multiple choice task: questions 12-18) retrieved from the site with sample USE exam tasks in the Russian language, Mathematics, Social Sciences, English etc Neznaika (https://neznaika.pro/ege/english/). The choice of this particular site was caused by a number of reasons:
(a) the fact that the school teachers of English recommend this site to their pupils for preparation to the USE;
(b) 30 variants of the tasks;
(c) the availability of the tasks on the Internet.
The Size of the corpus is presented in Table 1 (below).

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<th>VARIANT NUMBER</th>
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<td>490</td>
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<tr>
<td>6</td>
<td>540</td>
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</table>
The size of the collection of texts as presented in Table 1 (above) is 17701. The average size of a USE text is 590 tokens. A token is viewed in the work as an instance of a sequence of characters in some particular document that are grouped together as a useful semantic unit for processing. Usually it refers to the total number of words in a text, corpus etc, regardless of how often they are repeated [17].

The average number of tokens in the USE texts is 550-650, as the texts with this amount of words comprise 47% of the corpus (Variants 1, 3, 4, 7, 8, 12, 13, 14, 17, 20, 24, 25, 27, 29). 20% are the texts of 450-550 tokens length (Variants 5, 6, 9, 10, 11, 15); 16,5% constitute the texts of 650-750 tokens (Variants 16, 18, 19, 22, 23). The longest texts (more than 750 tokens) comprise 10% (Variants 2, 26, 21), while the shortest texts (less than 450 tokens) are only 6,5% of the volume (Variants 28, 30).

To analyze the Corpus and determine mean number of words (length) per sentence, we divided the number of words by the number of sentences in each text. The total number of clauses in each text was counted non-automatically. To state the mean number of clauses per sentence in the text of the USE, we divided the number of clauses in a text by the number of sentences.

As it was mentioned above, the present study investigates three research questions:

RQ1: What is the average number of words (length) of sentences in USE Reading texts?
RQ2: What is the mean number of clauses in sentences of USE Reading texts?

The results of the research are demonstrated in Table 2 (below).
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<td>35</td>
<td>17 (16,742)</td>
<td>61</td>
<td>2 (1,742)</td>
</tr>
<tr>
<td>18</td>
<td>33</td>
<td>20 (19,848)</td>
<td>66</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
<td>24 (23,642)</td>
<td>63</td>
<td>2 (2,25)</td>
</tr>
<tr>
<td>20</td>
<td>25</td>
<td>23</td>
<td>58</td>
<td>2 (2,32)</td>
</tr>
<tr>
<td>21</td>
<td>29</td>
<td>26 (26,413)</td>
<td>73</td>
<td>2 (2,517)</td>
</tr>
<tr>
<td>22</td>
<td>34</td>
<td>20 (20,147)</td>
<td>69</td>
<td>2 (2,029)</td>
</tr>
<tr>
<td>23</td>
<td>35</td>
<td>20 (20,171)</td>
<td>81</td>
<td>2 (2,314)</td>
</tr>
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<td>38</td>
<td>17 (17,052)</td>
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<td>2 (1,894)</td>
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<tr>
<td>25</td>
<td>28</td>
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<td>72</td>
<td>2 (2,571)</td>
</tr>
<tr>
<td>26</td>
<td>42</td>
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<td>2 (1,976)</td>
</tr>
<tr>
<td>27</td>
<td>38</td>
<td>16 (16,421)</td>
<td>89</td>
<td>2 (2,342)</td>
</tr>
<tr>
<td>28</td>
<td>8</td>
<td>24 (24,5)</td>
<td>12</td>
<td>1 (1,5)</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>19 (18,8)</td>
<td>53</td>
<td>2 (1,766)</td>
</tr>
<tr>
<td>30</td>
<td>12</td>
<td>19</td>
<td>19</td>
<td>1 (1,583)</td>
</tr>
<tr>
<td><strong>AVERAGE NUMBERS</strong></td>
<td><strong>32 (32,266)</strong></td>
<td><strong>19 (19,033)</strong></td>
<td><strong>62 (62,266)</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

The table shows a relevant instability in the number of sentences in the texts for Reading of the USE: from 8 to 70. While the mean number of words per sentence can be regarded as a more objective criterion of text complexity, because the range is not so wide: from 11 to 26. 14 average texts of the USE make the
range even less: from 13 to 25, which means that the mean number of words in the USE exam sentences is proved as 19.

The total number of clauses is also varied: from 12 to 96. But considering only the average texts, the range is from 47 to 89, and the mean number of clauses per text can be deduced to 65. The mean number of clauses per sentence is 2, as only Variant 7 has 1 clause per each sentence.

results and discussion
The results of the study aimed at defining general syntactic characteristics of the USE texts proved that the average texts (47% of the corpus) tend to have the same normalized frequencies, but not in both criteria. The mean number of clauses per sentence is universal for all the texts, while the mean number of words per sentence can be regarded as a criterion which needs further standardization. But, on the other hand, the difference in sentence length can be explained by different narrativity, deep cohesion, referential cohesion, word concreteness of the texts, by the genre. The genres of the texts used in the USE are as follows: ‘mass media, fiction and pragmatic texts’. The types of texts used on the three described levels are different: Basic level Reading comprehension is assessed through tasks on the language material of short informative texts or popular science texts, the Advanced level implies using mass media (e.g., a review) and popular science texts, fiction and mass media (e.g. an essay) texts are used for High level reading tasks [18].

SUMMARY
In the article, we managed to analyze the following criteria of USE texts as:
(a) the average number of words (length) of sentences (RQ1);
(b) the mean number of clauses in sentences of USE Reading texts (RQ2).

Answering RQ1, 14 average texts of the USE have the range from 13 to 25 sentences, which means that the mean number of words in the USE exam sentences is proved as 19.

As to RQ2, the mean number of clauses per sentence is 2, as only Variant 7 has 1 clause per each sentence.

Considering only the average texts, the range of clauses is from 47 to 89, and the mean number of clauses per text can be deduced to 65.

We have come to the conclusions about certain universal features of USE texts and differences, the nature of which requires further investigation.

conclusions
The USE exam developers and item writers may use the tools highlighted in this study to measure the characteristics of the texts used for language assessment purposes [19]. In general, the study expands the range of text modeling features aimed at better identifying the notion of text complexity.

We believe that language data such as that in this paper will play an important role in understanding the nature of text complexity. The perspective of the study lies in compiling a bigger corpus of USE texts to extrapolate the results of the current research and the hypothesis to other texts. Constant studies in breadth and depth of laws and functioning of languages contribute to the skillful use of language [20].

Another perspective is to analyze the behaviour of tokens before the predicate and the structure of sentences in the USE texts. The index “mean number of words (tokens) before the predicate” serves to establish the text complexity as well, as left-embedded syntax is taxing on working memory.

acknowledgements
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Bibliography


Evaluating Text Complexity Dynamics In English Textbooks For Russian Students: The Case Of Spotlight 11

Galiya M. Gatiyatullina 1, Iskander E. Ermakeev 1, Aleksander S. Kiselnikov 2, Dilyana D. Sungatullina 1, Olga V. Akimova 1

1 Kazan Federal University
2 Kazan State University of Architecture and Engineering

Abstract
Development of reading comprehension skills in schoolchildren is one of the central problems in second language acquisition. The readability of learning texts in textbooks has been staying in the focus of both linguists and educators. The aim of the research was to study the dynamics of text simplicity in English language textbook “Spotlight 11” for Russian students of the eleventh grade. The texts varied in length and syntactic structure. Syntactic simplicity is determined by number of grammatical structures, the average number of words in a sentence, and the number of words preceding the predicate in a sentence. The quantitative studies also included the ratio of simple, compound and complex sentences in texts. The texts in the textbook show steady dynamics in complexity across the textbook “Spotlight 11”. Besides, for pedagogic and didactic purposes texts intended for revision before Midterm and Term tests are rated with lower values than the rest texts from the corresponding group.

Keywords: readability, text complexity, syntactic simplicity, syntactic complexity, Russian textbooks.

introduction
C. Snow (2002) claims that the reading texts for students should become more complicated to meet current demands: “all students now need to read high-level texts with comprehension to pass high stakes exams and to make themselves employable” [Snow, 2002:24]. M. Solnyshkina (2014) writes that “The language is … a socio-historic phenomenon reflecting social events and the structure of the society”. C. Snow (2002) also points out socio-cultural context of the reading texts which both influences and is influenced by a reader [Snow, 2002:11].

C. Snow points out the following dimensions and parameters in text variability: discourse genre (narration, description, exposition, and persuasion); discourse structure (rhetorical composition and coherence); media forms (textbooks, multimedia, advertisements, hypertext, and the Internet); sentence difficulty (vocabulary, syntax, and the propositional text base (the explicit meaning of the text’s content drawn from propositions in the text, i.e., statements or idea units, but without more-subtle details about verb tense and deictic references [here, there, now, then, this, that]); content (different types of mental models, cultures, and socioeconomic strata; age-appropriate selection of subject matter; and the practices that are prominent in the culture); texts with varying degrees of engagement for particular classes of readers [Snow, 2002:25].

The aim of the study is to investigate the dynamics of text simplicity throughout the textbook Spotlight 11. McNamara et. al (2014) defines syntactic simplicity as “the degree to which the sentences in the text contain fewer words and use simpler, familiar syntactic structures that are less challenging to process. At the opposite end of the continuum are texts that contain sentences with more words and that use complex, unfamiliar syntactic structures” [McNamara et al, 2014:85]. Readability has been studied by Russian researchers Oborneva I., Solovyev V., Ivanov V. and others. In the work “Assessment of reading difficulty levels in Russian academic texts: Approaches and Metrics” prof. Solovyev V. and others “defined the range of metrics matching the text readability and the grade level”. [Solovyev, et al]. Readability is directly connected with syntax simplicity. Syntactic simplicity is a metric determined by three variables - number of grammatical structures: the higher the number of sentences with several grammatical constructions in a text the more complicated the text is; the average number of words in a
sentence: sentence length is directly proportional to its complexity; the number of words preceding the predicate in a sentence: the farther the predicate from the sentence beginning the more complicated a text is [Graesser, 2004, McNamara, 2014].

For example, the following sentences vary in length, number of grammatical structures, and the number of words preceding the predicate:

1. Culture helps civilizations to survive.
2. In spite of the vast diversity, there are certain elements of culture that are universal, no matter where people live.

The first sentence has a very simple syntactic structure. It has one grammatical structure, the sentence is only five words long, and only one word precedes the predicate.

The second sentence is much more complicated: there are three grammatical structures in the sentence, it is twenty two words long, and four words (including the preposition in spite of) precede the predicate.

methods

The investigation was performed on the corpus of nineteen texts from the English language textbook “Spotlight 11” written by Evans [et al.] for Russian students of the eleventh grade. The texts varied in length and syntactic structure. For example, text Af_57 was the longest and contained forty sentences, while two texts (Af_46 and Af_144) had seventeen sentences each. See the table 1.

The shortest text in the textbook was text Af_62 consisting of fourteen sentences. However, the shortest text Af_62 contained heavily elaborated sentences with average length sixteen words and complex sentences with 2.2 grammatical structures per each sentence. The genres also varied: biography, personal letter, historical or cultural note: text Af_15 is about choosing a career, text Af_25 presents a review of the most famous museums, or text Af_131 tells about modern mass media.

The pragmatic content is the following: for high school students (the tenth and eleventh grade) the school year in the Russian Federation is divided into two terms. Therefore, in the first stage of the research the nineteen texts were divided into two groups corresponding to two terms. The first ten texts are studied in September – December and the nine texts are studied in spring term which starts in January and finishes in May.

The second step involved the calculation of the mean number of grammatical structures per sentence, the mean number of words per sentence, and the mean number of words preceding the predicate.

Our quantitative studies also included the ratio of simple, compound and complex sentences in texts. The Macmillan On-Line Dictionary: General Grammatic and Linguistic Terms defines simple sentence as “a sentence consisting of one independent clause only. It usually has a subject and a verb, and often an object or complement and one or more adjuncts”. Complex sentence is defined as “a sentence consisting of an independent clause and one or more subordinate clauses”. Compound sentence is defined as “a sentence consisting of two or more independent clauses, linked by a coordinating conjunction such as ‘and’, ‘but’, ‘or’, or ‘plus’” [The Macmillan on-line dictionary].

results and discussion

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of texts</th>
<th>The mean number of sentences/text</th>
<th>Words/text</th>
<th>Syntactic structures/sentence</th>
<th>Number of words before the predicate</th>
<th>Sentence structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Simple</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>22,1</td>
<td>15,7</td>
<td>1,8</td>
<td>2,5</td>
<td>11,1</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>23,5</td>
<td>16,5</td>
<td>1,9</td>
<td>2,75</td>
<td>11,2</td>
</tr>
</tbody>
</table>

Table # 1. The mean metrics of texts in each term.
The mean number of sentences per text in the first term is 22.1. The average number of words per sentence is 15.7. For example: *Before you go to university, you might go on a gap year to get a little life experience but you don’t take more than a year. This is not allowed.*

The syntactic structures of sentences in the texts from the first term were the least complicated and were equal to 1.8. The texts from the first term have more compound sentences and fewer complex sentences. The average number of words preceding the predicate is 1.8 words.

The fourth text (Af_57) differs a lot from the texts of this term. It is the largest one (40 sentences long), but syntactically it is more simple: it contains the largest number of simple sentences (27) and the least number of syntactical structures per sentence (1.5).

The texts from the first term also sporadically contain heavily elaborated sentences with words numbering from thirty-six to forty, for example:

*Ask a fourteen or fifteen-year-old boy about his future career and he is very likely to tell you that he would like to get a lot of money or to be a DJ or a basketball player (Af_46).* The sentence has thirty seven words.

An average simple sentence is also elaborated with various infinite and gerund constructions or present and past participial:

*Being an important part of every society, it creates a feeling of belonging and togetherness (Af_54).* The simple sentence is elaborated with the gerund construction which precedes the predicate.

*At the same time most of girls being more realistic think of becoming more teachers, doctors or managers (Af_46).* In this simple sentence the gerund construction separates the subject and the predicate and increases the number of words preceding the predicate.

*Sometimes they made the sandals with upturned toes to give feet more protection (Af_46).* The simple sentence is elaborated with infinitive construction indicating the purpose.

*We still wear sandals very much resembling those worn by the American Indians (Af_46).* This simple sentence is also elaborated with both present and participial constructions.

### Term 2

The texts from the second term are the longest in the textbook and in average they are 23.5 sentences long. For example:

*The Amish population in the USA numbers more than 150,000 and growing, due to large family size (seven children on average). The Amish are farmers and they base their life on the Bible.*

These texts also have a higher number of simple sentences – 11.2. However, they are highly elaborated: the average number of words per sentence is 16.5 words and the number of words preceding the predicate is 2.5. The average number of compound sentences is 9.5 per each text.

The texts in the second term contain a higher number of heavily elaborated sentences exceeding thirty-five words than the texts from the first term.

*Well, as Apple grew we hired someone who I thought was very talented to run the company with me and for the first year or so things went well but then our visions of the future began to diverge and eventually we had a falling out. (Af_110) – forty six words.*

Texts Af_106 and Af_121 does not contain the sentences with as many words as that of the texts Af_100 or Af_110, however, the major part of the sentences is syntactically complicated. The following simple sentences are complicated with gerundive and participial constructions:

*I spent hours trying out different makeup and hair styles before uploading them on my page (Af_106).*

*It was equipped with the latest technology, including a movable video camera suitable for filming inside the rooms of the Titanic. Af_121*

This complex sentence has twenty words and as many as six syntactic constructions:

*Only the girl was not me – the profile said her name was Lydia and she was from Sussex, which is miles away where I live.*
The results showed that the texts from the first term are more simple than the second term texts. Even if a sentence is simple and contains only one grammatical construction the sentence is heavily elaborated with gerund, infinitive or participial constructions. These results are consistent with that of Solnyshkina et al. An average sentence length for the first term was 15.7 words and 16.5 words for the second term but several sentences in each text has more than twenty five words and sometimes as many as forty words per sentence.

**SUMMARY**

The contrastive analysis showed that the texts from the first term are more simple than the second term texts. The texts from the second term are lengthier and contain more elaborated sentences and complicated syntactic structures. The texts in the textbook tend to have similar number of simple and complex sentences. In average, the typical complex sentence has two syntactic structures with two words preceding the predicate. Moreover, every fourth text (text Af_39 and text Af_62 in the first term and text Af_106 and Af_138 for the second term) showed the lowest values among the texts of its group. This can be explained with didactic and pedagogic purposes: they are the final texts in a Midterm or Term which are intended for revising and checkup purposes.

**conclusions**

The texts in the textbook show steady dynamics in complexity across “Spotlight 11” textbook. Besides, for pedagogic and didactic purposes texts intended for revision before Midterm and Term tests are rated with lower values than the rest texts from the corresponding group.

**acknowledgments**

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**Bibliography**

10. Snow, C. Reading for Understanding: Toward a Research and Development Program in Reading
Text Complexity Modification By Means Of It-Technologies

Galiya M. Gatiyatullina¹, Aleksander S. Kiselnikov², Fanuza Kh. Tarasova¹, Dilyana D. Sungatullina¹, Elzara V. Gafiyatova¹
¹Kazan Federal University
²Kazan State University of Architecture and Engineering

Abstract
In this paper we explore the possibility of academic text complexity modification implementing IT-Technologies. The research material used is the corpus of Spotlight Student’s book (11th Grade) which contains texts of different complexity. The instrument used is Coh-Metrix Common Core Text Ease and Readability Assessor which performs a text complexity evaluation based on five qualitative parameters (Narrativity, Syntactic Simplicity, Word Concreteness, Referential Cohesion and Deep Cohesion) and one quantitative (Flesch-Kincaid Readability index). While modification of five qualitative parameters may change text complexity, readability indexes may only reflect the consequences of performed changes. T.E.R.A. provides possibility to make a wide range of text transformations. In this paper we demonstrate how changes in any above mentioned parameters may influence other parameters and text complexity in general. All text modifications should be performed due to a target audience background knowledge. The work may be done without any computer programs, but they do the evaluation faster.

Keywords: text complexity, text designing, Narrativity, Syntactic Simplicity, Word Concreteness, Referential Cohesion and Deep Cohesion.

Introduction
IT-technologies set new trends in different spheres including education and pedagogy. Teaching English as a foreign language and education in general is a huge ground for development. A modern pack of tools for text studies and text parameters evaluation is wide, e.g. Microsoft Word can define simple statistics: number of words per sentence or number of syllables per word, readability index. Tools like Coh-Metrix are able to pursue a more complex analysis and compute lexical and structural features of a text.

Educators all over the world need to simplify texts for academic purpose [Nikitin et al., 2007]. This process supposes the implementation of specific tools like readability formulas or computer programs [Gabitov et al., 2017; Solnyshkina et al., 2017]. The Coh-Metrix Common Core Text Ease and Readability Assessor (T.E.R.A.) is a tool, which performs this task. The Coh-Metrix Common Core Text Ease and Readability Assessor is a computerized tool for text complexity evaluation [McCarthy et al., 2006; McNamara et al., 2007]. As the name suggests T.E.R.A. comprises key parameters of Coh-Metrix. Originally, Coh-Metrix computed over a hundred parameters. The Core did and still computes six parameters: five qualitative and one quantitative. The qualitative parameters are Narrativity, Syntactic Simplicity, Word Concreteness, Referential Cohesion and Deep Cohesion. The quantitative parameter is Flesch-Kincaid Readability index.

The hypothesis of the work is as follows modifications of any of the five qualitative measured by T.E.R.A. may change text complexity thus profiling a text for a target audience.

Methods
Any student is right to expect an academic text to present information in a comprehensible way. Providing students with such like texts is a complicated task for text writers as any text is a multifactor phenomenon. Text writers are supposed to take into account a number of features [Soloviy et al., 2018]. First, readers and their individual traits and features: age, sex, social position, background knowledge and others [Alderson, 2000; Galperin, 2007]. A text about a music band is easier to comprehend for a
person acquainted with it, or a text about sights of London is less abstract for the one who has visited them. The presence of parameters determining a text complexity [Graesser et al., 2004; McNamara et al., 2014; Naumov et al., 2016; Shpakovskiy, 2007], makes it possible to make a kind of text of unified complexity for the target group.

A number of experiments were made to distinguish key parameters of text complexity [Graesser et al., 2011; Krioni et al., 2008; McNamara et al., 2014]. Modern stage of studying the question could hardly give a full range of parameters. But some sets of parameters including quantitative and qualitative parameters already exist. Quantitative parameters, like number of words in a sentence, number of syllables in a word are rather easy for calculation [Crossley et al., 2011; Kincaid et al., 1975]. Qualitative parameters: syntactic, morphological and others are more complicated for evaluation. Nowadays the idea of measuring text complexity leads to experiments, where a wide range of parameters is taken into account, e.g. “frequency of content words, number of nouns per sentence; number of verbs per sentence; number of adjectives per sentence; number of pronouns per sentence; number of personal pronouns per sentence; number of negations per sentence: number of connectives per sentence; average words per sentence; average syllables per word” [Solovyev et al., 2018].

The first step in text complexity evaluation is what to find out and why exactly that. The second one is how to evaluate its significance for the text complexity evaluation.

T.E.R.A. measures five text metrics and classifies texts according to readers’ grade level and defines the grade level - a readability ease. Flesch-Kincaid formula performs the task of readability index evaluation. The formula is \[ \frac{.39 \times \text{sentence length}}{\text{word length}} + 11.8 \times \text{word length} - 15.59 \] [Graesser et al., 2004].

“Narrativity seems intuitive: the more story-like a text the higher the Narrativity score, and the easier the text” [T.E.R.A., 2012]. Narrativity is determined by a plot comprising elements, like characters and their actions and by a text lexis [Graesser et al., 2004].

**Syntactic Simplicity** is measured through the three key parameters: average number of clauses per sentence, the number of words per sentence, and the number of words before the main verb of the main clause [Graesser et al., 2004; McNamara et al., 2014].

**Word Concreteness** is a parameter of nouns subdivision into concrete and abstract through all the text words. Concrete nouns people can communicate with through seeing, hearing, tasting, touching, feeling or smelling, while the same contact with abstract nouns is impossible [McNamara et al., 2014].

**Referential Cohesion** is an overlap of words, phrases or sentences. This kind of cohesion is comprised by different lexical devices, such as pronouns [Carter, et al., 2001; Salkie, 1995].

“Deep Cohesion measures how well the events, ideas and information of the whole text are tied together. T.E.R.A. does this by measuring the different types of words that connect different parts of a text”. [T.E.R.A., 2012]. These connectives may be time, causal, additive, logical or adversative connectives [Graesser et al., 2004; McNamara et al., 2014].

T.E.R.A. computes the above parameters based on the database compiled by Touchstone Applied Science Associates Inc. and comprises 11 million words, 119627 parts of 37651 texts. The texts are of different genres: language arts, social studies, science, history, health, business, home economics, industrial arts [McNamara et al., 2014]. The corpus is subdivided into 13 levels according to the grade level from kindergarten to high school. The text profiling is made based on Flesch-Kincaid readability index [Graesser et al., 2004; McNamara et al., 2014]. If the analyzed text has n% of concreteness it means that it is simpler than n% of texts in the database.

The instrument is user-friendly. A user may copy and paste a text onto a special online site [T.E.R.A., 2012], the program computes the metrics and offers the result. The latter consists of six metrics and a brief description of the text complexity based on five qualitative parameters. All these makes T.E.R.A. useful for text profiling.
Results and discussion

The Russian system of secondary and high school education has a list of student’s books recommended by the Ministry of Education. The corpus used for the study is made of the texts from Student’s Book for the 11th grade by Afonas’eva. All the texts were preprocessed the same way: digitalized, saved with txt extension and marked. Each text received a unique name for the analysis, e.g. T-62, where T stands for text, 62 is the page where the text in the book is printed. The analysis was performed by means of T.E.R.A. The results of the analysis are in the Table 1.

| T.E.R.A. analysis of 19 texts from English Student’s book |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Nar 72    | T-15     | 21       | 44       | 87       | 85       | 95       | 76       | 54       | 29       | 26       | 71       | 8        | 79       | 99       | 93       | 39       | 29       | 19       | 52       | 92       |
| SS 74     | T-25     | 63       | 55       | 55       | 47       | 42       | 66       | 50       | 68       | 59       | 66       | 31       | 30       | 64       | 55       | 89       | 81       | 59       | 38       |
| Con 28    | T-31     | 57       | 1        | 36       | 55       | 82       | 80       | 48       | 22       | 3        | 66       | 59       | 48       | 33       | 75       | 91       | 71       | 65       | 8        |
| RC 28     | T-35     | 45       | 24       | 57       | 66       | 43       | 37       | 10       | 23       | 42       | 21       | 19       | 69       | 39       | 31       | 14       | 7        | 61       | 32       | 94       | 95       |
| DC 93     | T-39     | 18       | 84       | 57       | 55       | 97       | 98       | 74       | 6        | 92       | 17       | 43       | 29       | 74       | 45       | 81       | 32       | 94       | 95       |
| FK 8      | T-46     | 10       | 10       | 6        | 5        | 8        | 6        | 9        | 7        | 9        | 7        | 6        | 6        | 8        | 6        | 10       | 8        | 7        |

The metrics demonstrate how different the texts are. Metrics of all parameters have a wide range: Narrativity 8% - 99%, Syntactic Simplicity 30% - 89%, Word Concreteness 1% - 91%, Referential Cohesion 7% - 69% and Deep Cohesion 6% - 98%. Flesch-Kincaid Readability index ranges texts from the 5th grade to the 10th grade.

The experiment of text modification is illustrated based on text T-127 with Flesch-Kincaid grade level 6. Text T-127 has high metrics of Concreteness (91%), Syntactic Simplicity (89%) and Deep Cohesion (81%). Narrativity (29%) is below average. Referential Cohesion (14%) is low.

The program describes the text in the following way “This text is average in Narrativity. Its high syntactic simplicity means that it has simple sentence structures. Simple syntax is easier to process. It has high Word Concreteness, suggesting a low volume of word abstractness and high imageability. Thus, it may be easier to understand. It has low Referential Cohesion. Thus, there is less overlap in explicit words and ideas between sentences. These conceptual gaps require the reader to make more inferences. It is high in Deep Cohesion suggesting more explicit causal relationships as needed by the text. Because of this, it may be easier to comprehend on unfamiliar topics” [T.E.R.A., 2012].

Text writers could use this information to make necessary modification and level the text for the target audience. We may add more pronouns to increase Referential Cohesion, or to use more link words for Deep Cohesion improvement.

We performed a text transformation aimed at reducing the number of one-clause sentences by uniting them into multi-clause sentences. The modifications are in the Table 2. This transformation led to different kinds of changes, the simplest were changes of a dot for a comma. It also resulted in adding new words (conjunctions and adverbs). Thus changing the lexis and syntax of the text. The performed transformations are to influence at least two parameters: Syntactic Simplicity and Deep Cohesion.

| Ex. Imagine a world without telephones or television, without cats or electricity. In the women wear television, without cats or electricity. |
|---|---|
| T-127 original | T-127 modified |

Table 2.

Modifications in text T-127

Vol. 8, Issue 10, October 2018
In this world the women wear long dresses.

Ex. There is no industry. Everyone works on farms and travels by horse or on foot.

Ex. It is the world of the Amish people. The Amish came to America in the 18th century searching for religious and political freedoms and since then their lifestyle has not changed.

Ex. Family life is very important for the Amish. They live in large families and every one helps with the work.

Ex. They have a lot of village parties. They don't dance or play musical instruments, but they sing hymns and have a good time.

In the left column we provide original sentences from text T-127, in the right one – modified sentences.

Summary
The performed changes resulted in new metrics of T.E.R.A. parameters. Table 3. contains metrics of the two compared texts.

Table 3
T.E.R.A. metrics of text T-127 before and after performed modifications

<table>
<thead>
<tr>
<th>Text</th>
<th>Narrativity</th>
<th>Syntactic Simplicity</th>
<th>Concreteness</th>
<th>Referential Cohesion</th>
<th>Deep Cohesion</th>
<th>Flesch-Kincaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-127 original</td>
<td>29</td>
<td>89</td>
<td>91</td>
<td>14</td>
<td>81</td>
<td>6</td>
</tr>
<tr>
<td>T-127 modified</td>
<td>31</td>
<td>66</td>
<td>91</td>
<td>11</td>
<td>83</td>
<td>6</td>
</tr>
</tbody>
</table>

The five mentioned above modifications (Examples 1 – 5) of text T-127 illustrate changes in metrics. The only unchanged parameter is Concreteness. Although we have changed a noun The Amish for Who, it did not make any difference. It happens due to the MRC Psycholinguistic Database [Coltheart, 1981], which T.E.R.A. refers to. MRC Psycholinguistic Database consists of 150837 words subdivided into concrete and abstract. The word Amish is out of the list of words and T.E.R.A. doesn’t take it into account.
Flesch-Kincaid readability index remained the same.
The text modification led to the minor changes of Narrativity, Referential Cohesion and Deep Cohesion.
The decrease in metrics of Referential Cohesion is the result of substitution of demonstrative pronoun This with the adverb Where (Ex.1). The fewer referential devices in the text the lower Referential Cohesion index.
The contrary case is the increase of Deep Cohesion index. In Ex.2 and Ex.4 we added conjunctions And. The more link words a text contain the higher its Deep Cohesion index.
The most obvious change is the Syntactic simplicity index. The modification of ten sentences into five (Ex.1-5) resulted into the decrease of the index for over 30%.

Conclusion
IT-technologies help to observe metrics modifications due to performed text changes. So T.E.R.A. may provide help for text writers aiming to make texts for different target groups of readers in accordance with their academic background. The Coh-Metrix Common Core Text Ease and Readability Assessor is a tool that provides a kind of analysis based on lexical, Syntactic parameters which are qualitative parameters.
All these testify to the fact that the texts under study perform different functions and develop different skills.
Our target was to understand if a text modification based on applying IT-technologies can help to vary text complexity. For this purpose we took text T-127 and performed five changes, transforming simple sentences into complex by means of lexical and Syntactic variation. The obtained result by T.E.R.A. tool demonstrates the success of the idea. Instead of ten sentences we made five complex ones which seriously decrease syntactic simplicity, but other indexes remained almost the same. Text designers may take into account such tools to prepare texts for the target group base on their lexical, syntactic background knowledge.
The original text is analyzed by means of IT-technology and demonstrates complexity indexes. The designer gives instruction to increase Deep Cohesion and the tool performs the task by including link words; or the task is to change some unknown words for the ones which are in the lexical minimum of the target group. The idea is ambitious but we consider it possible.

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Author’s Transformations And Their Translation In “The Prussian Officer” By D.H. Lawrence

Nailya I. Gololobova¹, Elena F. Arsenteva¹, Elena A. Nikulina²
¹Kazan Federal University
²Moscow Pedagogical State University

Abstract
The article is devoted to the analysis of phraseological units (hereinafter referred to as PU) found in “The Prussian Officer” by D.H. Lawrence, the peculiarities of their translation into Russian are also considered. Special attention is paid to such field of study as PU with author’s transformation. The latter are analyzed in accordance with the classification of PU with authors transformations developed by leading linguists from the Kazan Linguistic School. The translation of PU into the Russian language aroused interest of many scientists as well, in the given article there is a brief description of one of the popular classification of translation methods. This classification served as a basis for studying the cases of translation of PU with and without author’s transformation in the given piece of literature. Each case of translation was classified; English-Russian versions of PU were compared thoroughly. The result of such an analysis enabled us to estimate the quality of Russian translation of “The Prussian Officer” by D.H.Lawrence, done by an official translator Maria Koreneva.

Keywords: phraseology, phraseological unit, author’s transformations, classification, translation

introduction
David Herbert Lawrence is one of the leading English writers of the XX century. It is a well-known fact that Lawrence was influenced by the study of Sigmund Freud and developed his own theory about a human being – a beautiful creature, being confined by the frameworks of bourgeois society and its morals. The road to happiness according to Lawrence is the unity with nature, being faithful to one’s own instincts, including the darkest and base ones.

Lawrence thoroughly choose the methods of lexical description to depict the feelings of his characters, his images are extremely metaphorical. The construct of hate is expressed notably vividly; for the sake of its expression the author uses the image of fire [3:277]. There are a lot of comparisons, descriptions, metaphors in the novel. As there is first-person narration the main characters talk little, much more attention is paid to the description of nature and character in different period, there is very small amount of direct speech. The lack of dialogs, as well as inner monologues has influenced the frequency and specifics of the usage of phraseological units, which is the subject of the present study.

methods
To identify and classify PU we used the method of phraseological analysis of A.V. Kunin, i.e. the method of phraseological identification and phraseological description.

The semantic analysis was used, as the research required scrutinizing the meaning of each phraseological unit dealt with.

With the aim to compare phraseological units belonging to different groups of Indo-European family of language it was necessary to use comparative method.

Methodological framework was set on the basis of ideas, outlined in the works of Russian and foreign linguists.

results and discussion
For the sake of our research we have chosen 40 phraseological units from the novel. In the course of the word we used the phraseological dictionaries written by Kunin [4], McGraw-Hill Dictionary of American
Idioms and Phrasal Verbs [5], Cambridge Dictionary of American Idioms [6], The American Heritage Dictionary of Idioms [7] and website Free Dictionary’s Idioms Dictionary, containing dictionary entries from international dictionaries [8]. The majority of phraseological units in the novel are neutral literary expressions, which is stipulated by the character and plot of the narration. There is a very small amount of dialogs in the novel, that is why no vivid PU are used.

With the aim to carry out the analysis of phraseological units we used the classification of such linguists as Kaumova [9], Biyik [10], Gataullina [11], Davletbaeva [12], Bashirova [13] and found out that 5 PU can be classified as PU with the author’s transformation. They are as following:

1. Phraseological contamination in the clause “What were they after all but bruises”. In one and the same clause Lawrence blends 2 PU: “after all” and “all but”.
2. Intrusion, in clauses: “…(he) tried to take up as much of his time as possible” – the author puts in words “as much of his” into the PU “take up time”;
3. In the clause “He was much too done even to want to cry” there are two types of author’s PU transformations: the reduction of PU “be done in” – the author omits the preposition “in”, besides between the components of PU “be” and “done” the author adds in the word collocation “much too”.
4. Phraseological repetition in the clause “…he felt as if he must shut his eyes — as if he must shut his eyes on everything” – in the beginning the words “he”, “must”, “shut”, “his”, “eyes” act as ordinary parts of sentence, later on the same words appear again as parts of the PU “to shut one’s eyes to something”.
5. Ellipsis – the reduction of the number of PU. In the clause “…He did not relax one hair’s breadth, but, all the force of all his blood exulting in his thrust…” the author omits the particle from the PU “by a hair’s breadth/to a hair’s breadth”, and leaves only the core root “a hair’s breadth”.

Not less interesting is the analysis of methods of translation of PU. We based our analysis on the classification done by Kaumova in her PhD thesis [9: 11-52], and here are the major principles of this classification.

According to the degree of the PU implementation in the translation process the methods of translation are classified as phraseological and non-phraseological. Among phraseological methods one can distinguish phraseological equivalents and phraseological analogues. Within non-phraseological methods the following types of translation are distinguished: calquing, descriptive translation, lexical translation, combined translation, qualifying translation.

As for the source of translation one can distinguish lexical (usual) and contextual (occasional/harmonic) translation method. In its turn among the contextual translation methods are identified such lexical and semantic transformations and generalization, specification, modulation, compensation).

Also antonymic and non-antonymic translation methods are defined. The forth classification is based on the characteristic of whether the author’s transformation of the PU was preserved or not.

Shall we take a closer look at the translation of PU from the novel “The Prussian officer” by D.H.Lawrence.

As for the use of PU in Russian translation there were found only 2 cases of phraseological translation:
1. PU “go mad” was translated by Russian PU «сходить с ума» in clause “But he was going mad with fever and thirst” – «Но он сходил с ума от жары и жажды».
2. PU “here and there” was translated in Russian by means of PU «там и сям» in the clause “Chips of wood littered the trampled floor, like splashed light, and the bases of the felled trees stood here and there, with their raw, level tops” – «Измятая трава была усеяна щепками, словно обрызгана светом, там и сям торчали пни поваленных деревьев со свежими, ровными срезами».

Among non-phraseological methods of translation it is worth noting the lexical method by means of which the PU “go dead” was translated as «помертьют»: “His face went dead, with two black, staring eyes” – «Лицо его с черными, вперившимися в пространство глазами помертвело».

The proportion between lexical and contextual translation method is equal: 20 PU were translated in accordance with the dictionary and 20 PU were translated contextually.
Shall we proceed and study methods of contextual translation in detail. According to Shveitser there are 4 types of contextual translation: substantiation, generalization, modulation and compensation [14:131-135]. In Russian translation of the novel we have not found any examples of PU translation by means of substantiation and generalization.

Let’s take a closer look at the compensation method. According to the definition of Komissarov: “compensation is the translation method under which the elements of meaning, which get lost during the process of translation from the source language, convey its meaning in the target language by means of other methods, not necessarily in the same position of the text as in the original text. Thus the lost meaning is fulfilled (compensated) and the meaning of the original piece is reproduced more accurately. At the same time the grammatical means can often be substituted by the lexical means and alternatively [15:185].

In the way the PU “on and on” was translated with the repetition of the predicate “двигался” (marched) and “шагал” (walked) in Russian clauses in the following way: “And towards the mountains, on and on, the regiment marched between the rye fields and the meadows…” - “К этим горам двигался и шагал отряд мимо полей и путов, мимо корявых фруктовых деревьев…”, and also “He walked on and on in silence” - “Он безмолвно шагал и шагал вперёд”. The translator used the compensation method; the repetition of the predicate was intended to convey the meaning of the monotonicity of the action. The interpreter intended to use this same method in the following sentence, where he omitted the translation of the PU “on the whole”: “With the men, however, he was merely impersonal, though a devil when roused; so that, on the whole, they feared him, but had no great aversion from him” - “С солдатами, однако, он держался бесстрастно, хотя, войдя в раж, превращался в сущего дьявола, так что они, хотя и боялись его, не испытывали к нему особого отвращения, принимая его как неизбежность.” The translator did not use the Russian equivalent, but added linking word «хотя» (though), and after that explained the feelings of soldiers: «принимая его как неизбежность» (accepted him as something given).

“At last the Captain’s reserve gave way.” - «Наконец сдержанность капитана была сломлена». PU “gave way” was translated by means of contextual method, the translator did not use the lexical translation variant «уступить дорогу, пропустить» and chose an emotive verb «быть сломленным» (to be crushed down).

Komissarov defined the modulation as follows: “modulation or meaning extension is the substitution of the words or collocations from the source language by unit of the target language, the meaning of which is conveyed from the meaning of original unit of language. The meaning of associated words in the source language and target language is often bound by cause-effect relationship [15:177]. The Kazan scientists imply that at the heart of such contextual lexicosemantic technique is associative-figurative rethinking: comparison, metaphor, metonymy, epithet [16:175].

The translator extended the meaning of the PU “put in the ground”, specified its semantic meaning and used «подавить» (suppress) as its translation equivalent: «However, he put it in the background» - «Он, однако, подавил ее» (however he suppressed it). The same approach was used in the sentence «Whatever there might be lay at the door of a stupid, insubordinate servant» - «Что бы там ни было, виноват во всем глупый, непослушный слуга» (Whatever there might be, it was a stupid, insubordinate servant, who was guilty). In this sentence the translator extended the meaning of PU “lay at door”. Finally, the last case with the use of modulation is not a precise one. The sentence «There it was, spread out a long way off” с ФЕ «way off” was translated as «Там, вдалике. Всюду, она бежит вниз, река эта» (There it was. Far away. Right, the river runs down there) - the meaning was conveyed only partially.

In most cases the translator used non-antonymous translation method, except for one case, which is not a good one, as the meaning of the original PU was altered: instead of the actual meaning “take no notice”, it was translated by antonym «следить» (follow): “Tree-trunks, like people standing grey and still, took no
notice as he went” – «Стволы, точно стоящие неподвижно люди в сером, следили за его продвижением» (Tree-trunks, like people standing grey and still, followed him as he went).

As for the preservation of the author’s transformations in PU, we have analyzed the translation of all the PU with author’s transformations and the results of this analysis are in the table 1:

| “What were they after all but bruises” | “В конце концов это всего только синяки!” | Author’s transformation of PU is retained, first PU was translated by the lexical method, the second PU was translated contextually, by means of compensation method |
| “…tried to take up as much of his time as possible” | “…старался как можно дольше занимать его” | Author’s transformation of PU is retained, the words added to the PU are translated into the Russian language, but the PU itself was translated contextually: the literal meaning «отнимать у кого-либо время» (trench upon time ) was substituted for «занимать кого-либо (occupy)» |
| “He was much too done even to want to cry” | «Он чувствовал себя настолько разбитым, что ему даже не хотелось плакать» | Author’s transformation of PU is retained, added word “much” influences the antonymic translation of the whole sentence with the PU “be done in” |
| “And when the Captain was there on horseback, giving orders, while he himself stood, with rifle and knapsack, sick with pain, he felt as if he must shut his eyes — as if he must shut his eyes on everything” | «Когда капитан, восседая на лошади, отдавал приказания, а он с винтовкой и вещмешком стоял, изнемогая от боли, ему показалось, что надо закрыть глаза» | Author’s transformation of PU is not retained: translator omitted the whole PU “shut eyes on something” |
| “…He did not relax one hair’s breadth, but, all the force of all his blood exulting in his thrust…” | «Он ни на миг не ослабил хватки, но ощущая, как от этого порыва мощно ликует его кровь…» | Author’s transformation of PU is not retained: Russian translation of PU has difference in meaning |

In 3 cases out of 5 the translator was able to retain the author’s transformation of PU, in 1 case the translator could not retain the author’s transformation, but managed to convey the expressivity and intentions of the author, and in one case the translation of PU was not adequate.

SUMMARY
To sum it up, within the frameworks of the research we have found 40 PU. The best part of these PUs are neutral, 15 PU are of interest for the researcher due to the methods of their translation into Russian and author’s transformations. There are 5 PUs with author’s transformations, 3 out of them were translated retaining the author’s transformation and 2 were translated without it. The translator used the
phraseological method while translation 2 PU, namely: “go mad” and “here and there”. Non-phraseological method, specifically lexical method was used to translate PU “go dead”. One PU “take no notice” was translated anonymously. As for the contextual methods the translator used the method of compensation while translating 3 PU: “on and on”, “on the whole”, “gave way”. Modulation was used for translation of 3 PU: “put in the ground”, “lay at the door”, “way off”. Two cases of translation appear to be not adequate, namely an attempt to use an antonym in translation of “take no notice” and the case when PU “shut eyes on everything” was translated without the author’s transformation thus the meaning of the PU in the target language was altered.

conclusions

In the result of the research it was proved that in majority of cases the translator managed to find adequate Russian equivalents for the English PU from “the Prussian Officer” by D.H.Lawrence. Hence we proved the expertise of the official translator Maria Koreneva and good quality of Russian translation of this piece.

acknowledgements

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Kruszewski And The Problems Of Loan Words

Nailya I. Gololobova¹, Almira A. Aminova¹, Gelinya Kh. Gilazetdinova¹, Karlyga T. Utegenova²

¹Kazan Federal University
²West Kazakhstan State University, Kazakhstan

Abstract
The paper contains and proceeds the theses of Mikołaj Kruszewski, who was a major representative of Kazan linguistic school, a famous follower and supporter of the founder of this school Baudouin de Courtenay. Modern European linguists highly estimate the works of Kruszewski and have found out that he together with his mentor and fellows had expressed a lot of similar ideas, that were mentioned 30 years later in world recognized works of Ferdinand de Saussure. In the present article we use stipulations of Kruszewski published in his last scientific work “Otcherk Nauki o Yazyke” (Study about language). The aim of the article was to study the phenomenon of loan words and prove two theses, namely “the major character of the language is a word, which is the sign of an object” and that “the words should be classified in our minds in the same groups, as the objects, denoted by them”. These theses were proved by analysis of frequent words “natsiya” (nation), “narod” (people), “etnos” (ethnos). In the course of the article these words were analyzed following different characteristics and the conclusion was made as to what extent there exists a solid meaning after the loan words.

Keywords: loan words, Kruszewski, language, meaning, borrowings.

introduction
Leading language theorist Mikołaj Kruszewski in his “Otcherk Nauki o Yazyke” (Study about language) [1] processed the theory of Baudouin de Courtenay, expressed new ideas on the essence of language, proved a number of theses being the basic ones for modern linguistics (concerning the language consistency, the laws of the language development and existence, the factors destroying its system), thus he created the researching methodology, that can be applied to any linguistic phenomenon.

As for his perception of loan words, he referred them to destructive factors of language development. At first sight, his evaluation of loan words is rather controversial: on the one hand, “words, originated in another language or dialect, as compared to our language… will always - to a greater or lesser extent – weaken the harmony of the language system [1: 93-94]”, and this phenomenon is denoted as a destructive factor of language development; on the other hand, the same destructive factors could became “useful for the language” [1: 97], as “they supply the language with the new material, essential for language progress not only on structural, but also material and lexical level” [1: 97]. But this contrariety reflects the language contrariety itself: language needs this “new blood”, but it should blend with the environment it flows into. Kruszewski noted that “loan words adjust to the environment they enter to such an extent that they enrich the language but slightly damage its system” [1: 94]. These loan words “damage only those native words that exist in the given period of time [1: 97]. And “destructive elements supply the language with the material which is necessary for its existence as well as its progress” [1:107].

It should be noted, that these and other estimations of Kruszewski regarding loan words are especially true when language develops naturally without predominant impact of extralinguistic factors. That’s why the decisive factor when choosing between “primary native” and “primary foreign elements is the historical social context or, as Baudouin de Courtenay noted, “here act simple egoistic and altruistic intentions, desire to facilitate the mental development of people, as well as the social life as a whole” [3, p. 196-197].

It was repeatedly stated that foreign words flood into the Russian language during certain periods, especially in the end of XX century. The Russian language assimilated these words effectively due to its developed morphological and word-building language systems, but concerning particular words,
particular thematic groups (notably abstract nouns and those bordering with them), they beware of the fact that “logic of Logos, succession of new values anticipation are violated” (please refer to Kolesov [3]). During the last two decades the investigation of borrowed words has gained special attention in the works of Russian and foreign linguists, such as Pfandl [4], Rangélova [5], Rathmayr [6], Valter [7], Ogienko [8], Galiullina, Zh. Yusupova, A.Sh. Yusupova [9], Yerbutalova [10], Mugtasimova [11], Galimova [12], Erofeeva, Galeev [13].

methods

Etymological analysis is very important for distinguishing native and borrowed words and the process of their assimilation. The study of meaning of the borrowings is impossible without applying semantic method and the method of componential analysis. Description is seen as one of the necessary step in receiving valuable data.

results and discussion

The aim of our study is to identify how the thesis of Kruszewski manifests itself, namely “the major character of the language is a word, which is the sign of an object” and that “the words should be classified in our minds in the same groups as the objects denoted by them” [1:67]. To do it we will be guided by three provisions of Kruszewski: (1) regarding correspondence of the world of words to the world of thoughts, (2) regarding associations on resemblance and associations on adjacency, (3) on words “production and re-production” and will illustrate that by means of three frequent words (and its derivatives): “narod” (people), “natsiya” (nation), “etnos” (ethnos).

Firstly, we need to find the semantic fields where these notions compete and where they cooperate. We have classified the words with the invariant meaning “human community” according to association on resemblance (semasiological) and on “adjacency with denoted objects” [1:66]:

| 1a. historically developed, stable community united by a number of attributes (language, territory, etc.) | “natsiya” (nation), “etnos: (ethnos), “narod” (people) + “narodnost” (national character) according to Big Explanatory Dictionary of Russian Language [14], “plemena” (tribes, clans) (Pushkin, Gorky) |
| 1b. the same + the certain period | “Plemya” (clan, tribe) – “narodnost” (national character) – “narod” (people) – “natsiya” (nation). |
| 1c. type of ethnic community, emerged during certain period, which has the common characters and stable cultural peculiarities, as well as recognition of its unity. | “etnos” (ethnos) |
| 2. State, Country | “Natsiya” (nation) |
| 2a. belonging to the state, country | “Natsiya” (nation), “natsionalnost” (nationality) |
| 3. population | “Narod” (people), “naselenie” (population) |
| 3a. working population | “Narod” (people) |
| 4. skit, crowd | “Narod” (people) |
5a. the same but stylistically marked
Greetings, youthful
And unfamiliar clan! (Pushkin)
What a crowd!

Modern word usage completely reflects the synonymic contacts mentioned in the classification. The word “etnos” (from Greek etnos) which during a long time was stylistically marked as belonging to a scientific style, has been recently used in journalism. Words “natsiya” and “narod” are either used as synonyms in invariant meaning or differentiated as generic and aspectual notions.

It is necessary to note the word “natsiya” here. This word was recognized in the Russian language starting from the reign of Peter the Great (from Latin “natio”). It has a wide encyclopedic explanation in modern dictionaries, but despite 200 year history of usage in the Russian language it is still not assimilated by Russian people, and it is confirmed by the fact that in Russian Dictionary of Associations [15] there are more entries for the word “narod”, than for the word “natsiya”, where there is only one entry. The Russian Dictionary of Quotations [16] for the word “narod” gives the quotations from the works of Russian authors, whereas for the word “natsiya” they are given only from the translated works.

It is well known that the understanding of the essence of words is varied in time and cultural areas, besides the inner form of foreign borrowings is opaque. The Dictionary of Ethnolinguistic Notions and Terms [17] has a new definition of “narod”: “aggregate of classes, nations, national characters, which have common historical destiny”. Thus, generic and aspectual notional correlation between the words “narod” and “natsiya” which is quite stable in other languages (Tatar: Khalyik – millet, French: people – nation) is unstable in Russian linguistic consciousness. The reintegration takes place occasionally between the named words in the language.

Every word prior to its manifestation in language should be felt and processed deeply by its people, as “the essence of the human language is particularly psychic” [2:348], as well as its existence. The native Russian word "narod" has a clear word image, its definition belongs to material world, there exists a precise objectiveness's definition. There are a number of word usages and derivatives, where the positive connotation remains unchanged, the only examples with negative connotations are "narodishka" "narodik" (derogatory meaning) and "inorodets" (with the meaning "stranger, alien").

The family word “natsiya” has a number of word chains with the negative connotation: i.e. "nazi", "Nazist", “nationalist”, “nationalistic”, etc. Besides, certain derivatives with the same stem are abstract noun and they can act, following the words of Cherneiko, as empty boxes, where every possible meaning can be contained [18]. That is why then the visual referent is absent, then the following question arises constantly: which phenomenon is denoted by this word.

The definition of the abstract notion is stipulated by the speaker's position, that is why the referent of reality becomes indefinite and tolerates different interpretations. Following the classification of Chernenko [18] such words as “natsiya” are located on the border between specific and abstract nouns in the form of "boundless amounts". Then, while comparing the words "narod" and "natsiya" from the point of view of their boundlessness and unboundlessness, it is clear that the first word is closer to concrete nouns, and the second one to abstract nouns. If the abstract noun is intended to enter the language it must be processed rationally. This procession is not finished yet, as shown by the word-combinations with adjectives “natsionalniy” (national) as compared to the word combinations with adjectives “narodny” (people’s).

The adjectives “narodny” and “natsionalniy” have already been registered as synonyms in XIX century. In modern Russian adjectives “narodny” and “natsionalniy” in combination with concrete and abstract nouns have the meaning of “…related to the notion defined by the core root”, “attributed to the notion expressed by the core root”, “closely connected to that expressed by the core root”, etc. These words have synonymous meaning, but very seldom they can set up synonymous ties, more often despite of the
matching components of the word collocation the expressed meaning does not coincide: people’s culture –
national culture, people’s language – national language.

The polysemy of the word “natsiya”, various possible collocations of the adjective “natsionalniy” and its
high frequency usage result in the fact that the meaning of this word does not add much to the
representation of the notion that is expressed by this word. That is why it is necessary to give
encyclopedic definitions, which are sometimes not enough especially in such cases when the word itself,
being somewhere on the border between the concrete and abstract nouns is combined with abstract
nouns or nouns denoting emotions and ethical notions which are hard to be defined.

Further more, it is necessary to study the productivity of the word family “natsiya”, “narod” and “etnos”
within different periods of time. Until present, the word “etnos” has been used only within the
framework of scientific and journalistic style.

The amount of members of word family “narod” decreases constantly. There were more that 20 single
stem derivatives with the given core root and a large number of complex derivatives in the dictionary
[14] there are only ten members of the word family “narod”, not taking into account complex
nominations.

On other hand, the amount of words motivated by the word “natsiya” increases on a permanent basis.
The Dahl’s Explanatory Dictionary contains only 2 derivative words from the given root, but the Big
Explanatory Dictionary of Russian Language [14] contains already more than 20 different derivates, not
taking into account such complex words as national-liberation.

SUMMARY

To sum it up the word “natsiya” with its derivatives, being semantically close to the word “narod”, is
replacing the native word family “narod”. The derivative “narodny” is becoming distinct in the psyche of
the language, the core root “narod” is losing its supporting collocations, there appear word combinations
with false or opaque definitions, new denotata appear easily.

Thus, these word families can be referred to weakly ordered systems, as the activity of words with the
root "narod" depends on extralinguistic factors, although associations on similarity and contiguity are
very strong; as for the word “natsiya" there are lots of associations of similarity, but the number of
associations on contiguity are not enough. An attempt to confine the semantic meaning of the word
“natsiya” (in the meaning of the total amount of nation constituting one single state) from the word
“narod”, and the word “narod” in its turn from the word “etnos”, as the latter has the cultural
component in itself has recently been registered. From this point of view the creation of such complex
adjectives as “etnonatsionalnaya politika” (ethno-national policy) is transparent in structure, but the
definition of the new notion and new language unit differs in Russian and foreign sources. In any case it
is clear that the borrowed words can be made to contain different definitions, and “the word with several
meanings can evoke different groups of ideas” [1:11].

conclusions

Large amounts of papers are dedicated to the problem of incorporation of loan words into the Russian
language, but the results of transferring foreign ideas into Russian linguistic consciousness are not yet
summarized. This is the most burning issue, which is necessary to investigate firstly by using the material
of abstract lexis and its complementary fields.

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Bibliography
Linguistic And Cultural Features Of Binary Opposition "Klugheit" (Intellect) And "Dummheit" (Stupidity) Realization In German Discourse

Igor O. Guryanov 1, Alina E. Rahimova 1, Marisol C. Guzman 2

1 Kazan Federal University
2 Universidad Autónoma Gabriel René Moreno

Abstract
This article is devoted to the study of lexemes "Klugheit" (intellect) and "Dummheit" (stupidity) in German linguistic world view and their complex comparative analysis in works of modern German literature and their translations into English. This research is focused on deep study of verbalized reflection of human spiritual world in the language. Study lingua-cultural features of cognitive oppositions provides better understanding of culture representative and behavior. Analysis of contextual use of lexemes "Klugheit" (intellect) and "Dummheit" (stupidity) helps to percept a character of person as a subject of German culture and to clarify the specifics of German mentality. The material of study is the novels by contemporary German authors (Patrick Suskind, Bernhard Schlink etc.) and their English translations. By giving direct and indirect description authors use certain lexical patterns that create an image of the person depicted. In contemporary literature we observe the processes of internationalization the origin of characters does not really determine their cultural attribution.

Keywords: German discourse, contextual use, lexemes, lingua-cultural features, German literature

Introduction
Intellectual potential is one of the main characteristics of man’s spirit. Intellect is represented as an ability to comprehend, realize and understand the world around us and stupidity is a deviation from common sense. Both these features accompany human relations. It is obvious that in any area of human activity we observe an assessment of intellect or stupidity of a person, since knowledge, experience, wisdom, scholarship was always given great importance and their owners enjoyed a recognized respect.

Literature is a source of human architypes that are depicted by the author to produce a certain impression on a reader or to transmit a certain idea. Nevertheless, we may state that literature is still a source of information about linguo-cultural specifics of nation. The language the author uses might reflect national tradition and identity. By studying these features of national literature in discourse we may trace cultural specifics on attitude to basic concepts.

Materials and Methods
Research material was extracted from the works of contemporary German authors (Schlink, Suskind). Data was retrieved from etymological and explanatory dictionaries of German and English language. Part of the material was taken through the poll of native and native speakers to investigate the perception of taken lexemes by representatives of German and English cultures.

In the study of cognitive oppositions Klugheit (intellect) and Dummheit (stupidity) in German fiction discourse we used comparative and descriptive methods for analyzing heterogeneous systems of languages, revealing the similarity and difference of lexemes functioning in German and English fiction discourses. Taken units were analyzed with the use of discursive analysis method revealing the essence of cognitive oppositions under investigation.

Results and Discussion
The subject of intellect and stupidity is often the object of research by many linguists (M. Schwarz 2008, Jahr, Consten 2004, Graefen, Liedke, Kirillova, Mishin, Gafiatullina). Such attention is explained by the fact that ideas about intellect and stupidity belong to basic moral and cultural categories.
These concepts are basic units of national and individual consciousness and the attitude towards them determines the spiritual component of man. Because of their ethno-cultural identity, these concepts acquire an original interpretation in the contexts of different languages and cultures. "The study of a language is closely related with the study of people's culture" (Mukharlyamova, 2017: 213). In this research we trace their implementation in two cultures: German and English. Constant studies in breadth and depth of laws and functioning of the native and non-native languages contribute to the skillful use of language (Gataullina 2016:43).

Philosophical tradition and common understanding identify intellect with the favor of fate, great spiritual satisfaction. That should be noted when we deal with teaching of this culturological elements. "The aim of the teacher of a foreign language is ... study of specialized vocabulary" (Sadykova 2014: 86).

Thus, intellect deserves universal approval. Stupidity is associated with negative characteristics of people who are condemned and ridiculed by others (Schwarz-Friesel, 2007). Culturological element is widely appreciated among the senior students, who are well “equipped” already with lexical material of a target language (Varlamova 2016).

The study of the meaning of the Klugheit lexeme in German explanatory dictionaries allows us to give the following interpretation of the word Klugheit: 1) scharfer Verstand; 2) Intelligenz; 3) kluges Verhalten, Umsicht, Vernunft1 (Duden 1996, p. 849). Explanatory English language dictionaries give a similar definition of the lexeme "intellect": 1) ability to understand or deal with ideas and information; 2) the quality of being very intelligent or clever; 3) if you describe someone as an intellect, you mean that they are very intelligent. (Longman, 2000). Thus, it can be noted that the semantics of the lexemes "Klugheit" in German and "intellect" in English generally coincide and correlate with such basic concepts as wisdom and reason.

Speech verbalization of the lexeme "Klugheit" ("intellect") is distinguished by deeper semantics. We surveyed 200 respondents aged 20 to 50 years, representatives of various cultures and religious denominations. Respondents primarily associate intellect with material well-being, success in professional life and high social status in society. In addition, representatives of the older generation identify intellect with worldly wisdom and well-being in family life, young people connect intellect with opportunity to get a good education. Results are provided in picture.

![Fig. 1. Speech verbalization of the lexeme "Klugheit" ("intellect")](image-url)

Henceforward translation by the author: Intellect: 1) sharp mind; 2) intelligence; 3) wise behavior, prudence, reason
In the works of modern German prose all meanings of the "Klugheit" ("intellect") lexeme, described in German and English explanatory dictionaries are transferred: worldly wisdom, prudence, reasonable behavior. It is presented in examples.

1. Was immer seine Ehe getragen hatte, Liebe, Vertrautheit, Gewohnheit, Lisas Klugheit und Fürsorge, ihr Körper, ihre Rolle als Mutter seiner Kinder - es hatte auch sein Leben außerhalb seiner Ehe getragen (Schlink 2000, p. 117) / All that was important to him in marriage - love, confidence, habituality, Lisa's worldly wisdom, her caring, her body, her role as the mother of his children - was just as important for the rest of life as marriage (Schlink 2008 p. 20).

2. Ich sage euch, wer das Strafen erfunden hat, der konnte zwischen Klugheit und Dummheit nicht unterscheiden (Troyanov 2010: 387) / I tell you, the one who came up with this punishment did not know the difference between wit and stupidity (Troyanov 2009).

In the analysis of synonymic series of the key lexeme "Klugheit", the following lexical units were identified: Klugheit, Weisheit, Vernunft² / intellect, wisdom, truth, mind, wit. These are words that both in German and English have similar semantics and are positively evaluated. The word-building series of the lexeme is represented by such lexical units as Klugheit, klug, altklug³ / intellect, intelligent, intelligent beyond the years being different parts of speech, are formed from one root.

1. War im Rotwein nicht eine tiefe Weisheit verborgen, die sich dem offenbart, der sich ihm öffnet? / Was this deep truth hidden in this red wine, which is revealed only to the one who is open to this truth (Troyanov 2009).

2. Glaube er wirklich, man werde dann klüger sein? (Kehlman 2011, p. 153). / Or maybe he really believes that people will then be smarter? (Daniel 2013).

3. Manchmal kamen sie ihm wie altkluge Kinder vor, die eine Satire auf die Gesellschaft leben (Schlink 2000, p. 234). / Sometimes they seemed to him as such wise-old children living by laughing at society (Schlink 2010).

In these examples, we can also note complete equivalence of translation and the text of the original, which means the equivalence of linguistic units relating to different linguistic systems. In this case, we are talking about equivalence at lexical and grammatical levels, when a semantically correct transmission of meaning of both lexical and grammatical units is achieved (Semenov, p. 57-58).

We collected various interpretations of the lexeme "Dummheit" given by German explanatory dictionaries. Analysis of the German lexeme meaning provided the following definition: 1) Mangel an Intelligenz; 2) unkluge Handlung, törichte Äußerung⁴ (Duden 1996, p. 370). Explanatory English dictionaries define "stupidity" as: 1) Limited mental abilities, slowness, confused; 2) Lack of intelligence, reasonable content, expediency (Longman 2000).

So, it should be emphasized that meaning of concept "Dummheit" in German and "stupidity" in the English language are similar and denote first and foremost a lack of reason and unintelligent actions. Nevertheless, it should be noted that the German word "Klugheit" is distinguished by a more capacious meaning, since it includes not only the characteristics of a person, but also his actions, lifestyle and way of thinking.

In a survey it was found that stupidity is identified with a lack of common sense, strange actions, lack of independence. Majority correlate stupidity with the inability to make right decisions and think independently. The results of the survey are presented on the following graph:

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² Wisdom, wit, reason  
³ Wisdom, smart, precocious  
⁴ 1) lack of intelligence; 2) unwise action, stupid utterance
Here are examples from the literature:
1. Gerade dass sie ihn entdeckt zu haben glaubte, war ein sicherer Beweis dafür, dass da nichts Teufliches zu entdecken war, denn so dum stellte sich der Teufel auch wieder nicht an, dass er sich von der Amme Jeanne Bussie entlarven lieβ (Suskind 1985: 19). / After all, this is the true proof that there is no devilry in sight - Satan is not so stupid as to allow himself to be discovered by the nurse Jeanne Bussy (Suskind 2002).
3. Und weil sie dumm sind und ihre Nasen nur zum Schnaufen gebrauchen können, alles und jedes aber mit ihren Augen zu erkennen glauben, würden sie sagen, es sei, weil dieses Mädchen Schönheit besitze und Grazie und Anmut (Suskind 1985: 217). / As they are stupid and can use their noses only for sneezing and think they can learn everything and everyone with their eyes, they will say that they are subjugated by the beauty, and grace, and charm of this girl. (Suskind 2002).

In the examples above, lexemes "Dummheit" (stupidity) characterize human shortcomings, which can be classified according to the following characteristics: 1) on the basis of controllability, when actions or expressions of character for which a person is obliged or not obliged to be responsible are compared (Beschränktheit / narrow-mindness); 2) on the basis of universality, if the characteristic properties that can be characteristic of a certain group of people are delineated (dumm / stupid); 3) on the basis of determinability, which correlate the negative qualities of the primary and secondary level (Schwachsinnig / idiot); 4) on the basis of initiative, an example of which may be shortcomings, highlighted by prosecutors or defendants (Dummkopf / fool).

At the paradigmatic level, we have identified two types of paradigmatic relations: the opposition and the equivalence. An example of paradigmatic relations of an oppositional type can be the word-forming series and chains, which are characterized by the formation of single-root words belonging to different parts of speech: Dummheit, dumm, dümmlich5 and synonymic series, when words with a common initial meaning have a certain originality, for example, Dummheit, Schwachsinn, Blödsinn,

5 Stupidity, stupid, stupid
Beschränktheit / nonsense, dementia, limitation, Dümmlchen, Dummkopf / foolish, fool, stupid, schwachsinnig, idiotisch, blöd, verrückt, dumm, dümmlich / idiot, idiotic, brainless, crazy, stupid.

1. ..., und sie tipp[...](Suskind 1985: 17) / and she knocked Terrieu, stunned by this flurry of stupid details and obediently bent his head, over his bald head, - here, exactly, here, they smell the best (Suskind 2002).

2. ..., der Dummkopf von Buchhändler begriff einfach nicht, daß keiner sonst dazu in der Lage war (Kehlman 2011: 92) ./ ... a stupid bookseller simply did not understand that no one but the author himself is able to do it (Daniel 2013).

In these examples, we observe the replacement of some parts of speech with others. This kind of modification at the level of speech parts is called categorical morphological transformations, since parts of speech are one of the main morphological categories. This type of transformation is often used in literary translations, since they distort the transmitted content to a lesser extent - they do not introduce any significant meaningful changes into the text.

In the following examples, the so-called lexical transformations are presented, in the English translation the lexemes of the original text are replaced by the non-lexical lexical equivalents of the German language, along with some contextual equivalents.

1. ... und sie würden gemalt werden von blöden Porträttisten, ihr Bild würde begaffen werden, ... (Suskind 1985: 217) / and the painter will make her portrait, and everyone will say that she is the most beautiful woman in France (Suskind 2002).


Summary

Chosen examples prove that lexeme "Klugheit" (intellect) refers to the commonly used vocabulary, which is neutral in stylistic terms. However, this lexeme has also meliorative coloring as it causes positive emotions and associations. It should also be noted that these examples demonstrate lexical and grammatical equivalence of translation. It means semantically accurate transmission of original lexical and grammatical meaning of units in the text of translation (Semenov, p. 58).

However, the lexeme "Dummheit" (stupidity) has a pejorative coloration, as it expresses negative emotions and gives a negative evaluation to a person and his actions, expresses censure, disapproval, irony or contempt.

At the paradigmatic level, we observe so-called lexical paradigms, where specific word-building chains and synonymous series are built that encompass the vocabulary that denotes a person's ability to cognize and think. Paradigmatic relations of this kind are called oppositional, because there is an equivalent relationship between invariants - different functional units of one language level.

Conclusion

Thus, our research demonstrates that lexemes "Klugheit" (intellect) and "Dummheit" (stupidity) in modern German prose are represented in various spheres of life. In comparative analysis of the dictionary definitions of the lexemes "Klugheit" (intellect) and "Dummheit" (stupidity) it was established that semantics of the lexemes of German and English languages coincide, but it should be emphasized that the meaning of the English words is wider and is more expressive.

The presented analysis of the works of modern German literature showed that the lexemes "Klugheit" (intellect) and "Dummheit" (stupidity) being binary opposition, have common and characteristic features.

6 Stupidity, imbecility, idiocy, stupidity
7 Dumbbell, fool
8 Idiotic, stupid, crazy, stupid, stupid
It should also be noted that the lexemes "Klugheit" (intellect) and "Dummheit" (stupidity) can be attributed to expressive-evaluative vocabulary, as they differ in emotional and evaluation characteristics. The analysis of artistic texts has proved a great similarity in the understanding of mind and stupidity and the methods of their verbalization in German and Russian linguocultures. In addition, the words "Klugheit" ("intellect") and "Dummheit" ("stupidity") express feelings and emotions, which, depending on the situation, can cause different attitudes towards them.

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Linguistic Knowledge Of Russian And English Bilinguism In Educational Discourse

Diana N. Davletbaeva¹, Li Meiqi¹, Alla P. Minjar-Belorucheva²

¹Kazan Federal University
²Moscow State University

Abstract
Despite its long history, the theory of bilingualism is still unresolved and require serious consideration. The use of two linguistic and cultural codes entails the processes of diffusion, interference, transformation at the level of language and culture. Within a psycholinguistic approach to bilingualism it is defined as the mental mechanism that allows people to reproduce and produce vocal works consistently belonging to the two language systems. The article presents the division of bilingualism into natural and artificial, depicts the transformations in the matrix of linguistic knowledge of artificial bilingual. It also describes the functional categories of code-switching in educational discourse, some principles for switching codes in the classroom and the role of the native language as a dominant. The purpose of this study is to describe the structural characteristics of switching students’ speech codes, we relied on the volume used in the speech of a foreign segment, its classification from the grammatical and syntactic positions and its typology.

Keywords: bilingualism, multilingualism, code-switching, foreign segments, transformation, speech activity.

Introduction
The attention of linguists to the problem of bi - and multilingualism is observed in both domestic and foreign literature. It has long been "accepted, even among linguists, to consider monolingualism as a rule, and multilingualism as something exceptional" [1]. Linguist M. Martin-Jones argues that the phenomenon of switching codes in the educational process began in the 1980s. Then linguistic scholars began to resort to the study of audio recordings that were made during classes. Analysis of these records became the base of many linguistic studies: in particular, code switching in the process of learning a foreign language depicted in the works of such foreign scientists as Li Wei, and M. Martin-Jones, B. Cook, P. Seedhouse and others [2],[5], [6], [8], [10].

For intercultural communication it is impossible to use all existing languages, in this regard, the study of the functioning of two languages within a single society, as well as processes arising from their interaction and mutual influence has long been an urgent problem of linguistics. A new wave of interest in bilingualism refers to the sixties of the XX century. The conditions of functioning of languages in society has changed exponentially, which is understandable, given the huge changes that have occurred in the world in the twentieth century.

Thus, a psycholinguistic approach defines bilingualism as a psychic mechanism (knowledge and skills), allowing a person to reproduce and to produce vocal works consistently belonging to two language systems. Despite extensive development, the theory of bilingualism still remains controversial, especially in terminology. So, R. K. Min‘yar-Beloruchev tells about bilingualism as the knowledge of two languages, Schweitzer A. D. suppose that the first language is usually taken native while the second is unrelated, but commonly used by one or another in ethnic community. The degree of proficiency in two languages may be different. U. Weinreich calls the practice of bilingualism the alternate use of two languages, and V. Y. Rosenzweig writes: "bilingualism is generally understood to be bilingual and the regular switching from one to another depends on the situation of communication". The American linguist L. Bloomfield described bilingualism as brought to perfection the same to be bilingual, native and non-native. One of
the famous founders of the theory of language contact E. Haugen, in contrast, believed that the degree of bilingualism proficiency in one of languages may be quite low.

If a person from birth speaks two languages (in case he is born in a family where speaking two languages, if he lives in a bilingual community in which along coexist languages, etc.), in this case, we can speak confidently about these people as bilingual. If we assume this definition of bilingualism, then people who know a foreign language, but do not use them often, cannot be called bilingual.

methods
The materials were fragments of speech with students’ code-switching whose level of English is B1-B2, studying at the linguistic departments. It includes a questionnaire survey results (100 respondents) and interviews (52 participants) with students and teachers of Kazan Federal University.

The study was built on the oral communication of third- and fourth-year students of linguistic departments: conversations between students during the classes on lexicology and stylistics. The experiment took place in three stages. The first stage was connected with the observation method to record the cases of code-switching in oral and written speech of students. The second stage obtained the results which were systematized by the method of comparative analysis and analytical descriptions. The survey was conducted among the third- and four-year students at Kazan federal University.

results and discussion
The next important classification of bilingualism is its division into natural and artificial. Natural bilingualism is a phenomenon that occurs under the influence of multilingual environment and associated with the need/desire to exchange information with native speakers of a second language. This is the most common in cases when a child is born in a family in which there are simultaneously two linguistic communities, which affect the child in the same way. On the territory of Russian Federation, for example, bilingualism is common in such Republics as Altai, Bashkortostan, Tatarstan, Chuvashia and others. The urban population in these republics often speaks only Russian or has some knowledge of the language of the indigenous language. Rural people often speak the language of the native ethnic groups, language proficiency may be uncertain or incomplete. Another type of bilingualism – Russian and native as the knowledge of another language spoken less frequently.

Artificial bilingualism is the result of focused studying. Scientists have noted differences in the system of mastering the second language in natural and artificial bilingualism, and the ways of fixing the relationship of linguistic facts to the facts of reality in the memory of a bilingual individual. For most people the first learned language – the native language is also the language of most frequent use, and the opposite is a second language which is usually a secondary, auxiliary language. In practice it is not easy to establish how many languages an individual uses and to arrange them in order of importance [9]. Many scientists differentiate the phenomenon of intercalation and switching from one language to another during speech, since code switching occurs when the alternation of multi-lingual sentences or even complex syntactic wholes, each of which is decorated strictly in accordance with the rules of the language, which belongs to the statement, while intercalation is carried out within a single sentence in the first language.

The use of two linguistic and cultural codes entails the processes of diffusion, interference, transformation at the level of language and culture. Changes in the interactions between the two languages of the individual reflect how interlinguistics derives from the totality of linguistic and extra-linguistic factors. Besides "the course of a foreign language requires the use of active technologies that do not rely only on the processes of perception, attention, but above all, on the creative, productive thinking, behavior and communication" [11].

"Assimilation" of another linguistic-cultural code leads to the expansion of lexical and grammatical knowledge, increase the fund of phraseological, syntactic and stylistic enrichment of speech activity. As a consequence, speech variation increases in accordance with the specific discursive events.
Transformations in the matrix of linguistic knowledge of artificial bilingual occur according to the following algorithm:

• identification of the language phenomena with the identification of the differentiating characteristics;
• integration into the existing language system, followed by a restructuring of existing knowledge and the system in general;
• approximative creative freedom of using this model, the knowledge pattern in the course of intercultural communication;
• changes in the knowledge of the new language phenomena and strategies for handling linguistic knowledge.

An artificial bilingual percepts the vocabulary and enrichment of the language from a more flexible categorization like "increment" of linguistic and cultural connotations. Vocabulary change of an artificial bilingual is the awareness of the semantic mobility of the changes in the volume of concepts, restructuring and extension of associative relations, which entails the extension of memory. At the level of grammar a linguistic marker of bilingualism is the coexistence of different grammatical reciprocate schemes.

It is also very important to diagnose the level of the environmental education of pupils. As in the article “Implementing environmental culture in the language learning laboratory” A. Sadykova, M. Yashina, L. Zakirova state that “the appropriate criteria of the determination of the level of the environmental education of senior pupils are the following: cognitive criterion, relational (moral and ethnical), the activity (communicative-pragmatic) [11].

SUMMARY

Code-switching is a complex and multifaceted phenomenon, the consideration of which does not fit into one research area, so it is a universal, generally accepted definition has not been formulated yet.

Analysis of various approaches to the study of code-switching has shown that it is necessary to distinguish them from other phenomena of language contacts: such linguistic phenomena as borrowing, simplified languages (pidgin, creoles), calculating, and language interference.

One of the main differences between code switching and interference, according to many scientists, [15],[4], [6], [8] is that, in cases of interference, adaptation takes place at the morphological and phonological levels. H. Baetens-Beardsmore believes that bilingual is not aware of interference, and code-switching is determined by the speaker. Another criterion for separating these concepts is that bilinguals can avoid code-switching if they consider it inappropriate. Language interference is determined by internal linguistic factors, while in determining the code-switching it is necessary to be guided by extralinguistic factors. One of the most important criteria for separating interference and code-switching is that the first is the mixing of language systems, and the latter is understood as the consistent use of languages. When code-switching takes place the language code is completely changed.

From the psychological, psycholinguistic and psychosociolinguistic approach it is characteristic to study aspects of the language ability of bilinguals, which allow them to switch codes.

conclusions

Currently, code switching is considered to be an integral phenomenon in the teaching of foreign languages. The analysis of code switching studies in the institutional context allows us to state that the phenomenon under investigation is an inevitable process that should be considered as a significant tool in the acquisition of a foreign language.

Recently, there has been a tendency in linguistics to assess code-switching as a positive phenomenon, which has a favorable effect on the learning process of another language and contributes to mastering the necessary competences of another language. In addition, code-switching is seen as a favorable phenomenon, representing a balanced form of bilingualism.
Code-switching in the process of speech activity can occur spontaneously, or intentionally and purposefully.

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СПИСОКЛИТЕРАТУРЫ (Bibliography)
Phraseological Units Designating Mature Age In The English And Russian Languages

Yetzaneth del Valle Diaz¹, Elena F. Arsenteva¹, Elena A. Nikulina²
¹Kazan Federal University
²Moscow Pedagogical State University

Abstract
The paper describes a case study of comparative analysis of phraseological units designating mature age in the English and Russian languages. Precise definitions of the nomination of mature age are presented. The aim of the research is to reveal common and specific features of secondary nomination of maturity with the help of phraseological units in a comparative aspect. 27 Russian phraseological units and 14 English phraseologisms with different structures in both languages were selected to be analyzed. The conclusions are that in terms of quantity phraseological units with the designation of mature age are not numerous in spite of the fact that this age period covers a significant period of time in the life of people. The distinctive features of phraseological units of this group are the designation of specific age intervals, as well as the presence of a distinct gender identity in a number of phraseological units. The results of the research may be used in comparative investigations of other groups of phraseological units as well as in the study of their semantic peculiarities.

Keywords: phraseological unit, phraseo-semantic groups, semantic analysis, stages of age, age of maturity, comparative analysis.

introduction
Phraseological investigations occupy a prominent position in modern research, first of all because “Phraseology is a special part of wealth of each language in which the originality and uniqueness of the language are shown” [1:58]. “In the phraseological picture of the world, the national uniqueness and the uniqueness of the language is most clearly reflected” [2:478]. It is also important that “Language creativity is a peculiar feature” of phraseological units of different languages [3:532].

Different groups of phraseologisms are under study, among others are those semantically oriented to a male person [4], describing marriage traditions [5], etc. Phraseological units designating different age periods have also been analyzed by modern researchers [6; 7; 8; 9, 10]. Still, the investigation of the mature age has not been paid much attention, especially in the comparative aspect.

We assume the following definition of phraseological units (phraseologisms, PUs): they are “stable expressions with fully or partially transferred meaning” [11:194]. We also assume the fact that “at the heart of the lexico-semantic technique is associative-figurative rethinking” [12:175] thanks to which phraseological units are colorful and valuable material for revealing universal and unique features even in typologically distant languages.

methods
Phraseo-semantic group designating “mature age” has been chosen according to the meaning of phraseological units, therefore semantic analysis and the method of dictionary definitions are of paramount importance in our work.

Methods of phraseological description suggested by Professor A.V. Kunin and observation are applied in order to give a thorough description of phraseological units studied. Besides, we apply comparative method as phraseological units belonging to different groups of Indo-European family of languages are under analysis.

The procedure of continuous sampling has been used by us for selecting phraseological units from unilingual and bilingual phraseological dictionaries.
results
Age of a person is understood as, firstly, “the number of years someone has lived”, and secondly, as the period of life, or “one of the particular periods of someone’s life” [13:28]. Wikipedia stresses the fact that this term usually means chronological or passport age without taking into consideration individual peculiarities of a person. Individual variations in a person’s physical and mental development have given rise to the appearance of the terms “biological age” and age of development” [14].

Biological age in its turn is divided into several periods according to the existing system of age stratification [15]. It is stated that age periods are time intervals necessary and sufficient to complete some definite stage of “morphological and functional development of separate tissues, organs, organism systems and the whole organism in general” [16].

The period of maturity is divided into the mature age of the first period (men from 21 up to 35 years of age, women from 20 up to 35 years of age), and the mature age of the second period (men from 35 up to 60 years of age, women from 35 up to 55 years of age) [13]. In Studopedia this age period is characterized as the period of relative stability and maturity of the organism functional systems [16].

On the whole, maturity is characterized as “the time or state when someone… is fully grown or developed”, and a mature person (which means physically, emotionally and sexually mature) is a person who is “fully grown and developed” [13:1017]. Another synonym to describe a mature person is middle-aged.

According to the definitions presented above and by using the method of continuous sampling we have chosen 14 English and 27 Russian phraseological units with the structure of both word combinations and sentences. The results of our semantic investigation have demonstrated that the meaning of phraseological units of the phraseo-semantic group “mature age” clearly shows that a person has crossed the threshold of a definite period of life and is considered to be an adult and independent individual. This fact may be illustrated by the following examples: “be of age”, “на возрасте” (literally: on age) obsolete – an adult, a person who has reached maturity”, “вступить (входить) в возраст (в года, в лета). вступить (войти) в возраст (в года, в лета)” (literally: come (enter) the age) obsolete. – “become adult, reach manhood”, “выходить из пеленок, вить из пеленок” (literally: come out of swaddling clothes) – “become adult and independent”, “годы (года) вышли кому”. (literally: years have gone out) coll. – “someone has become an adult, of the full legal age, has reached the age necessary for something”, “входить в годы, выйти в годы” (literally: go out in years) regional – “become adult”. On the other hand, a middle-aged person is characterized as the person who is no longer in his or her first youth: “be no longer (not) in one's first youth”, “не молодец” (literally: not of first youth) – “not young, middle-aged”. At the same time age can be deceptive, and the person approaching the limit of mature age can feel and look very young: “Indian summer”, “хоть под венец кому” (literally: at once if you like under the altar) coll. – “someone can be led to the altar, about a person, who looks young, who is very youthful”.

First of all, mature age is associated with full physical and intellectual blossoming which is reaffirmed in the following phraseological units: “in the flower of life (of one's age)”, “в самой поре” (literally: in the exact time) obsolete, “в <самом> сроку” (literally: in the <exact> juice), “в <полном> сроку” (literally: in the whole juice) – “in the prime of one’s life”. Exactly at this age, a man can be called “a real man”: “a man’s man”. In both languages we also find phraseological units denoting some definite period of life: “golden jubilee”, “on the right (sunny) side of thirty (forty, fifty, sixty)”, “on the shady (wrong) side of thirty (forty, fifty)”, “Balsack’s age” – “the age of woman from 30 to 40”, “у него уже дочь невеста” (literally: his daughter is already a bride) – “someone who is past thirty”, “сорок лет – бабий век” (literally: forty years is a woman’s lifetime) – “peasant-women stopped giving birth to babies at approximately forty years of age”, “сорок пять – баба ягодка опять” (literally: a woman is a berry again at forty five) – “a woman is again in the prime of her life when she is forty five”.

It is interesting to note that in the Russian language there are several phraseological units designating the definite age from 50 to 60 which are based on a vivid image: “шестой десяток живет” (literally: someone...
A very interesting tendency of selective nomination of either men or women is typical of phraseological units belonging to this phraseo-semantic group. It “is especially fortunate” in the gender relation to female sex, moreover characteristic features of women named with the help of such units may be rather different, with pejorative and meliorative evaluation: “a woman of the world” – “a woman grown wise with experience, who knows people and life”, “a hot mam” Amer. jargon – “a hot woman, a woman with sex appeal”, “a fine lady” ironic – “a woman who poses as aristocrat”, “баба яга” (literally: an old broomstick) – 2. derogatory “about a wicked, ugly woman, a witch, a screw”, “собачья (сучья) дочь” (literally: a dog’s (bitch’s) daughter) rude coll. – “a bitch. Used as an expletive in reference to a woman”, “ободранная (драная) кошка” (literally: a flayed (ragged) she-cat) coll., scornful. – “someone looks like a drowned cat; an emaciated woman”. As far as the description of men is concerned, such designations are unitary and can also have both pejorative and meliorative evaluation: “a man’s man” coll. – “a real man”, “настоящий мужчина” (literally: a real man) – “a man’s man”, “отец семейства” (literally: a father of a family) – “a man who has a family, children, the head of the family”, “хорош мальчик!” (literally: good is the boy!) coll. ironic – “the expression of the adult assessment with disapproval, condemnation, or reproach”.

DISCUSSION

In general, it is possible to state a rather small amount of additional semes in the semantic structure of phraseological units’ meaning, as a rule, these semes express disapproval or approval of these or those qualities of women and men, or some qualities on the whole. The description of personal features, traits of character and behavior of people is not connected by the human society with mature age, therefore phraseological units designating them do not belong to the material of our research work.

The last characteristic feature of phraseological units of the female gender orientation which is especially marked out in the Russian language is the figurative description of unmarried women at a mature age. The appearance of these units is quite explainable and is linked to the position of women deprived of civil rights in pre-revolutionary Russia, when the only escape for her to have “normal” existence was to get married. This group of phraseologisms is constituted by the following units: “старая дама” (literally: an old maid) – “a spinster, a lonely heart”, “старая дева” – “an elderly woman, who has never been married, a spinster”, “старая девка” (literally: an old girl) coll. – “an elderly unmarried woman”, “вечовечная невеста” (literally: an eternal bride) – “an elderly woman who has never been married”.

conclusions

The results of our study vividly show that the life period which is characterized as the period of maturity, or the period of middle age, finds its reflection in the phraseological funds of both English and Russian languages. All phraseological units of this phraseo-semantic group have the semes of age and mature age (as a specific age interval) in the semantic structure of their meaning. One of the distinctive features revealed in our research is the presence of a definite gender identity in a number of phraseological units of both languages. Also noteworthy is the fact that phraseological units of the phraseo-semantic group studied, on the one hand, characterize mature age as a full flowering of a person’s physical strengths and mental abilities, on the other hand, point to the so-called second mature period when a person is already not young and is approaching the next age period – old age. The description of an unmarried elderly woman accompanied by pejorative evaluation can be considered the distinctive marker of Russian phraseological units.
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Bibliography
Tutorship In University Educational Activity

Olga V. Razumova
Kazan Federal University, N.I. Lobachevsky Institute of Mathematics and Mechanics

Elena R. Sadykova
Kazan Federal University, N.I. Lobachevsky Institute of Mathematics and Mechanics

Aliya A. Shakirova
Kazan Federal University, Institute of Psychology and Education

Abstract
The relevance of the study is conditioned by the fact that at the present time, due to the changes in political, social and economic spheres of Russian society, special demands are required for a future expert, a graduate of a higher school. Most scholars are inclined to believe that modern society requires the rethinking of higher education development concepts, the provision of the focus on a competent combination of education, research and an individual upbringing process.

Upbringing work at the university has repeatedly been the subject of pedagogical research, but at the same time, the problems related to the specifics of student upbringing achievement to the level of aspiration for self-education through the use of modern educational technologies remain insufficiently studied.

The article clarifies the concepts of "self-education", "tutor support" within the paradigm of education by creating the conditions for the self-actualization of an individual, humanization and democratization of the teacher's and trainees' relations learning among themselves; they describe the stages of experimental work on the implementation of the Pedagogical Support Program for students in order to introduce them to self-education.

The following methods were used in the study: theoretical methods (the analysis of psychological, pedagogical literature, mass study and generalization of advanced pedagogical experience, pedagogical modeling) and empirical methods (pedagogical observation, conversation, questioning, interviewing and testing).

The obtained materials of the study can be of interest both for educators of higher educational institutions, and for the experts in secondary vocational education and the teachers of educational centers.

Keywords: tutor, tutor support, educational process, self-education, Tutorial support program.

Introduction
According to the Federal Law "On Education in Russian Federation," the goal of higher education is the intellectual, cultural, and moral development of an individual [6]. To achieve this goal, modern researchers develop appropriate concepts of higher education development, providing a competent combination of education, research and an individual education process.

It should be noted that the process of upbringing becomes effective only when a student demonstrates the desire for self-education, for a careful work on himself. The achievement of this level of student upbringing, in our opinion, is impossible without the use of modern educational technologies based on the recognition a student as a person, his personality, the importance of his personal problems.

The authors of the article emphasize that in practical activities the achievement of the main goal, namely the upbringing of a person capable of self-improvement, is promoted most effectively by such a pedagogical position as tutoring, a special type of humanitarian pedagogical support.

The aim of the study is to describe the stages of the experimental work on the implementation of the Pedagogical Support Program for students with to introduce them to self-education.
Materials and methods
In the course of the study, the following approaches and methods were used: the systematic approach to reveal the nature of the problem; classification, systematization, the generalization of pedagogical experience on the problem under study; observation, comparison, questioning; the analysis of the obtained results.

The study was conducted with the students of the pedagogical department at the Institute of Mathematics and Mechanics named after N.I. Lobachevsky of Kazan (Privolzhsky) Federal University.

Results and discussion
In modern pedagogical science, the very concept of "upbringing" is being refined [2, 4, 7, 8, 16]. According to Y. Fokin, the upbringing at the university is "a special work of university staff aimed at students' belief system development, moral standards and general cultural qualities provided by the education they receive" [7]. It should be noted that the process of upbringing becomes effective only when a student demonstrates the desire for self-education, for a careful work on himself.

The achievement of this level of student upbringing, in our opinion, is impossible without the use of modern educational technologies. The basis of modern technologies of upbringing is represented by leading ideas [4, 5, 8]. L.I. Malenkova examines and summarizes the following ideas: "the transition from the paradigm of education as the formation of personality in the command-administrative system of relations to the paradigm of education as the creation of conditions for an individual self-actualization; the humanization and the democratization of the relations between a teacher and students studying among themselves; the possibility to choose educational technologies, variational educational methods, means and organizational forms; the possibility of experimental work for teachers, etc." [4]

The considered ideas are united by the fact, that they are all based on a student's recognition as a person, his personality, the importance of his personal problems. In our opinion, this approach is fundamental in the process of education, which leads to self-education.

In the scientific pedagogical literature various approaches to "self-education" concept are considered. Analyzing the interpretations of this concept by such scientists as V.I. Vdovyuk, G.M. Kodzhaspirova, A.Yu. Kodzhaspirova, V.G. Maralova et al., we come to the definition of self-education as the process of conscious activity aimed at one's personality improvement [2, 5, 8].

The authors of the article emphasize that in practical activities the achievement of the main goal, namely the upbringing of a person capable of self-improvement, is most effectively promoted by such a pedagogical position as tutoring, a special type of humanitarian pedagogical support. The features of a tutor at the university were studied by M.S. Bernstein, N.K. Goncharov, T.A. Ilyina, T.M. Kovaleva et al. [3, 11-15]. We adhere to the definition of tutor support concept, proposed by E.A. Sukhanova, A.G. Chernyayskaya, who view it as a special way of educational activity, in the process of which a student performs educational activities, and a tutor creates the conditions for its implementation and comprehension [1]. Tutor support consists in the organization of a student education process, which is built on a permanent reflexive correlation of his achievements with the existing interests and aspirations. Tutor support provides ample opportunities for the upbringing process and is a powerful factor for a high quality of higher professional education achievement.

The tasks of the tutor include the accompanying of the student in the process of an individual program development aimed at the goal achievement independently set by a trainee. In the opinion of T.M. Kovaleva, a tutor must create life situations in which it would be possible for a student to show his cognitive initiatives and interests; in his activity, a tutor must use every element of the social and cultural environment, which carries a certain educational effect [3].

It should be noted that mainly in foreign and Russian higher education institutions, tutorial support is organized in the field of educational activities. Little attention is paid to educational process support [1, 9-15].
In Kazan (Volga region) Federal University the Program for the implementation of tutorship support in the educational process of the university has been implemented since 2012. The leading idea: the inclusion of imitative and non-imitative gaming educational technology in the tutorial support will determine the process of self-education of students, will serve as a source for the a personality development. The leading principles are the following ones: the principle of strategic orientation, which involves the determination of a student development strategy in the long term; the principle of a reflexive orientation aimed at reflexive skill development among the participants in the process; the principle of cooperation, which is the interaction of a tutor and a student with the purpose of the developed individual educational program implementation. The students of different age categories participate in the experiment (I-IV training courses). At each age level tutorial support consists of the following stages: diagnostic-motivational; design; implementation; analytical (reflexive).

At the first diagnostic-motivational stage, using special methods and techniques (questionnaires, tests), a group of students (mostly the sample encompasses the first year of bachelor’s degree) is revealed, showing the interest in self-education, understanding its importance in personal and professional development and wishing to engage in self-education. The results of the diagnostics carried out at the beginning of the experimental work showed that some students, knowing well in what direction they need to carry out self-education, do not have the necessary information about the organization of this process (group A), the other part of the students are familiar with the basic methods of self-education, but comprehend their own individual characteristics that require adjustment insufficiently (group B).

With the aim of introduction the students to self-education, the Program of step-by-step tutorial support was developed, taking into account the identified features of first-year students. The program includes both group (tutorial consultation with the elements of conversation, tutorial) and individual (tutorial consultation) forms of pedagogical support.

The main objectives of the motivational phase are the development and the stimulation of motivation for self-education among the students; the identification of prospects for joint work in this direction. In particular, the content of group tutorials includes a video demonstration about the outstanding circus artist Valentin Dikule; the conversations about an accident in the circus during the performance of the most complicated stunt and further healing of the artist; the discussion of the answers to the following questions: which individual features of the famous circus promoted physical healing? Do you have these characteristics? (the questions are directed mainly to group B); which, in your opinion, is the main achievement of Valentin Dikul, and by what means he achieved it; what role self-education played in the revival of the legendary artist? How can you characterize the process of self-education? (questions are directed mainly to group A).

The main objectives of the classes during the design phase, carried out at the second year of education in the university of the specified group of students, is the individual counseling on the creation of the informational portfolio "What am I?" by a student. The information portfolio "What am I?" is aimed at data collection on the personal characteristics of a student, as well as on the qualities that the student would like to cultivate in himself. It should be emphasized that the teacher-tutor should strongly support the aspiration of the students at this stage to find their own original way of portfolio creation. Ultimately, the content of the portfolio varies for each student, but the main elements are the following ones: a short autobiography, the characteristics of school teachers and the academic curator, the originals and the copies of appreciation letters, etc., as well as the copies of diplomas on additional education (artistic, musical and etc.).

Within the framework of the design phase, the analysis of the information portfolio created by the student is carried out, with the emphasis on personal qualities that are desirable. Here it is important to learn from a student about the ideas that he already has, how to start the process of self-education, which activities are necessary for this, and together to develop an appropriate individual trajectory with the student together.
The implementation phase covers the third and the fourth years of the students' education at the educational institution. The main objectives of this stage are the following ones: the implementation of the type of activity by the student, through which he wants to cultivate the desired quality; Oral presentation during classes with the obtained results. Classes are organized via imitative and non-interactive educational technologies: business and role games, trainings, brainstorming sessions, etc. It should be noted that most of them are organically integrated into the educational process of students. For example, the fear of speaking to a large audience is overcome by students as the result of participation in the business game "The Lesson of Mathematics" as a teacher in the framework of the academic discipline "Methodology for Teaching Mathematics"; the desire to acquire leadership qualities is also realized during thematic "brain storms" in the above-named discipline, etc.

At the implementation stage, individual counseling is provided to create a presentation portfolio "Such a Man I Became" by a student. The presentation portfolio "Such a Man I Became" is an addition to the created thematic portfolio "What am I?" and contains visual evidence of the results obtained by the student.

The final stage in the implementation of the Tutorial support program for students on their joining in self-education is the analytical (reflexive) stage. They conduct classes aimed at the student's past path reflection, the results achieved throughout the entire learning process. In the course of an individual tutor consultation, the possible future collaboration of the student and the tutor within the framework of the magistracy is planned.

Conclusions
The results of the final diagnosis showed that all the students participating in the experiment clearly understood the information on the process of self-education, began to imagine well in which direction they need to carry out self-education, comprehend their own individual characteristics that require further correction.

Summary
Thus, in general, the tutoring in the educational process allows a student to build his own development trajectory. It is also undeniable that tutoring in comparison with other resources that increase the quality of upbringing and education, education and training, most fully reveals the potential of a student and, thus, leads to the development of a highly qualified expert.

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A Comparative Investigation of Using Audio-visual and Role-playing Modalities in Teaching Spatial and Temporal Prepositions to Iranian EFL Learners: A Gender Case Study

Siamak Ansari
Central China Normal University
July 2017

Bio Data
Siamak Ansari is a Ph.D. student in the Central China Normal University, Wuhan, China. He is interested in TESL and his current interest is discourse analysis.

Abstract
Prepositions can be very problematic for foreign language learners in English. It has always been challenging for teachers and language learners to apply spatial and temporal prepositions. They may be tricky for learners since a similar preposition can be used for both time and space. The aim of this study was to investigate the role of audio-visual and role-playing modalities in learning spatial and temporal prepositions of in, on, at, and for among the elementary learners of English as a foreign language in Iranian context. There were 75 participants who were divided into one control group and two experimental groups. The control group received the conventional training on learning prepositions without any focus and attention on the proposed modalities; on the other hand, the experimental groups were taught based on the related modalities. A pre-test was used to analyze the students’ level of background information about (spatial and temporal) prepositions and make homogenous groups. The test applied as the pre-test was also used as a post-test to check up the effect of the modalities on the learned spatio-temporal prepositions after 6 months of instruction. The data were analyzed based on a T-test and a Two-way ANOVA to clarify the influence of using audio-visual and role-playing modalities on learning prepositions among elementary language learners. The results of the tests showed that role-playing and to a larger extent audio-visual modalities were very effective in teaching spatial and temporal prepositions. Its implications may be useful for language teachers, material designers, language testers, and language learners.

Keywords: Prepositions, Spatial, Temporal, Audio-visual, Role-playing, Modalities

Introduction
Preliminaries
Prepositions are difficult for the English second language learners even after they have accomplished a high level of proficiency in English. Celce-Murcia & Larsen-Freeman (1999) believe that which preposition to use is also different for even proficient English speakers in different situations and meaning. Considering grammar, Morenberg (1997) points out that prepositions are pervasive in all four skills – listening, reading, writing, and speaking. Biber, Conrad and Reppen (2000) performed a research in the use of prepositions in conversations, fictions, newspapers and academic prose as well. Prepositions are the most frequent function word class in news and academic prose; however, they are much less common in conversation. Svenonius (2004) refers to prepositions as a hybrid categorization in which tense is not included. On the other hand, the number and difficulty level of prepositions and the rules to use them correctly has made it difficult for language learners (Swan, 1988). Moreover, studies on prepositions reveal that findings in the first language as opposed to the second language are not always the same (Rice, 1996, 1999).

Godhaniya (2011) believes that if we want to understand better how to use prepositions in English, the visual aids will help. Using pictures have a great importance in teaching process. Learning is a complex
process and visual aids, especially pictures, are a great help in stimulating the learning of a foreign language. The pupil must use his ears as well as his eyes but it is the eye that is the primary channel of learning. Good visual materials will help maintain the pace of the lesson and pupil’s motivation. Role-playing is also another aspect in which people rehearse situations in preparation for a future performance and improve their abilities within a role. The most common examples are occupational training role-plays, and educational role-play exercises. All of this groundbreaking work has laid a basis for understanding how to devise better ways to teach prepositions. The audio-visual and role-playing modalities can facilitate the way for educators. The purpose of this paper is to outline these two modes of learning considering gender and to describe the development and validation of an instrument to assess these learning styles.

The purpose of the study
The aim of this study is to provide an analysis of teaching some prepositions through audio-visual and role-playing modalities in order to see whether there will be any difference in the way the prepositions are picked up by the elementary EFL learners. Furthermore, the study will aim at finding out whether gender would have any difference in their learning.

Statement of the problem
The reason for conducting such a research is that high school students at the elementary level in Iran are said to have many problems in using spatial and temporal prepositions available in their English textbooks because they are very challenging for them and because few textbooks address the problem (Abkhoo, Gorjian, & Pazhakh, 2014). The researcher believes that this identification and analysis would result in implications for instructional strategies used by teachers of English so that which modality could have more effects on the students’ learning. The reason behind selecting the prepositions in this study is that more errors are detected in their use as compared to the frequency of errors made in the use of other prepositions (Hayashi, 2001). More specifically, the study considers the students’ problems in using incorrect prepositions, the omission of a required preposition, or the inclusion of an unnecessary preposition.

Research questions
The present study seeks to answer the following questions:
1. Do audio-visual and role-playing modalities and no modalities affect the learning of spatial and temporal prepositions by elementary EFL learners?
2. Is there any significant difference between the mentioned modalities and no modalities in teaching the English spatial and temporal prepositions to the Iranian high school students at elementary levels?
3. Does gender make any difference in learning prepositions through the mentioned modalities and no modalities?

Significance of the study
Abkhoo, Gorjian, and Pazhakh (2014) believe that Iranian high school students at the elementary levels have difficulties in discovering the correct English prepositions; hence, the present research aims at raising some awareness concerning the learning prepositions and foreign language learning which few textbooks address. Various ways to teach prepositions – audio-visual and role-playing modalities – may make learners independent in their performance and gain control of their learning process which makes it more appealing and meaningful for the EFL students. In fact, this way of teaching provides a degree of naturalness to the language teaching and learning by revealing reality which is essential for learners because the classroom does not reflect a real-life language usage by itself. These modalities will help students make use of their previous knowledge in order to make sense of the language grammar and a more meaningful use for communication. Moreover, teaching this way would be more interesting and motivating for the Iranian EFL learners.
In order to teach grammar more effectively, teachers can make use of the different modalities to create a teaching aid that can be used with several groups of students to apply grammar contents under different situations as a means of introducing and facilitating students’ understanding of the meaning and use of prepositions. It should be considered that all the sources should play an active and influential role in supporting the learning process.

Another aspect of the present study will be determining whether the possible source of the errors can be attributed to the types of modalities in teaching materials or being the commonality of preposition between time and place. It is, therefore, necessary to inform teachers, especially high school teachers, textbook writers, and material developers of the types of materials which are used to teach prepositions and which are likely to facilitate the learning process as well as the problems in the understanding of meaning and use of prepositions and raising some awareness concerning prepositions and the second language acquisition. Furthermore, gender is another aspect in this study to see whether it makes any differences in learning the prepositions by high school students.

Delimitations
The present study reveals errors among 75 EFL students in using spatial and temporal prepositions. However, the performance of larger groups of EFL students needs to be investigated in a future study. This will make possible to find out whether the claims made on the basis of the EFL students can be generalized to other EFL students and it can help the future researchers with more reliable results. Moreover, the number of spatial-temporal prepositions can be raised to ten or more to discover other areas of prepositional inquires. Other modalities rather than audio-visual and role-playing can be used to teach prepositions such as drama, simulation, and games.

REVIEW OF LITERATURE

English Preposition System
Prepositions must be taught orderly in a structured way according to their functions to improve students’ understanding, and they should be perceived in a meaningful and contextual way in all four language skills. Hence, it may be then that we should not teach certain prepositions in isolation but rather to teach them as in relation to their occurrence with other words (Celce-Murcia & Larsen Freemn, 1999). There are forty-eight prepositions in the English language. During the previous two decades, drastic studies on cross-linguistic research clarify the people’s understanding of space, and the way they use spatial prepositions (Pederson, 1995). Prepositions are very difficult and perplexing for ESL students, especially their co-occurrences with verbs, adverbs, adjectives, and nouns (Jackendoff, 1973; Cho, 2002). For all practical purposes, prepositions seem to be very difficult though not impossible to teach (Marianne & Diane, 1999). Nevertheless, teaching prepositions can be facilitated through interesting and applicable material and skillful strategies.

Leech, Rayson, & Wilson (2001, p. 120) introduce a list of the thirty most commonly used words in English in The British National Corpus. In this study, we deal with “at”, “for”, “in”, and “on” as our target prepositions to analyze, because of their frequent use and different meanings (Hayashi, 2001). McCarthy (1972, cited in Hamdallah & Tushyeh, 1993) mentions that English prepositions are very tricky for non-native speakers (p. 181).

English prepositions are often defined as the words that describe the location of one object in relation to another. However, prepositions are often vague and confusing even for native speakers (Cho, 2004). It is extremely hard for the English language learners to understand the nuances of all the English prepositions and how to use them. Learning prepositions are basic cases in the mastery of syntax and they have an essential role at the early stages of syntax development. It means that prepositions indicate a relationship between the sentence elements. They are also effective to sentence meaning by signifying relative temporal and spatial relationships of many kinds (Richards, 1974).
According to Brown (2003), spatial or locative prepositions refer to concepts of location or position. In fact, this indicates the position of objects in the environment. Discovering and analyzing errors systematically makes it possible to (1) identify the causes of learner errors, and (2) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials. Of course, this point is important to mention that language teaching cannot stand away from the findings of error analysis. Students’ errors have always been of interest and significance to teachers, syllabus designers, and test developers. This may lead educators to devise appropriate materials and effective teaching techniques, and construct tests suitable for different levels (Corder, 1986).

**Prepositions Considering Place**

Some prepositions such as ‘at’, ‘in’ and ‘on’ are often used in English to indicate place or time. In different contexts – for time and place – the choice of one over another in a particular phrase or sentence can be arbitrary. On the contrary, there are patterns which can help us which one to use correctly and meaningfully. For example, at in the sentence ‘I’ll meet you at reception’ refers to place, and ‘I met her at last year’s conference’ to an event. (Hasan & Abdullah, 2009).

The literal, spatial meanings of prepositions are the meanings we apply in order to describe physical scenes, as in this example: Put your drink on the table. Meanings like this are ‘grounded’ in our experience of the physical world, and it is clear that they are learned early in life. These physically grounded meanings will repeatedly underlie figurative usages. In the following example: We need to put the responsibility on students’ shoulders, many figurative expressions involving a preposition are relatively easy to interpret in light of the preposition’s literal meanings (Lindstromberg, 1947).

Tyler and Evans (2003) used a cognitive linguistics perspective to provide the most comprehensive theoretical analysis of the semantics of English prepositions available. All English prepositions originally coded spatial relations between two physical entities; while retaining their original meaning, prepositions have also developed a rich set of non-spatial meanings. In this innovative study, Tyler and Evans argue that all these meanings are systematically grounded in the nature of human spatio-physical experience. The original ‘spatial scenes’ provide the foundation for the extension of meaning from the spatial to the more abstract. This analysis introduced a new methodology that distinguished between a conventional meaning and an interpretation produced for understanding the preposition in context, as well as establishing which of several competing senses should be taken as the primary sense. Besides, they concluded that the principled polysemy model represented a serious advance in the study of meaning, the way meanings were systematically extended and the nature of semantic polysemy networks.

**Prepositions Considering Time/Event**

Quirk and Greenbaum (1993) refer to ‘at’ and ‘in’ as prepositions of ‘time when’ because they are used to answer the question ‘when’? At is used for points of time mainly clock-time (at ten o’clock, at 5:30 P.M, at noon….etc.), for holding periods (at the weekend, at Christmas, at Easter) and for phrases (at night, at the / that time….etc.). ‘On’ is used with phrases referring to days (on Monday, on the following day… etc.). ‘In’ is used to indicate periods of time such as: in the evening, during holy week, in August, in the months that followed. The prepositions are usually optional with phrases referring to times such as: ‘on’ Monday week, ‘in’ the January before last, ‘on’ the day before yesterday. It is also optional with phrases to identify a time before or after a given time in the past or future: ‘in’ the previous spring, ‘at’ the following weekend, ‘on’ the next day (Quirk & Greenbaum, 1993).

**Use of video in listening comprehension**

Oftentimes life is pictured through a variety of themes, and these recurring themes are frequently represented by a number of messages in an audio-visual context which can be a rich source of instruction to those who want to teach/learn a second/foreign language. Mass and Merino (1996) point out that “giving visual messages a place in the foreign language curriculum is an interesting and entertaining
way to enhance the learner’s command of the target language; and the messages available through film offer a refreshing change of routine in the classroom” (p. 20). Further, Shen (2005) states that “foreign language films, thanks to their orally, visually, and paralinguistically authentic characteristics can provide immensely rich and communicative contexts for L2 learners to improve their language skills” (p. 3).

Massi and Merino (1996) considers the value of film in teaching different aspects of a language to foreign language learners. They claim visual messages can be incorporated in the foreign language curriculum to make it more interesting and enhance the learners’ comprehension of the target language; this way, the messages change the routine procedure of the classroom (p. 20). In their idea good films can function as a valuable pedagogical aid; therefore, they believe “the ultimate goal is to arouse sensitivity in the learner and to provide a stimulus to stretch his/her imagination and creativity” (p. 1). Use of films can be considered from lots of different angles among which Massi and Merino (1996) refer to promoting new ideas, expanding the learners’ horizons, explicit teaching of syntactic, morphological, semantic, and pragmatic aspects of the foreign language (p. 1).

Various ways of teaching prepositions
Godhaniya (2014) has stated in his research paper that he aimed to discuss teaching of English prepositions with the help of Communicative Language Teaching Approach. Thus, he dealt with the issues pertaining to teaching of English prepositions and also suggested some of the useful methods which are communicative in nature so that along with learning, learners can enjoy the grammar classroom especially learning prepositions. Preposition cannot be understood just by introducing the rules but they should be demonstrated in the classroom with latest tools and techniques. If teacher succeeds in implementing these many methods while teaching, he would definitely make his preposition classroom interesting.

In the literature on the acquisition of English, prepositions are said to appear as soon as a child can produce two word utterances. These first prepositions seem to be primarily spatial localizers and are part of the first twenty lexical items learnt by English speaking children (Brown, 1973). Landau (1996) found that learning the spatial use of a preposition depends not only on knowing its inherent meaning, but also on knowing how the objects related by the preposition should be represented conceptually. Locative prepositions describe general categories of spatial relations (Pinker, 2007; Tamly, 2000). For instance, if we are told that “a particular grant is at risk, the lab should be on alert, although our specific project is not in trouble,” prepositions serve a functional, grammatical role; the discrete spatial schema denoted by a particular preposition would seem uninvolved in the representation of each construction. And unlike combinations of prepositions and concrete nouns, combinations of prepositions and abstract nouns are entirely restricted, or prescribed. That is, one cannot say the project is at or on trouble. Superficially arbitrary, but prescribed preposition use suggests that prepositions in these constructions serve a grammatical function (Lehmann, 1995).

In another study by Abkhoo, Gorjian, and Pazhakh, (2014), the effects of audio-visual modalities on students’ learning spatial and temporal prepositions were investigated. The three prepositions which were considered were at, in, and on instructed through three types of audio, pictorial-speech, and visual modalities. The selected participants were divided into two experimental and one control groups to receive the related modalities throughout 10 sessions. After analyzing the data through One-way ANOVA, the results showed that visual modalities were the most effective modality in teaching spatial and temporal prepositions.

Methodology
Participants
A sample of 75 junior high school students at the elementary level were selected out of nearly 150 students for whom the English language was one of the subjects at school, but this study was conducted
in ‘Shiva language institute’ in Ahvaz, Iran. A homogeneity test of 50 multiple-choice items was taken by the participants. Seventy-five test takers including three groups of 25 EFL learners – one control and two experimental groups – were tested in this study. The selected participants were 36 males and 39 females. The research took about half of an academic year.

**Instrumentation**

The instruments utilized in this study were a homogeneity test on grammar and reading comprehension including 50 multiple-choice items extracted from New Interchange Placement Test (Richards, 2008). Also, a pre-test including 40 multiple-choice items was applied to the students, with an allotted time of 30 minutes to answer the questions based on their English book (Prospect 2, 2012), and the New Interchange book 1 (Richards, 2007). The reason behind that was to analyze the students’ level of background information about (spatial and temporal) prepositions and make homogenous groups. In addition, the equal numbers of questions were about spatial and temporal prepositions.

After that, through a pilot study the reliability of the homogeneity test was also calculated through KR-21 formula prior to conducting the study. Pre-test reliability coefficient was calculated through KR-21 formula as well. The same test applied as the pre-test was also used as a post-test to determine the effectiveness of using different modalities on learning spatial and temporal prepositions (in, on, at, and for) after 6 months of instruction. The reason why the same test was applied was that a different test might have provided different results. Moreover, it was a long time since the first test was administered.

**Materials**

The English book (Prospect 2, 2012) for the Iranian high school students, as well as the New Interchange book 1 (Richards, 2007) plus their audio, and visual CDs were the materials applied to the three groups in this study. The rationale behind choosing these books was that they dealt with spatial and temporal prepositions through the units. Besides, Prospect 2 is the book which is studied at junior high school by the Iranian junior high school students, and the first level in the Interchange series can be considered as a corresponding book and level.

**Procedure**

The study began with the administration of a proficiency test. Since the participants were selected from three different classes, the homogeneity test on grammar and reading proficiency was administered three times for the three classes by the same researcher under similar conditions. The papers were scored based on a checklist scores obtained out of 60 based on a sixty scoring criterion. Then, a pre-test was administered which included 40 multiple choice questions on spatial and temporal prepositions and the allotted time to answer the questions was 30 minutes. Each question was worth one mark.

Audio-visual and role playing modalities were used to teach prepositions for the two experimental groups during the treatment period, whereas the control group was working on the prepositions without considering any special modalities. The teacher made use of examples, explanations, idioms, and fixed expressions in the English language for the experimental groups to teach prepositions. Instruction took half of an academic year, six sessions for each group. Finally, the three groups were given the post-test in order to find out how much they had improved.

For the audio-visual modality, the researcher made use of the video clips of the Interchange 1 series – six clips altogether – as well as the Interchange 1 and Prospect 2 audio CDs for the audio part to teach spatial and temporal prepositions for one of the experimental groups which took half of an academic year. Throughout this period, the second experimental group played the role of characters based on the functions and topics of each unit in the two mentioned books for the role-playing modality to have a deeper understanding of prepositions. For example, the students took the role of a passenger who arrived at a place at a specific time to practice the preposition at. The third group – the control one – was taught in a conventional way. Eventually, all the three groups were given the post-test like the pre-test by the teacher.
The same test applied as the pre-test was also used as a post-test to check up the influences of the modalities on the picked-up spatio-temporal prepositions (*in*, *on*, *at*, and *for*) after 6 months of instruction. Before administration of the post-test, the researchers calculated the reliability coefficient of the test through KR-21 formula. When the score of the pre-test and post-test were obtained, the mean and standard deviation of the scores were calculated. Then, two-way ANOVA was run in order to find out whether the differences between the three groups are significant enough to reject the null hypotheses. To determine the effectiveness of each modality, the post-hoc Scheffe test was conducted on the post-test scores.

**Results and Discussion**

*Statistics Pertaining to the First Question: Comparing Pre-test and Post-test for each Group*

Learning prepositions were dealt with by the researcher through three modalities for analyzing the quantitative data. Data were analyzed and the results of the pre-test scores of the three groups are descriptively presented as follow.

Table 4.1. Results of Paired Sample T-test of Comparing Pre-test and Post-test for the Control Group

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Pretest</td>
<td>29.2000</td>
<td>25</td>
<td>2.25462</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>30.7200</td>
<td>25</td>
<td>2.20832</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td></td>
<td>df</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Pair 1</td>
<td>-2.282</td>
<td></td>
<td>24</td>
<td>.032</td>
</tr>
</tbody>
</table>

Table 4.2 Results of Paired Sample T-test of Comparing Pre-test and Post-test for the Audio-Visual Modality Group

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Pretest</td>
<td>32.8400</td>
<td>25</td>
<td>1.86369</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>37.6000</td>
<td>25</td>
<td>1.52753</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td></td>
<td>df</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Pair 1</td>
<td>-10.364</td>
<td></td>
<td>24</td>
<td>.000</td>
</tr>
</tbody>
</table>
Table 4.3 Results of Paired Sample T-test of Comparing Pre-test and Post-test for the Role-Playing Modality Group

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pretest</td>
<td>31.9600</td>
<td>25</td>
<td>1.81384</td>
<td>.36277</td>
</tr>
<tr>
<td>Posttest</td>
<td>36.2800</td>
<td>25</td>
<td>1.48661</td>
<td>.29732</td>
</tr>
</tbody>
</table>

Paired Samples Statistics

The tables above provide the descriptive statistics for the control group and the two experimental ones in terms of means, the number of participants (n), standard deviation, and significance value. Their scores ranged from 28 to 34 for the control group, 35 to 40 for the audio-visual modality, and 34 to 39 for the role-playing modality in the pre-test which were all out of 40. The mean of the control group for the pre-test was 29.2000 and the significance value was .032. For the audio-visual modality, the mean was 32.8400 in the pre-test and the significance value was .000. For the role-playing modality, the mean was 31.9600 in the pre-test and the significance value was .000. As it is shown in the table, the significance value is 0.000 which is less than 0.05, so the difference between modalities is meaningful. In other words, the effect of modalities on teaching prepositions is different.

Statistics Pertaining to the Second and Third Questions: Participants’ Performances on the Post-test

Table 4.5. Statistics of ANOVA pertaining to the participant’s performance on post-test:

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>680.876a</td>
<td>5</td>
<td>136.176</td>
<td>44.366</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>91073.970</td>
<td>1</td>
<td>91073.970</td>
<td>2.967E4</td>
<td>.000</td>
</tr>
<tr>
<td>Modalities</td>
<td>658.722</td>
<td>2</td>
<td>329.361</td>
<td>107.305</td>
<td>.000</td>
</tr>
<tr>
<td>Gender</td>
<td>3.878</td>
<td>1</td>
<td>3.878</td>
<td>1.263</td>
<td>.265</td>
</tr>
<tr>
<td>Modalities * Gender</td>
<td>10.414</td>
<td>2</td>
<td>5.207</td>
<td>1.696</td>
<td>.191</td>
</tr>
<tr>
<td>Error</td>
<td>211.788</td>
<td>69</td>
<td>3.069</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92069.000</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>892.667</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .763 (Adjusted R Squared = .746)

The descriptive statistics were applied to the data obtained after the post-tests were administered. The mean score of the participants’ performance on the audio-visual and role-playing modalities was greater than that of their performance on the no modality group. We used two-way ANOVA since Mackey and Gass believe that “two-way ANOVA is used when there are two independent variables” (p. 275).
Table 4.4 Descriptive statistics pertaining to the participants’ performance results:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No modality group</td>
<td>25</td>
<td>26.00</td>
<td>35.00</td>
<td>30.7200</td>
<td>2.20832</td>
</tr>
<tr>
<td>2. Audio-visual</td>
<td>25</td>
<td>35.00</td>
<td>40.00</td>
<td>37.6000</td>
<td>1.52753</td>
</tr>
<tr>
<td>3. Role-playing</td>
<td>25</td>
<td>34.00</td>
<td>39.00</td>
<td>36.2800</td>
<td>1.48661</td>
</tr>
</tbody>
</table>

A glance at Table 4.4 shows that group 2 (audio-visual) has achieved the highest mean (37.60) with standard deviation of 1.52, followed closely by the third group (role-playing) in which the mean is 36.28 with standard deviation of 1.48. The mean score of the first group (no modality group) is 30.72 which is lower than the other groups and its standard deviation is 2.20. Since the difference which is between groups 1, 2, and 3 is not well analyzed in Table 1, two-way ANOVA should be applied to find out any significant difference between the three groups.

Table 4.5 represents the difference between modalities, gender, and the interface effect of modalities and gender. As it is shown in the table, the significance value is 0.000 which is less than 0.05, so the difference between modalities is meaningful. In other words, the effect of modalities on teaching prepositions is different. In case of gender, the significance value is 0.265 which is more than 0.05. As a result, there would be no difference between males and females to learn the prepositions. For the third part which is the interface effect of modalities and gender, the significance value is 0.191 which is much above 0.05 indicating that these two variables together have no effect on learning prepositions.

4.6. The Results of Scheffe Test for Different Modalities:

<table>
<thead>
<tr>
<th>(I) Groups</th>
<th>(J) Groups</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1.3200*</td>
<td>.49553</td>
<td>.034</td>
<td>.0803</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6.8800*</td>
<td>.49553</td>
<td>.000</td>
<td>5.6403</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>-1.3200*</td>
<td>.49553</td>
<td>.034</td>
<td>-2.5597</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5.5600*</td>
<td>.49553</td>
<td>.000</td>
<td>4.3203</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>-6.8800*</td>
<td>.49553</td>
<td>.000</td>
<td>-8.1197</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>-5.5600*</td>
<td>.49553</td>
<td>.000</td>
<td>-6.7997</td>
</tr>
</tbody>
</table>

The difference between modalities in the groups is what is shown by the Scheffe test in Table 4.3. It represents that the performance of audio-visual group is higher than the role-playing & no modality groups and the role-playing group performed better than the no modality one at the significance level of 0.000.
Discussion
This section involves the results and findings presented in chapter four through providing answers to the questions of chapter one. The first research question attempted to find out if audio-visual and role-playing modalities and no modalities affect the learning of spatial and temporal prepositions by elementary EFL learners. The second question sought to find out if there is any significant difference between the mentioned modalities and no modalities in teaching the English spatial and temporal prepositions to the Iranian high school students at elementary levels. The last research question is about whether gender makes any difference in learning prepositions through the mentioned modalities and no modalities.

Research Question One
• Do audio-visual and role-playing modalities and no modalities affect the learning of spatial and temporal prepositions by elementary EFL learners?

This study made use of audio-visual and role-playing modalities as well as a classical way of teaching English in that the results were quite effective. There were prominent differences in preposition learning before and after teaching based on the applied modalities. Therefore, the hypothesis of no significant difference in using audio-visual and role-playing modalities to learn spatial and temporal prepositions by Elementary EFL learners was rejected. In other words, the means of the experimental groups were greater in post-test than the mean of the control group. The groups in post-test had more progress than their scores in pre-test. The experiment showed that the spatial and temporal prepositions could be learned much better through the mentioned modalities by the participants. The mentioned modalities facilitated the learners’ comprehension of the prepositions, and it proved that this study has followed what was proposed in the previous literary works of the review of literature.

Recent studies have shown the influential role of visual aids as important instructional materials for communication. They demonstrate the non-verbal information in real-life situations; that is, visual aids show the gestures and facial expressions used in a communication as a way of providing the information and making the comprehensible input easier. Furthermore, they are potentially motivating, and so teaching grammar could be practically enhanced. The adage "A picture is worth a thousand words" refers to the notion that a complex idea can be conveyed with just a single still image. It also aptly characterizes one of the main goals of visualization, namely making it possible to absorb large amounts of data quickly. Therefore, using visual aids such as films, and pictures could be a facilitating way to teach spatial-temporal prepositions to EFL learners and make the learning experience more interesting (Abkho, Gorjian & Pazhakh, 2014).

Klasone (2013) also states the same saying, “pictures are worth a thousand words”, which provides practice for students with various ability levels in areas such speaking, reading and writing”. She also believes that when mastering a language, visuals are very important in gaining language knowledge. Pictures help to make the language useful in the classroom, more realistic and alive; it helps maintain the student’s attention and makes the class more interesting. Visuals can be used at any stage of a lesson, especially to teach prepositions.

Research Question Two
• Is there any significant difference between the mentioned modalities and no modalities in teaching the English spatial and temporal prepositions to the Iranian high school students at elementary levels?

Based on the scores achieved by the participants, we could easily notice that audio-visual modality with the highest mean of 37.60 and the standard deviation of 1.52, and subsequently role-playing modality with the mean of 36.28 and the standard deviation of 1.48 had a greater impact on the students’ learning the spatial and temporal prepositions in comparison to the classical (no modality) way of English learning with its mean of 30.72 and the standard deviation of 2.20. Klasone (2013) points out that “prepositions are little words but they carry a lot of meaning. It is important to choose the right
preposition or you may say the wrong thing. If teacher wants to teach young learners how to use prepositions, the visual aids will help” (p. 23).

Space–time relations are sensitive to experimental manipulation and provide some of the strongest behavioral evidence for interactions between language and thought. Kemmerer (2005) states that the use of a particular spatial preposition meaningfully influences thinking about time or place. If a meaningful relation between prescribed preposition and time unit pairs is present, it could exist in one of two versions.

The effective use of role-plays can add variety to the kinds of activities students are asked to perform to pick up the prepositions better. It encourages thinking and creativity; students develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur through a schematic pattern. Besides, interactions can be an important part of learning prepositions as well as a new language learning experience. Kemmer (2005) studied the spatial and temporal meanings of English prepositions which can be independently impaired. He stated that in the English language some spatial and temporal relationships can be described with the same prepositions such as at school and at 7 o’clock; other languages worldwide exhibit similar patterns.

Coventry, Carmichael, and Garrod (1994) performed an experimental study of the semantics of spatial prepositions. In the context of work to specify general factors of a functional geometry mediating the use of spatial prepositions (Garrod & Sanford 1989; Coventry 1992, 1993), object-specific effects were investigated. Subjects were about video scenes of some different objects and their responses of in, on, over, and beside were monitored. The independent variables took in the manipulation of functionality specific to various types of objects. The results showed that knowledge about how particular objects interact with each other contributes to the representation of functional relations which determine preposition usage. Hence, a specificiation of functional geometries cannot proceed without a prior formulation of our knowledge about the physical and social worlds.

**Research Question Three**

• Does gender make any difference in learning prepositions through the mentioned modalities and no modalities?

In this study, there was also an attempt to investigate whether gender can affect the EFL learners’ comprehension of prepositions through audio-visual sources and role playing activities as well as a classical (no modalities) way of learning. Based on the results obtained at the first part of this chapter, it was concluded that gender does not have a determining role in learning the prepositions by the participants, and so sex has no impact on this study. In other words, no significant differences were observed among the male and female participants of the study and their preposition comprehension ability.

Moreover, both genders have some prior experience in their minds about the structures in their first language and they naturally use this information to form the correct and appropriate structures in the target language. It is clear that participants of both genders have a substantial awareness and control of their structural activities while reading the prepositional phrases as well. Prepositional decoding is a complex process in which they consciously and actively invoke a repertoire of prior knowledge (Vandergrift & Goh, 2012). Obviously, more research is needed to explore the role of gender in the way EFL learners can pick up the prepositions from other perspectives.

Likewise, in another study by Mehregan (2013), there was an attempt to examine the relationship between Iranian EFL students’ general knowledge of English and their use of English prepositions as well as the effect of gender on preposition learning. To discover whether there was any significant relationship between EFL university and high school students’ English proficiency level and their performance on a preposition test, they were put into three groups of beginning, intermediate, and upper intermediate levels based on their scores in a TOEFL test. Besides, gender was another aspect to take into consideration in their use of prepositions. The results of the correlation coefficient test showed that there was a
moderate and significant relationship between the learners’ proficiency level and their use of prepositions. Analyzing the second research question showed that there were no significant differences between the gender of the participants and their use of prepositions. Furthermore, the absence of gender effect was shown in a research which examined the abuse of English prepositions by Pakistani learners and their types of prepositional errors found in their English writing; it studied whether male or female learners committed more preposition errors. Thirteen participants from each gender were chosen through systematic random sampling under Quantitative research paradigm. A composition test and essay writing were the means of collecting data which were then analyzed through tables and graphics. Finally, the study found out various types of prepositional errors in the test takers’ writing. Moreover, the number of errors was higher in female participants (Saeed, Hussain & Fatima, 2015).

**Conclusion and Implications**

**Conclusion**

Audio-visual materials have always had some intricacies for language learners to comprehend and tackle the possible problems. “In face to face interaction, listening entails complex interpretive processes. An intricate web of situational variables interact to determine what meanings are derived in conversation” (Meskill, 1996). This processing for the interlocutors to perceive each other requires world knowledge, situational knowledge, and shared knowledge. Therefore, the listening skill can be paid much attention in an EFL situation. The critical role of this complex activity has brought optimal ways of language teaching into consideration. Shen (2005) assumes that incorporating foreign language films, as resources for listening comprehension, into language classrooms will approach us to our instructional goals so that we can introduce socio-cultural aspects of the target language speech community to foreign language learners more easily and provide them with paralinguistic features (p. 3). Movies are also an effective teaching device to stimulate students’ imagination and arouse their motivation. Besides, Kusumarasdyati (2004) believes that “movies have the potential to engage the learners in a variety of fruitful activities related to aural perception in the target language” (p. 9).

As a result, an important feature that may play a crucial role in comprehension of prepositions by language learners is the audio-visual and role playing modalities in second or foreign language learning. Accordingly, it is claimed that modalities should be considered in the English as a foreign language classes as a determining factor to the enhancement of the students’ ability in using spatial and temporal prepositions. In the present study, **audio-visual and role-playing modalities and no modalities (a classical way of learning prepositions)** were compared and the superiority of applying modalities in terms of participants’ prepositional comprehension was revealed.

Thus, the present thesis deals with the issues pertaining to teaching of English prepositions and also suggests some of the useful methods which are communicative in nature so that along with learning, learners can enjoy the classroom especially learning prepositions. Prepositions cannot be understood just by introducing the rules but they should be demonstrated in the classroom with latest tools and techniques. If teacher succeeds in implementing these many methods while teaching, he would definitely make his preposition classroom interesting. By teaching prepositions through using visual aids, the language learning process becomes appealing and meaningful for EFL students. Abkhoo, Gorjian, & Fazhakh (2014) mention that “the visual materials provide a degree of naturalness to the language teaching and learning by revealing reality, which is essential for learners because the classroom does not reflect real-life language usage by itself”. They illustrate that role-playing brings a sense of experiencing – the activity which is designed to get people involved in the topic or question so that they could learn the prepositions more eagerly and meaningfully. This is where the data are generated which will be the basis of the learning.
**Implications**

Based on the insights gained, the following is a set of implications that are suggested with reference to the findings of this research that may be useful for language teachers, material designers, language testers, and language learners. Language researchers in the field of language learning and language skills are given recommendations to take the implications presented in this study into thoughtful considerations. This study could be a remarkable inauguration of extensive investigations to be launched into discovering the influence of audio-visual and role-playing modalities in an EFL situation to comprehend spatio-temporal prepositions. In the subsequent section, some of the pedagogical implications of this study are enumerated.

**Implications for language teachers**

The findings of this research are useful for language teachers because this study would not only heighten their understanding of the role-playing and audio material on a general level, but would also lead to more effective teaching methodologies and better criteria for the selection of materials for EFL preposition instruction. The language teachers, therefore, will step into the EFL classes with greater authority to teach prepositions. On the other hand, many language teachers in EFL contexts treat the preposition instruction in a traditional way. They are considerably inattentive in teaching this aspect of the English language, overlooking the insight that they can give language learners by using audio-visual and role-playing modalities in terms of teaching prepositions.

**Implications for material designers and language testers**

This investigation is also of paramount importance to material designers and language testers. When the importance of audio-visual and role-playing modalities are revealed, language material designers can apply the findings to their books and produce more considerate and reader-friendly materials. Language testers are also well advised to take audio-visual and role-playing modalities into consideration while producing tests about spatio-temporal prepositions. Material designers are well counseled to design their listening comprehension activities in such a way that necessitates the employment of prepositions in language learning at different language ability levels. Also, they must bear in mind that audio-visual materials should be presented at suitable levels that conform to the listeners’ actual potential in cognition, in order for them to comprehend the use of prepositions better.

**Implications for EFL learners**

The study is primarily beneficial to EFL learners, especially those who specifically intend to improve their knowledge of prepositions. The findings of the experiment might shed light on the importance of audio-visual and role-playing modalities in relation to their preposition learning, and guide the students how to better watch a movie as well as role-playing activities and what to look for during these processes. In other words, it would result in optimum ways to learn prepositions.

**Suggestions for further studies**

The results of this research can lead the future researchers to investigate other related areas. In this regard, the following potential questions are suggested for further research.

First, psychological, pedagogical, and geographical factors play important roles in the use of modalities. This study, however, did not take them into consideration. Since learning a second/foreign language could be influenced by the above factors, researchers are recommended to pay due attention to them. Second, this experiment was conducted by 75 male and female junior high school students attending co-educational classes in Shiva language institute in Ahvaz which is definitely an EFL situation; the same study can be replicated in other geographical situations, in ESL situations, and even in native speakers’ contexts. Third, this research was conducted with learners at the elementary level. Other levels of language proficiency can also be subject of future studies if researchers wish to make generalizations about language learners at different proficiency levels. Next, the amount of time allotted for this study was about half of an academic year. Succeeding studies can allocate more time to the instruction of...
prepositions if researchers wish to see the long-term effect of prepositions. In addition, comparative studies might also be undertaken by analyzing prepositions of different types and capitalizing on the effects of each on the participants’ listening comprehension. Moreover, further studies may be required to engage the language methodologies and language testing as the other pedagogical factors in the instruction and use of different modalities and their influence on the comprehension of prepositions.

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Religion a conflicting force: Postcolonial Critique of My Son the Fanatic

Hira Ali’ Mehvish Sadiqa
Lecturer, Department Of English, University of Sargodha, Sargodha.
Graduate, Department Of English, University of Sargodha, Sargodha

Abstract
The conflict between Islam and west is a burning issue now-a-days. Both the cultures are far apart from each other with respect to their ethical values and traditions. The similar issue is highlighted in a famous short story of Hanif Kurieshi named, My Son the Fanatic. Although there are many reasons behind the ethnic conflict between Islam and secular west, but the factor of ‘Imperialism’ played a crucial role in fueling the conflict. My Son the Fanatic illuminates this significant issue of ‘Imperialism’ as a major agent in exacerbating the clash between Islamic fundamentalism and western secularism. My son the fanatic is a renowned short story written by Hanif Kurieshi, first published in The New Yorker (1994). In this article the conflict between Islam and west with regard to, My Son the Fanatic is analyzed under the shadow of Edward Said’s famous concept of ‘Culture and Imperialism’.

Keywords: Imperialism, ethical and religious conflict, fundamentalism versus secularism, racial and cultural clash, post colonial society.

Introduction
The underlying philosophies of Islam and west are in shear contrast to each other. Islam is based upon fundamental principles of Quran, whereas west has separated religion from the state. But the clash between Islam and west is based more upon political reasons rather than ethnic differences. First time Europe learned about Islam in terms of religious and ethnic disparity. The movement of crusades was a violent confrontation through which Islam and Europe first came into contact. During Middle Ages Islam was rapidly spreading throughout the world and it was perceived as a sign of danger in Europe. Although crusades were a series of religious wars, but in reality many political and secular motives were guiding this movement. During this era many misconceptions were created in Europe about Islam that is still persisting in the minds of westerns. With industrial revolution in 19th century, European imperialism came into existence. Imperialism is an action through which a nation extends its power by acquisition of inhabited territories and thereby forming colonies. This act further aggravated the situation of conflict between east and west. The people of occupied territories developed the feelings of antipathy for dominated culture. This theme of clash between Islam and west is presented in My Son the Fanatic. Conflict between Islam and West owe to many causes but imperialism is one of the major factors behind this. Edward Said has well explained the relation between East and West in terms of imperialism in his famous essay, Culture and Imperialism. This stance of Said could be effectively applied for the analysis of clash between Islam and West in My Son the Fanatic. Hanif Kurieshi is a significant writer of post colonial Literature. Kureishi is a known British playwright, screen writer, filmmaker and the novelist of Pakistani and British lineage. Kurieshi was added in the list of “The 50 greatest British writers since 1945” by The Times, in 2008. His most of works deals with the issues of post colonial setting. His some of the famous works include; Buddha of Suburbia (1990), The Black Album (1995), My Beautiful Launderette (1996), Intimacy (1998), and The Last Word (2014). My Son the Fanatic is a Kurieshi’s renowned short story, which was adapted as a film in 1998. It deals with the theme of cultural clash that leads to the intergenerational conflict between father and the son. Ali believes in the fundamental values of Islam, whereas his father Parvez is interested in Western life style. This leads to the disagreement between father and son.

* Corresponding author.
Literature Review
There are many literary writings that serve as a rich source of material for getting information about the concept of Islam and West in history, and the common perceptions and misperceptions among the people. Perception of Islam and Muslims in English literature: is a historical survey by Abdur Raheem Kidwai that throws light upon the perception of Islam as presented in western literature. According to him most of the European literature presents a distorted image of Islam rather than its true spirit and this was further reinforced by number of literary works in every period. The clash of civilization is an interesting work of present century written by Samuel P.huntington. It is a hypothesis that claims that in the Post cold war era the basic source of conflict among the people would be cultural and religious differences. He negates the idea of universality of western culture and states that as the world is becoming more modern and advanced, it is moving away from the idea of centralization and supremacy of Western culture. He argues that the idea of Western supremacy is the major reason of indignation and disgust of non-western peoples for west. Orientalism written by Edward said is another notable text concerning cultural studies. In this text Said has objected the concept of Orientalism that differentiates east from the west. West came into contact with lesser developed countries of East through the process of colonialism. Westerns considered their civilization and culture very exciting and formed the science of Orientalism. It is the study of Oriental; the people from these luxurious and magnificent civilization. Edward blamed West for splitting the world into two parts; the civilized and uncivilized people. They did so in order to justify their act of imperialism; that they are civilizing the uncivilized people. Europeans used the term of orient to express their splendid culture and the term of occident for backward and lesser developed communities of East. This was an artificial and self created boundary that was purely based upon western prejudices and their biased attitude towards East. This imaginary division is still persisting in the present world and is widening day by day. West regards uncivilized people of East with contempt and view Muslims with an eye of suspicion. West has generalized the term of terrorist and terrorism with Muslims and Islam. Said also wrote an essay of Culture and Imperialism for explanation of the relationship between East and West. In this work Said regards imperialism as a major factor behind distorted relation between East and West. The incident of 9/11 has raised the space between east and west. Bernard Lewis wrote a book: What Went Wrong? Western Impact and Middle East Response, in the aftermath of this incident. In this book Lewis has discussed the glorious past of Muslims and their gradual downfall. However Lewis has developed a biased hypothesis in this book stating that the Muslims, who were once dominant in the past, faced the supremacy of West because of their own weaknesses and their inability to modernize. This became the major cause of anguish in the Middle East for West that resulted in the event of 9/11. Bernard Lewis was first to developed the term of “Clash of Civilizations”. Modernity, Islam, and the West by Tamara Sonn argues that the denotation of the term “Modernity” is inconspicuous by its many connotations. The House of Wisdom by Jonathan Lyons presents the golden era of Arabs, when their culture was flourishing and they were making advancements in every field of knowledge. It was the time when Europe was lost in the age of darkness. Lyons argues that it was blessings of Arab civilization that laid the foundation of Renaissance in Europe.

Methodology and Objectives
Use of appropriate methodology is the basic requirement of a quality research. A successful research is always based upon a competent methodology. The content analysis of this study is qualitative and descriptive in nature. Story is analyzed through the outlook of clash between West and Islam that further increased by the aggressive act of Imperialism. This study investigates the ethnic and religious differences especially with respect to colonizers and colonized in My Son the Fanatic. It also explains that how Kurieshi has described the contribution of imperialism in shaping the mentality of people belonging to post colonial era. Researcher has also tried to explain the intergenerational conflict and they way writer has portrayed these differences.
Research Questions
- What are the major reasons behind cultural and racial clash represented in my son the fanatic?
- What is the role imperialism regarding this?
- Does Islam and west stands opposite to each other?
- What is the nature of relationship between colonizers and colonized?

Results and Discussion
My Son the Fanatic is a story of the relationship between a father and a son. Ali is a teenage boy who is highly influenced by Islamic religion and decides to live his life according to the rules of Quran. Whereas his father named Parvez a Pakistani immigrant is a TAXI driver, and is highly inspired by western culture and values. Ali and Parvez are the major characters in this short story; they exhibit opposite philosophy about life and both are attracted to opposite cultures. Parvez as a taxi driver has worked hard day and night for providing quality education and standard life style to his son. But as Ali develops interest for Islamic values he abandons his all belongings and western life style. His room became tidier and organized than ever before. He decided to give up western education because according to him it cultivates an anti religious attitude. Ali was not only moving away from western life style but also from his father, who was entangled in western civilization. This is clearly depicted in Parvez words;

   And I can’t talk to him anymore. We were not father and son-we were brothers! Where has he gone? Pg no.464

Before Parvez used to boast before his friends about his son’s achievements and now he was ashamed that his son has taken wrong path and he has failed to become a good father. He doubted Ali for taking drugs but was unable to discuss with someone that could guide him. At one night Parvez found Bettina with whom he could discuss his apprehensions. Bettina is a prostitute, whom Parvez saved from an aggressive client one night and since then they became good friends.

Bettina guided Parvez about the physical conditions of drug addictives. She also drew the pictures of capsules, syringes and pills etc. now Parvez could easily inspect the problem with his son. After a week of observation Parvez found that the physical condition of boy was better than before and his eyes were clearer. Furthermore he learned that the boy was not selling his possessions rather he denoted them or threw them away. Parvez was feeling much more relaxed because he found nothing related to drugs and he shared his all findings with Bettina who was eager to know that what Parvez observed. Bettina asked Parvez that any other physical change that he could observe in his son? To her question Parvez replied;

   But he is growing a beard. Pg no. 466

Pervaiz observed that the boy prayed five times a day. Now it was clear that Ali was not drug addictive rather he has discovered spiritual dimension. Further ali did not sell his belongings rather he donated them or threw them away. But Parvez was not influenced by the religion because of his depressive past. While Parvez was taught Koran, the maulvi use to attach a string to the ceiling and with his hairs so if Parvez fell asleep he would awake by a jerk. Due this humiliation Parvez abstain all religions. Parvez along with all taxi drivers used to make fun of local mullahs due to contradiction between their words and deeds.

One night Pervaiz decided to go out with the boy so he could discuss things going on in his life and how he developed affection for the religion. But Ali refused to accompany his father. Ali was moving away from his father and was developing a sense of hate for him because of his ignorance for the religion. However Parvez insisted and they went out in a restaurant that resulted in a worse night. When waiter brought whisky and water for the Parvez as usual Ali started making face and asked his father;

   ‘Don’t you know it’s wrong to drink alcohol?’ pg no.468

Pervaiz told his son that he should try to live according to place around him. It is the greatest dilemma of colonized people that they lack the sense of belongingness. He tries to convince Ali;

   You’re not in the village now. This is England. We have to fit in. pg no 469
Parvez reply reflects the mentality of colonized people that how they find difficulty to fit in between colonizers. There is always an imaginary barrier existing between colonizers and colonized. Colonizers regard colonized as inferior and narrow minded. They consider their culture as mixture of superstitions. This mentality of westerns is clearly depicted in words of Bettina;

Many young people fall into cults and superstitious groups. It doesn’t mean they’ll always feel the same way’ pg no 471

This has created a sense of hate towards westerns. Ali blames his father that he is too implicated in western civilization.

The western materialist hates us’ Ali said. Papa, how can you love something which hates you? Pg no 469

Ali went aggressively and described westerns as homosexuals, hypocrites, prostitutes and drug users. The sense of hatred between people belonging to different religious philosophy is depicted.

The law of Islam would rule the world; the skin of the infidel would burn off again and again. pg no. 469

People kill each other in the name of religion. Patrick J.Buchanan says; ‘Islamic killers are over here because we are over there’. Ali’s decision to become a devout Muslim was the result of treatments of people living in England with people belonging to land that was once colonized. Similarly Ali addressed his father;

My people have taken enough. If persecution doesn’t stop, there will be jihad. pg no.469

Parvez’s consciousness was satisfied that he had lived a descent life. Parvez grew up in poverty and under the control of insensitive Muslims. Therefore he loves the life style of England and the liberty he feels here;

But I love England. They let you do almost anything here. Pg no. 470

But he was shattered when his son told him that he has broken countless rules of Quran. Islam forbade alcohol and eating pork’s meat. Ali also detests his father’s relations with English women. Parvez loved England life because of his depressing memories of past. Ali, who was born in England, has experienced the sense of emptiness and degradation. Therefore he was attracted towards Islamic religion that could provide contentment to his empty soul. Ali informed his father that he was giving off western studies because;

Western education cultivates an anti-religious attitude. Pg no 470

The next day Parvez shared his last night experience with Bettina. He was distorted when his own son told him that he was going to hell. Pervaiz could feel the sense of hatred in his son’s eyes as though he was a criminal. Parvez decided to expel Ali out of house along his prayer mat. Although west has excelled in materialistic growth but it lacks the spiritual contentment. West has failed to provide peace to empty souls of people. Parvez who loved England also felt this bareness. After few days later, Bettina was riding in Parvez’s car, when they passed by Ali in a street. Bettina wanted to talk with Ali so Parvez asked him to get in the car. Ali disliked her closeness with his father and looked her with a cold fury. Ali insulted Bettina due to which she jumped out of a moving car. This exploited the anger of Parvez and that night he dragged and gave a hard beat to Ali. The boy remained quiet and didn’t react and only said;

So who’s the fanatic now? Pg no 474

This last dialogue of my son the fanatic is most meaningful and thought provoking. It was not only the Ali who was fanatic but Parvez too inclined aggressively to his point of view. Both remained adhere to their beliefs and communication failed between them. At the end this resulted in violence. Kurieshi has presented this racial and cultural clash and the effect of imperialism upon people mentality.

Racism and injustice and violence sweep our world, bringing a tragic harvest of heartache and death.

(Billy Graham)
CONCLUSION:
Today the world is burning with cultural and civilization clashes. As the world is becoming more
globalized people belonging to different culture are coming widely into contact. People belonging to
different territories exhibit distinguish cultural and ethical beliefs. We should learn to listen and
understand each other so that the differences in outlook could be solved. It’s the only way to avoid war
between
different nations and people. Karen Armstrong in her, Twelve Steps to a Compassionate Life, proves that
soul of every religion is compassion. Islam and Christianity also have some things in common such as
monotheism and universality etc. Humans should learn to bear each other’s existence and differences in
philosophical thinking and religious beliefs. Kurieshi describes the same dilemma where communication
fails between father and son and both adopt the offensive attitude. At the end that results in violence.
Selfishness and envy leads to the destruction of humanity.

“Nothing good ever comes of violence”. (Martin Luther)

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Schematic Representation: As a Tool for Analyzing Information on Word-Problem Problems

Rahmad Bustanul Anwar1*, Purwanto2, Abdur Rahman As’ari3, Sisworo4, and Dwi Rahmawati5
1 Mathematics Education, State University of Malang, Malang, Indonesia; Mathematics Education, Muhammadiyah University of Metro, Metro, Indonesia
2 Mathematics Education, State University of Malang, Malang, Indonesia
3 Mathematics Education, State University of Malang, Malang, Indonesia
4 Mathematics Education, State University of Malang, Malang, Indonesia
5 Mathematics Education, Muhammadiyah University of Metro, Metro, Indonesia

Abstract
Representation is a configuration from one thing to another. In solving mathematical problems, especially in the form of word-problem, the role of representation is very important. A type of representation that can be used by students is a schematic representation. This research is a qualitative research. Data collection techniques are performed through a load thinking, which is asking students to solve problem problems while expressing everything in their minds. The participants of this study were eighth graders in the city of Metro, Lampung province, Indonesia. The results of this study indicate that students have difficulty understanding the problem content of the word problem. In an effort to understand the content of the problem, students develop a scheme to help decipher the content of the problem. The schema prepared by students is performed in the form of schematic drawings in the form of line drawings that are equipped with descriptions of information that are in accordance with the content of the problem. Once the scheme is structured, students can use the schematic drawings to plan and implement the plan. Even at the look back stage, students still use schematic drawings to check job results.

Keywords: Schematic representation, Non-routine mathematical problem Word-problem

Introduction
The ability of students to solve word-problem problems is still very limited (Fagnant & Vlassis, 2013). This is because problems presented in learning, especially in math learning, are just routine. Thus, students face difficulties when they encounter problems that are rarely or never solved (van Garderen, Scheuermann, & Jackson, 2013). This is indicated by the many results of studies that report that many students experience difficulties in solving mathematical problems in the form of word-problem (Boonen, van Wesel, Jolles, & van der Schoot, 2014; Hegarty & Kozhevnikov, 1999).

An alternative that can be used to overcome the above problems is to use representation. Goldin (1998) defines representation as a configuration or form that can describe something in another way. In (National Council of Teachers of Mathematics (NCTM), 2000: 68) representation can be interpreted as an expression of mathematical ideas presented by students in order to find solutions to solve the problems they face. While (Duval, 1999; Knuth & Jones, 1991) see representation as an aspect that is related to the disclosure of mathematical ideas that can be performed as a model or another form of problem situation that is used to find solutions to solve problems.

A type of representation that is very effective in helping students solve problems in the form of word problems is a schematic representation (Boonen et al., 2014; Hegarty & Kozhevnikov, 1999). In addition (Hegarty & Kozhevnikov, 1999) states that schematic representations can be used by students to issue the main data of the problem. While (VandenBos, 2015) sees the scheme as a cognitive structure that contains organized plans for an activity, so that it represents knowledge in general and provides guidance in acting.

The focus of this study is to examine students’ processes in deciphering information about word-problem problems by constructing a schematic representation. To track the process, this research uses problem-
solving steps developed by (Polya, 1973). The stages of solution to the Polya problem include understand the problem, devising a plan, carrying out the plan, and looking back.

**Literature Review**

Representation is a configuration of ideas that can be realized using various means such as spoken language, written language, symbols, images, diagrams, models, graphs (Goldin & Shteingold, 2001). A type of visual representation is a schematic representation. Schematic representation is defined as a representation describing the relationships described in the problem (Zahner & Corter, 2010). According to Hegarty & Kozhevnikov (1999), the schematic representation is an activity to release the main data about the problem and the relationship between them. While Boonen et al. (2014) the representation of the visual representation is expressed as a precise schematic representation if the students can draw drawings or diagrams, use gestures or present certain mental images that contain the corresponding relation between the relevant elements of the solution problem. It may be concluded that the schematic representation is a representation containing the information element contained in the problem that can be accomplished by the outline form.

Several studies have discovered the kind of schematic representation used in solving problems. Fagnant & Vlassis (2013) found two types of schematic representation diagrams and schematic drawings used by fourth graders in solving arithmetic problems. Boonen et al. (2014) in his research found two types of schematic representation of accurate schematic representation, and inaccurate schematic representation used by grade VI students in solving word problems. Accurate schematic representation contains images or diagrams that are relevant to the problem. Whereas schematic representation is not accurate occurs if one or more parts are missing or imperfect in the drawing or diagram. Based on the results of previous research, this research focuses is to examine students' processes in deciphering information about word-problem problems by constructing a schematic representation.

**Method**

**Participants**

Participants in this study were the students of Junior High School in Metro City, Lampung Province, Indonesia. The selection of subjects in this study was not randomly. Subjects were chosen based on their ability to form schematic representations. This study shows two subjects, Subject 1 (S1) and Subject 2 (S2), to display the student’s process in deciphering information about word problem problems, constructing a schematic representation.

**Materials**

Data collection in this study uses a problem-solving task sheet developed based on the instruments used in the (Hegarty & Kozhevnikov, 1999) research. The problem-solving tasks used in this study are:

**Problem 1:**

Faiz used to visit Farhan's house by walking south for 40 meters, then turn east for 30 meters. In addition to the road that Faiz used to visit Farhan's house, there was a shortcut by passing the garden between their homes. Today Faiz wants to take a shortcut by passing the garden to get to Farhan's house as quickly as possible. How long are the shortcuts between Faiz and Farhan's house?

**Problem 2:**

Budi will adventure with a distance of 60 km. He started his journey on foot. After walking 5 km, a truck approached him and gave him a ride. When the truck arrived, he still had half of his trip. What distance has he traveled using a truck?

In addition to tracking the student's process of deciphering information about word problems by constructing a schematic representation, the researcher also used interview guidelines. Two instruments to collect data before being used first are validated by experts. The validation results from experts in the field of learning and mathematics show that the instrument is suitable for use.
Procedure

The process of data collection is done using the aload thinking technique, which asks students to solve problems while expressing everything in their minds. As long as students solve the problem, all activities will be recorded using a recording camera. After students solve the problem, the researcher continues the interview to clarify and explore information that is not known to the researcher. After the data has been collected, the researcher analyzes the data on the students' work in writing and transcribes the video. To test the accuracy of the data, the researchers triangulated the data by comparing the data from the students' written work results, interviews, and video transcripts. Based on the accuracy of the data, the researchers can deduce the results of the study.

Results and Discussion

To see the whole process of students breaking the problem, composing a schematic representation in this study refers to the Polya's problem-solving stages that include: understand the problem, devising a plan, carrying out the plan, and looking back.

Problem 1

In the understand the problem phase, S1 and S2 try to obtain information about the problem by reading the problem in the best way possible. S1 reads the contents of the problem completely using a loud sound. But in this process, the S1 was not able to receive all the information that is having problems at most. So that S1 repeats the reading problem with total emphasis on each sentence. When reading the second problem, S1 identifies the problem by writing some information that has been captured from the problem. S1 continues searching for information in trouble. This process is shown by S1 to reread the problem in the first sentence of the problem. When reading the problem for the third, S1 forms a scheme to analyze the problem. This shows that the information in the first sentence pushes S1 to form a schema. This scheme is formed from the relationship between some information that is gathered into a single entity. The information that leads S1 to form a schematic is information about direction and distance. This process is in agreement with Stylianou (2010) opinion that forming a scheme can be done while reading a problem.

The process of forming this scheme continues when S1 reads the problem of the second sentence. The information obtained from the second sentence also encourages S1 to complete the schematic drawing by making a signal. This process is in accordance with what is done by S2, where S2 reads the problem with total emphasis on each sentence. This activity seems very useful for S2 in obtaining information in each sentence. Based on the information obtained from each sentence, S2 organizes in a schematic. In this way, the S2 does not present problems in the process of understanding the problem. Stylianou (2010) also states that the scheme is a summary of the information of the problem in question. By forming a scheme, it will reduce the cognitive load on the information store in the students' minds. The results of the study indicate that schematic representations are formed by students to understand information in problems. This, according to Polya (1973), is very important because the ability of students to understand the information of the problem will affect their success in solving problems.

The scheme that is formed is performed by S1 and S2 in the form of a line drawing pointing south and east. In addition, the S1 and S2 also complete the written scheme a description contains information about the distance to the south as much as 40 meters and 30 meters to the east. These two components play a role in helping S1 and S2 in schema creation. The schematic image formed by S1 and S2 is a representation of the relations between the information contained in the problem. Pictures of this scheme is also very accurate with the information contained in the problem so that the most effective help for S1 and S2 in the analysis and understand the problem. The results of this study reinforced opinion (Diezmann & English, 2001; Novick, Hurley, & Francis, 1999), which states that the process of understanding problems with training schemes is a strategy that can be used to solve word-problems, because using the schematic can be uncompressed structure problems, simplify complex problems, and make abstract concepts become more concrete. Stylianou (2010) also support these results, where the
scheme can be used as a tool to understand the information found in the verbal form. The results also support the notion (Van Garderen & Montague, 2003), which states that a student who is successful in solving a problem usually constructs representations to facilitate understanding of the problem.

In the devising a plan phase plan, S1 traces the schematic drawings using the tip of a pencil. This process is performed repeatedly to obtain information about the position of the garden that separates the house of Faiz and the house of Farhan. When tracing the schematic image, S1 can find the position of the garden. This process is also supported by scribbles illustrating the position of the garden that is located between the two ends of the line in the schematic drawing. Then S1 draws a line that represents a shortcut between the house of Faiz and the house of Farhan. While the S2 in finding the position of the garden between the house of Faiz and the house of Farhan had no problems. Based on the information presented in the problem, the S2 is able to capture garden position information and shortcuts when creating schematic images. The schematic drawings made by S1 and S2 form a triangle. The hypotenuse of the triangle is the length of the shortcut that must be completed. Next, to find the length of the shortcut, S1 and S2 relate this problem to the concept of the Pythagorean Theorem to solve it.

In the carrying out the plan phase, S1 and S2 seek the extension of the shortcut using the concept of the theorem of the pythagorean, finding the length of the hypotenuse of the triangle. S1 has difficulty in determining the root value of 2500. But with a difficult effort, S1 can finally complete it. This can be surpassed by S1 by looking for a value or by multiplying several numbers. For the 2500 root to be 50, this result is obtained from the 50 × 50 multiplication. As long as S2 has no difficulty finding the extent of the shortcuts that Faiz can take to go to Farhan’s house.

In looking back phase, S1 removes the schema and searches repeatedly, combining the information contained in the problem. So S1 makes a conclusion to answer the problem question. While S2 only sees and reread the results of his work. This is because S2 always looks at the results of the work he did as early as possible. So S2 is always certain of the process he does at each stage in solving the problem.

**Problem 2**

At the stage of understand the problem, S1 attempts to obtain information about the problem by thoroughly reading the problem. However, this did not cause S1 to get the information contained in the problem. Reading the problem completely and at the same time seems to make the S1 unable to digest the problem information. So that S1 reads the problem with a full emphasis on each sentence. This process is always done by S2 by reading the problem with an utter emphasis on each sentence. In addition to helping to capture information in problems, S1 and S2 solve the problem by identifying problems by writing important information in each sentence. So, with this process, S1 and S2 can get information to understand the problem. This process is in agreement with the opinion (Sajadi, Amiripour, & Rostamy-Malkhalifeh, 2013), which states that one of the main strategies in reading verbal problems is the determination of important information of the verbal problems faced. In addition, writing information from verbal problems can help to express students’ thinking ideas (Shield & Galbraith, 1998).

In the devising a plan phase, S1 and S2 form a scheme which is embodied in a line drawing which is equipped with a distance description and marks corresponding to the information contained in the problem. This result is reinforced by the view of Newell & Simon (1972) that, with representation, students can use it as a tool to combine all the information contained in the problem. Image schemes formed by S1 are very useful to better understand the issues of the problem. This is shown by S1, tracing the schematic image repeatedly and combining it with the information in the problem. So S1 can discover and find ways to solve problems. Meanwhile, to better understand the problem, S2 reads the problem again and concludes the schematic drawing with other information according to the problem information. This process is very useful for S2 to find problems that need to be solved and ways to solve them. This process is reinforced by Corter & Zahner (2007) claim that making schematic drawings can help students find basic ideas for problem-solving. In addition, role-playing can help students determine a strategy that is needed during verbal problem solving (Abdullah, Zakaria, & Halim, 2012).
In the carrying out the plan phase, S1 uses schematic drawings to solve problems. S1 points with a pencil mark Budi makes a truck ride and traces the length of the line using a pencil for the half-way sign of the trip. For an S1 to discover the distance traveled by Budi using a truck is 25 kilometers. This result is obtained by subtracting half of the trip, which is 30 kilometers minus the distance Budi traveled on foot is 5 kilometers. While the S2 calculates subtracting 30 km (half of the trip) less 5 kilometers (distance traveled by Budi). So the distance traveled by Budi using a truck is 25 kilometers.

In looking back phase, S1 does this by reading the problem completely and combining the information in the problem with the schematic drawings made. The S1 then checks the calculation results by performing a series of recalculations. Then, S1 reads the problem again to ensure that the response obtained has correctly answered the issue of the problem. After feeling confident about the answer, S1 draws conclusions that contain answers to problematic questions. While S2 only sees and reread the results of his work. This process is performed because S2 always looks at the results of the work he did as early as possible. So S2 is always certain of the process he does at each stage in solving the problem.

Based on the description of the student's process for deciphering the problem by constructing a schematic representation while solving Problems 1 and 2 above, the summary can be summarized in Table 1 and Table 2 below:

Table 1. Description of Problem Solving Process in Problem 1

<table>
<thead>
<tr>
<th>Problem Solving Stages</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S1</td>
</tr>
<tr>
<td>Understand the problem</td>
<td>• Read the problem repeatedly with full emphasis on each sentence to obtain information.</td>
</tr>
<tr>
<td></td>
<td>• Identify problems by writing some important information.</td>
</tr>
<tr>
<td></td>
<td>• Form a scheme by linking some of the information identified which is realized in the form of lines pointing south and east.</td>
</tr>
<tr>
<td></td>
<td>• Complete the schema image with distance information.</td>
</tr>
<tr>
<td>Devising a plan</td>
<td>• Browse the schematic images repeatedly to find and understand the position of the garden.</td>
</tr>
<tr>
<td></td>
<td>• Connect two points with lines as representations of shortcuts.</td>
</tr>
<tr>
<td></td>
<td>• Linking the problems faced with the concept of Pythagoras.</td>
</tr>
<tr>
<td></td>
<td>• Selecting the phytagorean theorem to find the length of the hypotenuse of the</td>
</tr>
</tbody>
</table>

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### Problem Solving Stages

<table>
<thead>
<tr>
<th>Subject</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrying out the plan</strong></td>
<td>Calculates the length of the shortcut by looking for the length of the hypotenuse of the triangle using the Pythagorean Theorem concept.</td>
<td>Calculates the length of the shortcut by looking for the length of the hypotenuse of the triangle using the Pythagorean Theorem concept.</td>
</tr>
</tbody>
</table>
| **Looking back** | • Create and trace schematic drawings to match information in problems, and to ensure answers are obtained.  
• Writing conclusions to answer questions. | Check the results of work by rereading written answers. |

### Table 2. Description of Problem Solving Process in Problem 2

<table>
<thead>
<tr>
<th>Problem Solving Stages</th>
<th>Subject</th>
</tr>
</thead>
</table>
| **Understand the problem**      | • Read the problem repeatedly with full emphasis on each sentence to capture information.  
• Describes problems by identifying problems by writing important information in each sentence. | • Read the problem with full emphasis on each sentence to capture information.  
• Describes problems by identifying problems by writing important information in each sentence. |
| **Devising a plan**             | • Form a scheme by connecting the identified information that is realized in the form of lines that are equipped with distance information.  
• Complete the schematic drawings by making a period and a short line according to the information on the problem.  
• Using schematic drawings to find ways to solve problems by tracing schema images. | • Form a scheme by connecting some of the identified information that is realized in the form of lines and equipped with distance information.  
• Make a dot and curly brackets as a mark of distance whose value is unknown (a problem that must be resolved). |
| **Carrying out the plan**       | • Tracing the schematic image using the tip of the pencil in the question part of the problem. | Calculate the distance traveled by reducing the distance of half of the trip less the distance traveled by foot. |
## Problem Solving Stages

<table>
<thead>
<tr>
<th>Subject</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Calculate the distance traveled by reducing the distance of half of the trip less the distance traveled by foot.</td>
<td>Write conclusions in the form of answers to problems.</td>
</tr>
</tbody>
</table>

### Looking back
- Matching scheme drawings with information in the problem.
- Check the results of the calculation by entering the results of the calculation using the schematic drawing.
- Writing conclusions in the form of answers to problems.

## Conclusion
The results of this study indicate that students have difficulty understanding the content of the word-problem. In an effort to understand the content of the problem, students develop a scheme to help break down the problem information. Students put the data into the problem by developing a scheme so that students can understand the content of the problem. The schema prepared by students is performed in the form of schematic drawings in the form of line drawings that are equipped with descriptions of information that are in accordance with the content of the problem. Once the scheme is structured, students can use the schematic drawings to plan and implement the plan. Even at the looking back stage, students still use schematic drawings to check job results.

## References
Role Of Rote Learning In The Development Of Reading Skill In English Language Teaching

Dyar Ali*, Dr. R.A Farooq**, Muhammad Mumthaz***

* Ph.D Education, Northen Universty, Nowshera, Pakistan.
** Dean FASS, Northen Universty, Nowshera, Pakistan.
*** Ph.D Education, Northen Universty, Nowshera, Pakistan.

Abstract
The aim of this study was to evaluate the role of Rote Learning in students’ achievement in the reading skill English language. The objective of the study was to study the role of rote learning in reading skill of the students in the subject of English. To achieve this objective null hypothesis were tested. Three hundred nineteen thousands, eight hundred and eighty one students of grade nine in Khyber Pakhtunkhwa constituted the population of the study. A sample of fifty students was taken from the population. The students were pre-tested and then divided into two equal groups of control and experimental groups. The teaching of control group remained unchanged while the experimental group was taught through Rote Learning. Different methods of Rote learning like Chunking, Rhyming, Mediation, Recital and Bridging were used for the study of experimental group. The study revealed that reading skill can be improved through the use of Rote Learning. It will help the student how they can utilize rote learning in learning reading skill of English language. The study tried to help the teachers in using rote learning technique and improve the reading skill of the students in English language.

INTRODUCTION
Rote learning is a learning method in which students acquire specific information by reciting or memorizing basic facts, frequently through a big deal of repetition. This method is opposed to the critical thinking method or problem solving method, where the students are forced to use the concepts they have already learnt. There are some merits of rote learning. First of all the students became able to recall the items quickly which they have already learnt. The demerit is that without the critical thinking and its application, students may have problem in the use of those facts in real life situation, they have learnt by rote learning. Here it is necessary that the students must know the advanced concepts behind the rote learning (Belayneh, 2013).

Noah Westar’s Dictionary (2002) describes that rote learning is that type of learning which comes in the mind of the students by a frequent repetition of the items. National Council of Teacher of Mathematics (2011) made an experimental study on rote learning. This experimental study shows that rote memorizing is a clear fact in the teaching of general science and mathematics like learning of formulae etc. The council also recommended rote learning for the learning of basic things in any subject for the students.

Ashley (2013) defined rote memorization as a type of specific learning method. It is different from cramming. In this method students are taught how to learn some basic facts like formulas, date, location and roles. Students read that information again and again until it is fixed in their memory. According to some of the educationists this method is just mimicry and not the real learning. With all these good and bad points, rote memorization is very effective in some levels of study and strongly recommended for basics things in mathematics and in language.

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Keywords: Rote learning; Reading skill; English language; students’ achievement
Experts agree that rote learning is important and necessary to some limits. For example, students have to memorize things such as spelling of new words, alphabet and numbers. On the other side, when students come to the use of proper grammar, it is very important to know the concepts and rules. Simply memorizing complicated rules will not be enough. Students have to learn basic Mathematics by rote, such as their multiplication tables, but they must need to know more innovative concepts so they will be able to solve the complex mathematical problems. In this way we can say that rote learning builds the foundation of the students and they learn more difficult ideas. We can say that it is the most important merit rote learning (Karban, 2015).

PURPOSE OF THE STUDY
Rote learning remained an important thing for debate in education system for the whole world. Rote learning also remained as an issue for a long time. No one can deny the importance of reading skill in English language in our country. This study tried to explain how we can take the rote learning as a positive aspect of teaching English in Khyber Pakhtunkhwa. It will help the student how they can utilize rote learning in learning reading skill of English language. The study tried to help the teachers in using rote learning technique and improve the reading skill of the students in English language.

STATEMENT OF THE PROBLEM
It seems that most of the students use rote learning in their study but they are not utilizing the Rote Learning exactly how it needs to be taught. The study of the reading skill of language in English is very important. Rote learning can play a good role in the improvement of reading skill.

OBJECTIVE OF THE STUDY
There is one main objective of the study which was;
To study the role of rote learning in development of reading skill of the students in English language.

LITERATURE REVIEW
Human beings get learning as a part of family, schooling, social or community development, or training. It can be assisted by motivation. Learning is a part of educational psychology, educational philosophy, learning theory, and pedagogy. Learning may come as a result of classical conditioning like habituation. Learning can be found in many animal species like parrot, monkey etc. Learning may come consciously or without the awareness of conscious. We have some evidence for the behavioral learning of human beings. Like habituation has been supposed as early as first eight months in the development of child. It shows that the central nervous system of the human body is sufficiently improved and prepared for getting learning. Games can also help in learning according to several theorists as the first stage of learning for child. Children observe with the world and learn the rules through performance in games. It is approved that games are very essential for the children’s growth and development. This process is present before the time, when the children make meanings and understanding of the environment (Brown et al., 2008).

The demerit of using rote learning method in advanced subjects is; that students may forget the facts in short time after the test, and thus the study will be of no use. We can take the example of a student who is studying a piece of literature. He knows that he has to memorize the setting, the character’s names, and other basic facts for his test. Thus in this way his learning will not help him properly. Why it is so because rote learning is a good place to begin but it is not the way man all the time interact with the world around him. We learn by sighting how an already known concept can be used to a more challenging or advanced problem. In such situations, only a simple list of facts cannot be helpful. This is why courses are often planned with a beginning step of rote learning and it is followed by lengthier period of practical study, applied and critical thinking. All these types of learning are essential, but they work best when they are use in their proper places (Baars & Gage, 2007).
Sometimes, there is a short time and the student has to learn a big deal of material of his course, for example when learning dialogues for a dramatic role. In this situation the student have to assimilate the information which is unfamiliar, like foreign language words. In these situations, rote learning is very useful because it stimulates fast memorization in the students. The preparation for an exam is in fact a kind of rote learning. Our students use a number of learning material to help them in remembering the information while studying for the paper. They make notes or short outlines, practice each other with flashcards. Sometime students make acronyms or like a short poem and use it as mnemonic devices. These things will help them in recalling the data they have learnt (Aggarwal, 2009).

Some principles and procedures which are recycled to assist in rote memorization are discussed below:
The first one is mnemonic, which is a type of memory assistance. Mnemonic are often verbal and are like very short poems. Sometime they are like distinctive word used to help a person to recollect something, mainly a type of lists. They may be pictorial, or acoustic. The second one is link system of mnemonics. It is a technique of remembering lists of information, based on generating a relationship between the different modules of that information. The third one is peg system technique. It is a technique used for memorizing information in a list. This practice works on the pre-memorized list of words that are easy to connect with the numbers. Numbers can be represented like (1 to 10, 1 to 100, etc.). The fourth one technique is phonetic number system. This system is also like mnemonic technique, which is helpful in memorizing numbers. This system works by changing numbers first into appropriate consonant sounds, then shifting into words by the accumulation of vowels. These words can be remembered more solely than the actual numbers, particularly. The next procedure is the Method of loci. It is a procedure for remembering information. (Bernstein, 2010).

We can use rote memorization as perfect tool for learning, like learning of alphabets in English. We also use the same thing in learning irregular verbs in second language. We cannot learn the morphology of second language in a short time. Rote learning is mostly used in these cases. We have to memorize it. The native speakers of a language develop these basic skills unconsciously by routine and their experience. These experiences can be video or audio. These experiences are in short bits. These bits are combined in a special rhythm and so they make a long series of sentences paragraphs. Like we recite our national anthem every day but we do not know the meaning of these verses used in national anthem. This is attributed to rote learning only. Like this we learn many things by rote learning in our daily life. Many words are repeated in public. We hardly give notice to these things but they remain rooted in our day to day life (Lucas, 2001).
READING SKILL IN ENGLISH LANGUAGE

Reading is a process through which a written material is made informative. Students get knowledge from their books when they read it.

Learning to read is the process to make students able to read in a good possible way. Student must be able to acquire meaning from the text they read. Leading to read is inconsistent in some way. For an educated person reading is nothing. According to him reading is an effortless activity. But for a beginner and non-native it is a very difficult activity. Reading consists of much cognitive social and linguistic ability. Reading is the receptive skill of English language.

There are many theories which show how the students learn to read. Campbell (2002) called reading a message-getting and problem solving activity. This activity can be improved by practice. How much one practice on reading so much one will get command on this skill?

The Ministry of Education for Ontario (2004) defined the reading process as a communicating process where the first aim is the understanding of meanings. It shows that reading is a transitive process. It needs different approaches for improvement.

HYPOTHESES OF THE STUDY

The objective of this study was tried to be achieved by testing the following null hypotheses with respect to Rote Learning.

Ho There is no significant difference between the mean scores of experimental group and control group in reading skill of English with respect to Rote Learning on pre-test.

Ho There is no significant difference between the mean scores of experimental group and control group in reading skill of English with respect to Rote Learning on post-test.

Ho There is no significant difference between the mean scores of experimental group and control group in reading skill of English with respect to Rote Learning on retention-test.

MATERIALS AND METHODS

SAMPLE

A group of fifty students was selected from the population through random sampling technique. Two groups (Experimental Group and Control Group) were formed from these fifty students through pair random sampling on the basis of pre-test result.
RESEARCH INSTRUMENT
The researcher used a teacher made test for the research. The test was consisted of the first five units of the “English Textbook 1” Grade IX. In the first step the students were pre-tested. On the level of pre-test, the students were divided into low achievers and high achievers.

VALIDITY AND RELIABILITY OF THE TEST
The validity and reliability of the research instrument is very necessary. There are many factors which influenced the experimental study. These factors are time, history, age of students, and selection of lesson, maturation and statistics. The researcher has to control these factors otherwise the result will not be a valid one. To make the research instrument a valid and reliable one, the test was approved from the two different scholars of English literature and linguist. The content of the research instrument was also approved by the supervisory committee of Northern University.

RESEARCH DESIGN
The research design used for this study was Pre-test Post-test Equivalent Group Design. A group of fifty students was randomly selected from the population for the treatment of the study. This group was first pre-tested. After the pre-test this group of fifty students was divided into two groups. One group was taken as control group and the other as experimental group. It was also tried that the students of both groups were equal in talent.

VARIABLES OF THE STUDY
Different variables remained the part of the study. The first one was independent variable, which was only one and that was rote learning or rote memorization. The second one was reading skill of English language, which was the dependent variable of the study. The third one was controlled variables, for instance duration of treatment, conditions of instruction, methodology variation, use of teaching aids, sample size, subject to be taught, average age and marks of the students remained the controlled variables of the study. During this research different variables as motivation and interest of the students, home environment, socio-economic status, reading habits, teacher competence and education of parents remained the uncontrolled variables of the study.

TREATMENT OF THE STUDY
Two teachers of the same qualification and of same experience in the teaching of English were selected for the treatment of the research. These teachers were given one day training about the study. The treatment was started on Monday, 6th October, 2014 and was ended on Saturday, 29th November 2014. In this study the researcher used different methods to improve the rote learning of the students. The first method used for the treatment was “Chunking”. This is one of the oldest methods of rote learning. In this method the items of learning were divided into groups and chunks. Then these chunks were given an order. This order is very important. This method is a practical method and was found significant in learning or memorizing different items like mobile numbers and especially in difficult and long spellings of the words etc.

DATA COLLECTION
Two teachers of the same designation, qualification and experience were selected to teach the prescribed two groups for a period of eight weeks. The experimental group was taught for eight weeks or 48 classes of 40 minutes each as treatment through rote learning. The control group remained on the traditional method as there was no change in their teaching method. The first five units of the 9th class English textbook were taken as the course to be taught in this experimental study. The researcher administered three tests (Pre-test, Post-test and Retention-test) for data collection. When the treatment was completed, a Post-test was taken from both the groups. After the treatment the data of all the three tests were
gathered. Paired sample t-test was used for the analysis of the data taken from all the three tests. SPSS software was used for the data analysis. First the Pre-test of both groups was analyzed through t-test. After the treatment the post-test was also analyzed by t-test. Same was the procedure for retention-test too.

Data Analysis
After the treatment the data of all the three tests were gathered. Paired sample t-test and analysis of variance was used for the analysis of the data taken from all the three tests. SPSS software was used for the data analysis. First the Pre-test of both groups was analyzed through t-test. After the treatment the post-test was also analyzed by t-test. Same was the procedure for retention-test. ANOVA was used to know the interaction of low and high achievers in both control group and experimental group.

ANALYSIS AND INTERPRETATION OF DATA

Ho: There is no significant difference between the mean scores of experimental group and control group in reading skill of English on Pre-test.

Table 1: Significance of difference between control group and experimental group in reading skill on pre-test.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>25</td>
<td>5.1</td>
<td>3.4</td>
<td>0.212</td>
<td>0.861*</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>25</td>
<td>4.9</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of $t$ at 0.05 = 1.711  * insignificant

Table 1 shows the result of Pre-test in the reading skill of the students. Reading skill is very important for the second language learners. When we take it in our country’s perspective it becomes more important. Dr. West pointed out that all the learners of English language from the subcontinent had only to read English and then write it. Reading is more important than other skills in the learning of English language. The mean score of Pre-test was 5.1 in control group while 4.9 in experimental group. Both the score are nearly similar. It shows that both groups can be treated for the study. The S.D was 3.3 for experimental group and 3.4 for control group. The t-score was 0.212 which is very low score. The level of significance was 0.861. It means at this stage the null hypothesis of the study i.e. there is no significant difference of rote learning in reading skill between the mean score of experimental group and control group in the subject of English, was accepted.

Ho: There is no significant difference between the mean scores of experimental group and control group in reading skill of English on Post-test.

Table 2: Significance of difference between control and experimental group in reading skill on Post-test.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>25</td>
<td>9.4</td>
<td>2.3</td>
<td>53.717</td>
<td>0.00*</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>25</td>
<td>19.5</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of $t$ at 0.05 = 1.711  * significant

Table 2 shows the result of reading skill on post-test. The post-test on reading skill with respect to rote learning showed that there is significance in the study. The mean score of experimental group was 19.5 and control group got 9.4. There was a significant difference of 10.1 in the mean score of both groups. The experimental group remained high at this level. The S.D was 2.3 in control group while S.D in
experimental group was 2.9. The t-score was 53.717. It is a good t-score and it is very high than the pre-test. It is also evidence that he treatment was effective. The level of significance was 0.00. This result rejects the null hypothesis of the study and accepts the alternative hypothesis so we will say that there is a significant difference of rote learning in reading skill between the mean score of experimental group and control group in the subject of English.

**Ho:** There is no significant difference between the mean scores of experimental group and control group in reading skill of English on Retention-test.

<table>
<thead>
<tr>
<th>Table 3: Significance of difference between control group and experimental group in reading skill on Retention-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Control Group</td>
</tr>
<tr>
<td>Experimental Group</td>
</tr>
</tbody>
</table>

*significant

The Retention test result was also significant like the Post-test of the study. It showed that the mean score of control group was 8.6, while the experimental group showed 19.2 as mean score. The difference in both the means was 10.6. The mean of experimental group was higher than the mean of control group. The S.D was 2.1 in control group while S.D was 3.1 in experimental group. The t-score remained on 30.766. The level of significance was 0.00. The result of retention test showed that there was retention in the treatment. The significance of the study rejects the null hypothesis of the study and accepts the alternative one. The alternative hypothesis would be that there is significance of difference between the mean score of experimental and control group in reading skill with respect of rote learning.

**DISCUSSION**

English language learning is a complex process for those students who get it as second or foreign language. With the passage of time many new methods were evolved to teach English language. Being an oriental nation our country also used many methods which could be very effective for the learning of English language. All the past researches showed that every method of teaching English has its own importance. These methods vary from place to place from situation to situation and even from teacher to teacher. Among these methods we also see the use of rote learning method. This study tried to know the role of Rote Learning in the teaching of reading skill in the subject of English language at secondary level.

At first stage of the study, all the students were pre-tested. The result of both experimental group and control group was insignificant at the significance level of 0.05 with respect to reading skill of the students. Thus at this stage the null hypothesis was accepted and the students of both groups were similar on their previous knowledge.

The pre-test score of reading skill was also insignificant in both control and experimental groups at the significance level of 0.05. It showed the similarity of both groups before the treatment of the study. Thus the null hypothesis was discarded and the alternate hypothesis was accepted. This result also supports the idea of Sankary (2013) that rote learning plays an important role in proficiency of English as second language learning.

**CONCLUSION & RECOMMENDATION**

When the experiment was completed, it was observed that the student given treatment through the rote learning were more efficient in reading than those who were not treated with rote learning. It showed that rote learning plays an important role in the reading skill of the students in the study of English at secondary level.
The study revealed that reading skill of the students was improved by the rote learning. It is recommended that the teacher should use only the targeted passages in the class. Students should be given model reading by the teacher. After the model reading students should read the lesson in groups and individually. How much the students practice on reading, so much their reading will be improved.

REFERENCE
An Investigation into Training of Elementary and Secondary Level Teachers related to Disaster Management

Muhammad Malik 1, Prof. Dr. R. A. Farooq 2, Dr. Ayaz Ahmad 3
1 Assistant Professor, Northern University, Nowshera, KPK, Pakistan
2 Professor, Northern University, Nowshera, KPK, Pakistan
3 Assistant Professor, Northern University, Nowshera, KPK, Pakistan

Abstract
This study was aimed to assess the deficiencies in in-service training for Teachers at primary and secondary level in Punjab. A main objective of the study was to explore the deficiencies in in-service and Induction training related to Disaster Management. This study is beneficial for trainers, trainees of Education Sector. It was not possible for the researcher to collect data from whole Punjab, hence the study was delimited to (1) Rawalpindi Division: Data was collected from two Districts, Attock and Rawalpindi (2) Gujranwala Division: Data was collected from District Gujranwala. The population of the study consisted of all Trainers and Trainees (Teachers) at Elementary and Secondary level in Punjab. The sample of the study consisted of 621 trainers, trainees and induction trainees. Questionnaires were used for data collection. Separate questionnaires were prepared for Trainers and Trainees to address the questions about Disaster management. Questionnaires were personally administered to the respondents. Data collected through the above-mentioned research instruments, were tabulated, analyzed and discussed category wise as Trainers and Trainee. All questions were developed on three points scale. The weightage given was as (1) Mostly (2) To Some Extent (3) Not at All. For Statistical treatment chi-square was applied. The most of the findings of the study shows satisfactory results, hence many areas were found neglected which needs attention and needs to be addressed properly.

Keywords: Human Resource Management, Disaster Management, Training

Introduction
According to David A. Decenzo and Stephen P. Robbins Human Resource Management (HRM) is concerned with the people dimension in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives. This is true regardless of the type of organization – government, business, education, health, recreation or social action (Robbins, P, et al, 2010)

Human Resource Management has many functions. Human Resource Development (HRD) is just one of the functions within Human Resource Management.

According to Nadler (1970), HRD is a series of organized activities conducted within the specified time period, and designed to produce behavioral change. Common Activities within HRD are: Training and Education &Development. In Revised Definition, Nadler (1984), defines HRD as organized learning experience in a defined time period to increase the possibility of job performance and growth.

According to United Nations Office for Disaster Risk Reduction (2009), disaster is serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.

The effect of the disaster can be immediate and localized, but is often widespread and could last for a long period of time. The effect may test or exceed the capacity of a community or society to cope using its own resources, and therefore may require assistance from external sources, which could include neighboring jurisdictions, or those at the national or international levels.
Disaster Management is the organization, planning and application of measures preparing for, responding to and recovering from disasters. Disaster management may not completely avert or eliminate the threats; it focuses on creating and implementing preparedness and other plans to decrease the impact of disasters and “build back better”. Failure to create and apply a plan could lead to damage to life, assets and lost revenue.

**Objective of the Study**

The major objective of the study was: To explore the deficiencies in in-service and induction training related to Disaster Management.

**Delimitation of the Study**

The study was delimited to: (i) Rawalpindi Division (Punjab, Pakistan), (ii). Gujranwala Division (Punjab, Pakistan). Data were collected from two Districts of Rawalpindi Division that were Attock and Rawalpindi and From one District of Gujranwala Division that was Gujranwala.

**Literature Review**

Education is very important for the development of an individual as well as society. A teacher plays a vital role in transmission of knowledge to the students which eventually prepare them (students) for shouldering the responsibilities and development of the nations. To achieve this goal, it is believed that teacher must possess modern teaching skills so that he could prepare students to cope with modern challenges of the world. As with most professions today, there are rapid developments in teaching that are being driven by social and technological changes. Keeping in view these changes it was felt that teachers should be well trained related to disaster management. Disasters are of two types (i) Natural Disaster (ii) Man made. Natural disaster includes earthquakes, flash floods, droughts, extreme heats, diseases etc. Man-made disasters includes explosions, terrorist’s attacks, accidents etc. (http://restoreyoureconomy.org/disaster-overview/types-of-disasters/). Teacher must also know how to manage disaster.

**Human Resource Development of Teachers at International Level.**

"Human resources development is the process of increasing the knowledge, the skills, and the capacities of all the people in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resources development prepares people for adult participation in political processes, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. In short, the processes of human resources development unlock the door to modernization." (Frederick Harbison and Charles, 1964).

The importance of human resources development is obvious when one considers that in any economic activity it is the human element that commands, directs, organizes, controls, and maximizes the factors of production. The quality of people appropriate to the particular level and complexities of the activity determines how well or poorly, these tasks are accomplished. HRD encompasses a wide range of subjects such as health care, nutrition, population control, education and training. For the purposes of this thesis, the term HRD is used to cover only education and training (Syrian de Silva, International Labor Office January 1997).

Human resources play the important role in overall development of a country. Capital, natural resources, as well as other productive resources remain inactive in the nature. Human resources is necessary to mobilize them. So, for every country and Nation Human Resource development has key importance.
In-service Training of Lead Teacher Educator (Master Trainer) by DSD

In Directorate of Staff Development Master Trainers are called Lead Teacher Educator (LTE). Research on teacher education suggests that the use of practicing teachers as teacher educators brings teacher training and classroom teaching together, making a real impact of the former on student learning. With this premise, DSD intends to develop a pool of Lead Teacher Educators in each district (6 per district) whose main responsibility is to train and support the DTEs. The LTEs are selected from among the subject specialists of secondary and higher secondary schools, possibly in subjects like mathematics, science and social science. The LTE is a part-time position. They remain with the District Government and draw their salary from their school of posting. The LTEs are mainly serving as classroom teachers in their respective schools but also serve as lead trainers during training courses for DTEs. They remain on call when training courses are to be organized and conducted. The LTEs attends a training course and are certified as lead teacher educators as they complete the course. DSD pays an honorarium for the service they render during training courses.

Specific roles of LTEs can be listed as below:

- To undertake training needs assessment of DTEs and other personnel
- To prepare supplementary training materials for the training of DTEs
- To collaborate with the TEs in organizing and conducting training courses
- To deliver the training
- To provide follow-up support to the DTEs

(Continuous Professional Development for Primary School Teachers, 2007).

Disaster Management

Disaster Management is the organization, planning and application of measures preparing for, responding to and recovering from disasters. Disaster management may not completely avert or eliminate the threats; it focuses on creating and implementing Preparedness and other plans to decrease the impact of disasters and “build back better”. Failure to create and apply a plan could lead to damage to life, assets and lost revenue.

According to a study called, The Role of Media and Media Hypes conducted in 2005, it was found that the rate of disasters have increased with the introduction of new technology. The statistical data reveals that during the years 1970-1979, 1,230 disasters were reported, in 1980s the figure rose to 2856, in the 1990s it further increased to 4,790 but during 2000-2003 (only three years) at least 3,000 disasters took place. These statistics include both natural and man-made disasters.

In developed countries, there are strict disaster management policies because for them, a crisis or a disaster is a decisive moment a time of great of great difficulty that can turn the destiny of an area so for them disaster management polices remain an integral part of their government planning as it helps them undertake rescue operations with the help of trained personnel, provide relief measures to the victims, conduct rehabilitation and settlement programmes which include construction of schools, hospitals and other infrastructure facilities, coordinate with other relevant departments like donor agencies to obtain funds and other resources to overcome a disaster and finally to take pre-emptive actions to avert a disaster or to minimize losses.

Even though Pakistan has a department called National Disaster Management Authority (NDMA) but it is unfortunate that there is nothing much we can talk about them as disasters including floods, air crashes and fires occur each year. It was unfortunate to see that the authorities arrived late at the crash site and the local villagers had to use sand bags to control the fire. So it was needed to train teachers related to disaster management and needed to investigate that whether sufficient training related to this aspect was given or not.
Method

Participants
All the Trainees and Trainers at Elementary and Secondary Level of Punjab constituted the population of the study. There were total 36 DTSC (District Training and Support Center) and 1992 CTSC (Cluster Training and Support Center) in Punjab. Total Trainees in Punjab were 321064 which were further divide into 155,824 Male and 165,240 Females. The Total Trainers in Punjab were 3385 and the Ratio of Trainers to Trainee was 1:95. The sample comprises of 139 Male Trainees, 316 Female Trainees, 67 Male Trainers, 22 Female Trainers, and 77 Female Induction Trainees. Total Sample of the Study was consisted of 621 Trainers & Trainees and induction trainees.

Materials
The researcher used questionnaire for data collection. Two separate questionnaires were prepared for Trainers and Trainees to address the questions about disaster management. The researcher personally visited DTSC at Attock (Punjab, Pakistan), Rawalpindi (Punjab, Pakistan) and Gujranwala (Punjab, Pakistan) to collect data through questionnaires designed for the purpose.

Procedure
Data collected through the above-mentioned research instruments, were tabulated, analyzed and discussed category wise as Trainers, Trainee and induction Trainee, while the analysis of item’s responses of the questionnaire was prioritized based on frequency. All questions were developed on three points scale. The weightage given was as below:
1. Mostly
2. To Some Extent
3. Not at All

For statistical treatment chi-square was applied using the following formula.

\[ \chi^2 = \sum \frac{(O - E)^2}{E} \]

\[ \chi^2 = \text{the test statistic} \]
\[ \sum = \text{the sum of} \]

\[ O = \text{Observed frequencies} \]
\[ E = \text{Expected frequencies} \]

\[ df = \text{Degree of freedom} \]

Results
As shown in Table 1, the calculated value of Chi-Square of Trainer Male was found to be 7.84 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 2.80 which is less than table value, hence the result was not found in favor of statement but the inclination of responses was in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 25.92 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainee Female was found to be 27.54 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 17.41 which is greater than table value, hence the result was found in favor of statement therefore, the statement was accepted.
Table 1. Training to take precautionary measures to save lives during Earthquake is given to you.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly %</th>
<th>To some extent %</th>
<th>Not at all %</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>12</td>
<td>17.91</td>
<td>30</td>
<td>44.77</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>10</td>
<td>45.45</td>
<td>8</td>
<td>36.36</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>19</td>
<td>13.66</td>
<td>66</td>
<td>47.48</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>75</td>
<td>23.73</td>
<td>93</td>
<td>29.43</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>18</td>
<td>23.37</td>
<td>16</td>
<td>20.77</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>134</td>
<td>213</td>
<td>274</td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

As shown in Table 2, the calculated value of Chi-Square of Trainer Male was found to be 8.58 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 6.42 which is greater than table value, hence the result was found in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 20.10 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 13.73 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 9.95 which is greater than table value, hence the result was found in favor of statement therefore, the statement was accepted.

Table 2. Training to take precautionary measures to prevent Human beings from emergency diseases are given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly %</th>
<th>To some extent %</th>
<th>Not at all %</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>14</td>
<td>20.89</td>
<td>33</td>
<td>49.25</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>9</td>
<td>40.90</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>28</td>
<td>20.14</td>
<td>70</td>
<td>50.35</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>94</td>
<td>29.74</td>
<td>86</td>
<td>27.21</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>13</td>
<td>16.88</td>
<td>29</td>
<td>37.66</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>158</td>
<td>229</td>
<td>234</td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

As shown in Table 3, the calculated value of Chi-Square of Trainer Male was found to be 10.40 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 3.84 which is less than table value, hence the result was not in favor of statement but the responses were in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 12.58 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 22.26 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 15.71 which is greater than table value, hence the result was found in favor of statement therefore, the statement was accepted.
Table 3. Training to take immediate actions on the basis of Health alerts being sent by the Government is given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly %age</th>
<th>To some extent %age</th>
<th>Not at all %age</th>
<th>X^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>13 19.40</td>
<td>34 50.74</td>
<td>20 29.85</td>
<td>10.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>10 45.45</td>
<td>9 40.90</td>
<td>3 13.63</td>
<td>3.84</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>29 20.86</td>
<td>63 45.32</td>
<td>47 33.81</td>
<td>12.58</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>66 20.88</td>
<td>122 38.60</td>
<td>128 40.50</td>
<td>22.26</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>10 12.98</td>
<td>29 37.66</td>
<td>38 49.35</td>
<td>15.71</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>128 257</td>
<td>236</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2 Significance level = 0.05, Table Value= 5.991

As shown in Table 4, the calculated value of Chi-Square of Trainer Male was found to be 12.22 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 6.42 which is greater than table value, hence the result was found in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 21.75 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 84.80 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 28.18 which is greater than table value, hence the result was found in favor of statement therefore, the statement was accepted.

Table 4. Training to mitigate the Loss of Human Lives and their properties during floods is given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly %age</th>
<th>To some extent %age</th>
<th>Not at all %age</th>
<th>X^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>10 14.92</td>
<td>24 35.82</td>
<td>33 49.25</td>
<td>12.22</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>9 40.90</td>
<td>11 50</td>
<td>2 9.09</td>
<td>6.42</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>22 15.82</td>
<td>66 47.48</td>
<td>51 36.69</td>
<td>21.75</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>45 14.24</td>
<td>94 29.74</td>
<td>177 56.01</td>
<td>84.80</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>8 10.38</td>
<td>23 29.87</td>
<td>46 59.74</td>
<td>28.18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>94 218</td>
<td>309</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2 Significance level = 0.05, Table Value= 5.991

As Shown in Table 5, the calculated value of Chi-Square of Trainer Male was found to be 11.08 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 4.13 which is less than table value, hence the result was not found in favor of statement but the responses were in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 13.58 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 85.89 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 26.57 which is greater than table value, hence the result was found in favor of statement therefore, the statement was accepted.
Table 5. Training to mitigate the Loss of Human Lives and their properties during Fire is given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly</th>
<th>%age</th>
<th>To some extent</th>
<th>%age</th>
<th>Not at all</th>
<th>%age</th>
<th>X^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>10</td>
<td>14.92</td>
<td>32</td>
<td>47.76</td>
<td>25</td>
<td>37.31</td>
<td>11.08</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>10</td>
<td>45.45</td>
<td>9</td>
<td>40.90</td>
<td>3</td>
<td>13.63</td>
<td>4.13</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>26</td>
<td>18.70</td>
<td>58</td>
<td>41.72</td>
<td>55</td>
<td>39.56</td>
<td>13.58</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>41</td>
<td>12.97</td>
<td>100</td>
<td>31.64</td>
<td>175</td>
<td>55.37</td>
<td>85.89</td>
</tr>
<tr>
<td>Induction Trainee</td>
<td>Female</td>
<td>77</td>
<td>13</td>
<td>16.88</td>
<td>17</td>
<td>22.07</td>
<td>47</td>
<td>61.03</td>
<td>26.57</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>100</td>
<td>216</td>
<td>305</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

As shown in Table 6, the calculated value of Chi-Square of Trainer Male was found to be 29.57 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 0.71 which is less than table value, hence the result was not found in favor of statement but the responses were in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 14.10 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainee Female was found 133.74 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 37.09 which is greater than table value, hence the result was found in favor of statement therefore, the statement was accepted.

Table 6. Training to tackle Transport Failure during Study Tour is given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly</th>
<th>%age</th>
<th>To some extent</th>
<th>%age</th>
<th>Not at all</th>
<th>%age</th>
<th>X^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>5</td>
<td>7.46</td>
<td>21</td>
<td>31.34</td>
<td>41</td>
<td>61.19</td>
<td>29.57</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>7</td>
<td>31.81</td>
<td>9</td>
<td>40.90</td>
<td>6</td>
<td>27.27</td>
<td>.71</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>28</td>
<td>20.14</td>
<td>47</td>
<td>33.81</td>
<td>64</td>
<td>46.04</td>
<td>14.10</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>29</td>
<td>9.17</td>
<td>92</td>
<td>29.11</td>
<td>195</td>
<td>61.70</td>
<td>133.74</td>
</tr>
<tr>
<td>Induction Trainee</td>
<td>Female</td>
<td>77</td>
<td>12</td>
<td>15.58</td>
<td>14</td>
<td>18.18</td>
<td>51</td>
<td>66.23</td>
<td>37.09</td>
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<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>81</td>
<td>183</td>
<td>357</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

Table 7 Shows that the calculated value of Chi-Square of Trainer Male was found to be 18.44 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 1.85 which is less than table value, hence the result was not found Significant therefore the statement was rejected. The calculated value of Chi-Square of Trainee Male was found to be 15.53 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 76.2 which is greater but was not in favor of statement therefore the statement was rejected. The calculated value of Chi-Square of Induction Trainee Female was found to be 22.25 which is greater than table value, hence the result was found in favor of statement but as most of the respondent’s inclination was not in favor of statement therefore the statement was rejected.
Table 7. Training to mitigate the Loss of Human beings Lives during Accidents is given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly</th>
<th>%age</th>
<th>To some extent</th>
<th>%age</th>
<th>Not at all</th>
<th>%age</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>6</td>
<td>8.95</td>
<td>29</td>
<td>43.28</td>
<td>32</td>
<td>47.76</td>
<td>18.44</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>10</td>
<td>45.45</td>
<td>5</td>
<td>22.72</td>
<td>7</td>
<td>31.81</td>
<td>1.85</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>25</td>
<td>17.98</td>
<td>53</td>
<td>38.12</td>
<td>61</td>
<td>43.88</td>
<td>15.53</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>54</td>
<td>17.08</td>
<td>86</td>
<td>27.21</td>
<td>176</td>
<td>55.69</td>
<td>76.2</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>9</td>
<td>11.68</td>
<td>25</td>
<td>32.46</td>
<td>43</td>
<td>55.84</td>
<td>22.25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>104</td>
<td>198</td>
<td>325</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

Table 8 Shows that the calculated value of Chi-Square of Trainer Male was found to be 21.68 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 12.07 which is greater than table value, hence the result was found in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 14.51 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 5.94 which is less than table value, hence the result was not found Significant therefore the statement was rejected. The calculated value of Chi Square of Induction Trainee Female was found 1.10 which is less than table value, hence the result was not found Significant therefore the statement was rejected.

Table 8. Training to mitigate the Loss of Human Lives during Terrorists Attack is given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly</th>
<th>%age</th>
<th>To some extent</th>
<th>%age</th>
<th>Not at all</th>
<th>%age</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>6</td>
<td>8.95</td>
<td>37</td>
<td>55.22</td>
<td>24</td>
<td>35.82</td>
<td>21.68</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>15</td>
<td>68.18</td>
<td>4</td>
<td>18.18</td>
<td>3</td>
<td>13.63</td>
<td>12.07</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>32</td>
<td>23.02</td>
<td>67</td>
<td>48.20</td>
<td>40</td>
<td>28.77</td>
<td>14.51</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>85</td>
<td>26.89</td>
<td>114</td>
<td>36.07</td>
<td>117</td>
<td>37.02</td>
<td>5.94</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>30</td>
<td>38.96</td>
<td>24</td>
<td>31.16</td>
<td>23</td>
<td>29.87</td>
<td>1.10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>621</td>
<td>168</td>
<td>246</td>
<td>207</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

Table 9 Shows that the calculated value of Chi-Square of Trainer Male was found to be 25.12 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 4.13 which is less than table value, hence the result was not found in favor of statement but as the respondents responds in favor of statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 15.53 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi Square of Trainee Female was found 144.69 which is greater than table value, hence the result was found Significant therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 42.57 which is greater than table value, hence the result was found in favor of statement therefore, the statement was accepted.
Table 9 Training to mitigate the Loss of Human Lives during War is given.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly %</th>
<th>To some extent %</th>
<th>Not at all %</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>7</td>
<td>10.44</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>9</td>
<td>40.90</td>
<td>10</td>
<td>61</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>25</td>
<td>17.98</td>
<td>41</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>25</td>
<td>7.91</td>
<td>93</td>
<td>198</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>8</td>
<td>10.38</td>
<td>17</td>
<td>22.07</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>41</td>
<td>29.49</td>
<td>57</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>102</td>
<td>32.27</td>
<td>198</td>
<td>28</td>
</tr>
</tbody>
</table>

As shown in Table 10, the calculated value of Chi-Square of Trainer Male was found to be 5.14 which is less than table value, hence the result was not found Significant but responses shows positive behavior towards statement therefore the statement was accepted. The calculated value of Chi-Square of Trainer Female was found to be 3.56 which is less than table value, hence the result was not found in favor of statement but responses shows positive behavior towards statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Male was found to be 3.71 which is less than table value, hence the result was not found Significant but responses shows positive behavior towards statement therefore the statement was accepted. The calculated value of Chi-Square of Trainee Female was found 5.02 which is less than table value, hence the result was not found Significant but responses shows positive behavior towards statement therefore the statement was accepted. The calculated value of Chi-Square of Induction Trainee Female was found to be 2.56 which is less than table value, hence the result was not found in favor of statement but responses shows positive behavior towards statement therefore the statement was accepted.

Table 10. Skill to tackle Internal Conflicts between Students, Teachers is developed during Training.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category</th>
<th>N</th>
<th>Mostly %</th>
<th>To some extent %</th>
<th>Not at all %</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer</td>
<td>Male</td>
<td>67</td>
<td>15</td>
<td>22.38</td>
<td>22</td>
<td>31.81</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>22</td>
<td>11</td>
<td>50</td>
<td>7</td>
<td>32.83</td>
</tr>
<tr>
<td>Trainee</td>
<td>Male</td>
<td>139</td>
<td>41</td>
<td>29.49</td>
<td>57</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>316</td>
<td>102</td>
<td>32.27</td>
<td>198</td>
<td>29.49</td>
</tr>
<tr>
<td>Induction</td>
<td>Female</td>
<td>77</td>
<td>29</td>
<td>37.66</td>
<td>19</td>
<td>24.67</td>
</tr>
</tbody>
</table>

Discussions, Conclusions and Recommendations
The present study focused on Human Resource Development of Teachers at elementary and secondary level through in-service teacher training because teachers are vital component of any society. The success or decline of nation’s progress/development depends on curriculum executed by teachers. As they train the young blood for future responsibilities. It is common need of societies to train the teachers first so that they become able to train the offspring with full zeal. There are two types of training in Pakistan i.e. pre-service training and in-service training. The major aim of the study was to assess the deficiencies in in-service training contents/design for teachers at primary and secondary level so that Teacher Training may become more beneficial and may be organized in most befitting manner. The importance of human
resources development (hereafter referred to as "HRD") is obvious when one considers that in any economic activity it is the human element that commands, directs, organizes, controls and maximizes the factors of production. The quality of people appropriate to the particular level and complexities of the activity determines how well or poorly, these tasks are accomplished.

Disaster Management is the organization, planning and application of measures preparing for, responding to and recovering from disasters. Disaster management may not completely avert or eliminate the threats; it focuses on creating and implementing preparedness and other plans to decrease the impact of disasters and “build back better”. Failure to create and apply a plan could lead to damage to life, assets and lost revenue. It was unfortunate to see that the authorities arrived late at the crash site and the local villagers had to use sand bags to control the fire. So it was needed to train teachers for disaster management. It was felt that training related to disaster management should be given.

The analysis of data revealed the following findings:

1. There should be more focus on the training related to Disaster Management, Conflict Management and Dispute Resolution so that ability related to these may be developed more efficiently in teachers.
2. Training related to identification of health problems of students was given but not at sufficient level. Results shows that this area was neglected which could create serious problems related to health of students.
3. Training related to take precautionary measures to save lives during earth quake was given inadequately.
4. Training to take precautionary measures to prevent human being from emergency diseases were given but as less number of respondents’ response “mostly” and large number of respondents responds “to some extent” and “not at all” hence it was concluded that training related to precautionary measures to prevent human beings from emergency diseases was not sufficient.
5. Training to take immediate actions on the basis of health alerts beings sent by the government was given. 128 respondents respond “mostly” but as 257 respondents respond “to some extent” and 236 responds “not at all” hence it was concluded that training was not sufficient which shows that no immediate actions were taken on the basis of health alerts being sent by the government.
6. Training related to mitigate the Loss of Human Lives and their properties during floods was given at minor level and this area was neglected, hence needs more attention.
7. Training to mitigate the loss of human lives and their properties during fire was given but as large number of respondents respond “not at all”, hence it was concluded that training was not satisfactory.
8. Training to tackle transport failure during study tour was given but as 81 respondents responds in category “mostly”,183 respond “to some extent” and 357 responds “not at all” hence it was unanimously agreed that no training was given.
9. Training related to mitigate the loss of human lives during accident was given at minor level.
10. Training related to mitigate the loss of human lives during terrorist attacks was not satisfactory.
11. Inadequate training related to mitigate the loss of human lives during war was given.
12. Skills to tackle internal conflict between students-students, Teacher-teachers and student-teacher were developed at minor level.

The following conclusions were derived from analysis of the responses of Trainer, Trainee and Induction Trainees.

1. It was concluded that to some extent there is a focus on the training related to Disaster Management, Conflict Management and Dispute Resolution, training related to health problems, training related to precautionary measures in case of an emergency.
2. It was concluded from results that training related to mitigate the Loss of Human Lives and their properties during floods, fire, terrorist attacks, war, and accident was given at minor level and this area was neglected.
3. It was concluded that skills to tackle internal conflict between students-students, Teacher-teachers and student-teacher were developed at minor level.

Following recommendations were made on the basis of derived Conclusions.

1. It was concluded that there was less focus on the training related to Disaster Management, Conflict Management and Dispute Resolution, training related to health problems, training related to precautionary measures in case of an emergency. Hence it is recommended that training related to these issues should be given at satisfactory level and ability related to these aspects may be developed more efficiently in teachers.

2. It was concluded from results that training related to mitigate the Loss of Human Lives and their properties during floods, fire, terrorist attacks, war, and accident was given at minor level and this area was neglected. Hence it is recommended that training to save the lives and mitigate the loss during terrorist attacks, war, fire, accidents, and flood should be given precisely and it should be made compulsory. Head of institutions should be strictly given responsibility to arrange these types of trainings in their relevant schools with the help of Government administration.

3. It was concluded that skills to tackle internal conflict between students-students, Teacher-teachers and student-teacher were developed at minor level. Hence it is recommended that adequate skills should be developed in teachers to tackle internal conflicts between students-students, teacher–student and teacher–teacher.

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The Concept of Onomatopoeia as an Element of The Linguistic Worldview in The Russian and Kumyk Linguistic Cultures

Samaya A. Aliyeva, Nurmagomed E. Gadzhiaikhmedov
Dagestan State University, Makhachkala, the Republic of Dagestan

Abstract
The issues addressed in the article are of particular relevance due to the necessity of linguo-cultural studies into the concept of onomatopoeia in languages of different systemic structures (Russian and Kumyk). The aim of the article is to conduct a comparative study of the Russian and Kumyk linguistic worldviews expressed through onomatopoeias and to identify common and ethno-specific aspects of their conceptual features. The used research methods – comparative, linguo-cultural and componential analysis – allow revealing common and ethno-specific components of the concept of onomatopoeia in the compared languages. The linguistic worldviews of the Russian and the Kumyk languages are reflected in different linguistic phenomena: lexemes, proverbs and phraseological units. The nation-specific concept of onomatopoeia, including linguistic, cognitive and cultural components, is part of the Russian and Kumyk linguistic conceptual systems. The linguistic worldview is a macrosystem, which presupposes the existence of microsystems. One of such microsystems is the lexico-semantic field of onomatopoeias. The lexico-semantic field is, in its turn, a macroparadigm for microparadigms – lexico-semantic groups. The description of similar lexico-semantic groups of onomatopoeic verbs in the languages of different systemic structures helped to compare the fragments of the Russian and Kumyk linguistic worldviews. An important role in the process of linguistic objectification of the concept of onomatopoeia is played by phraseological units and proverbs. Thus, the concept of onomatopoeia is universal, but it has different prototypes and national cultural images in each of the analysed languages. The national, culture-specific features of onomatopoeias are demonstrated in semantic and functional dissimilarities, the reasons for which lie in differences in worldview and perception of reality by the Russian and Kumyk peoples. The materials analysed in the article can be used for compiling bilingual and linguistic-cultural dictionaries, as well as for studies on translation theory.

Keywords: onomatopoeia, cognitive model, concept, lexico-semantic group, lexico-semantic field, linguistic culture, mentality, metaphor, national cultural specifics, proverbs, semic structure, phraseological unit, linguistic worldview.

Introduction
The issues addressed in the article are of particular relevance due to the fact that so far none of the contemporary linguists has performed comparative studies into the concept of onomatopoeia in the Russian and Kumyk linguistic cultures. Only some aspects of the issue have been considered. The aim of the comparison is not only to identify differences in the semantic systems of the analysed languages but also to reveal universal patterns hidden behind the external differences. This research method can be used for analysing semantic fields of onomatopoeic words in different languages. The semantic study of onomatopoeic words has a complex nature and includes research not only into systemic semantic features of such lexical units but also into patterns of their functioning. During our study we developed the following hypothesis: in the translation process we often encounter inconsistencies, which are related to the fact that in nature different animals, subjects and objects make sounds in the same way, but in different languages people express them differently.
Materials and Methods

Each language learns the sounds of the external world in its own way, so onomatopoeic words are different in different languages, though they can be similar. The animal and bird sounds are the most extensively used onomatopoeic words. Our study shows that each language has its own animal sounds. In order to study a certain phenomenon in some language, we can use the method of comparing it with another one, because all languages in the world have similarities and differences. "All languages - even the most dissimilar - are close to each other. The specific properties of each of them are clearly manifested only when compared with those in other languages" (Skalička, 1967, p. 131). The aim of the comparison is not only to identify differences in the semantic systems of the analysed languages but also to reveal universal patterns hidden behind the external differences. This research method can be used for analysing semantic fields of onomatopoeic words in different languages. The semantic study of onomatopoeic words has a complex nature and includes research not only into systemic semantic features of such lexical units but also into patterns of their functioning.

The methods of componential analysis is based on the assumption that the meaning of each linguistic unit consists of semantic components and that the vocabulary of any language can be described with the help of a limited number of semantic features. The componential analysis is used to study semantic links of words in the semantic field.

The contrastive analysis, revealing similarities and dissimilarities in the use of linguistic means in different language, allows better determining the specific character of each of the compared languages, which could be overlooked if researchers used only "internal" study of the language.

The descriptive method provides for a detailed systemic description of the analysed material.

Results

At the turn of XXIst century linguists seek to comprehend the language and speech facts through the prism of linguo-cultural methods of analysis and through the conceptual analysis of key concepts. The concept of onomatopoeia is one of such concepts of the national mentality expressed in the linguistic categories and forms.

Words keep and reproduce information about the surrounding reality. We use them to describe the world or try to convey our thoughts about this world. As a result of man's interaction with the world, the ideas about the world are formed, and they allow people to form a model of the world, which is called the worldview in the philosophical and linguistic literature. "The linguistic worldview is the comprehensive conceptual content of the particular language" (Karaulov, 1976, p. 246).

Perception of the world (worldview) by different peoples can be dissimilar, and such dissimilarities can vary from minor to substantial. Everything depends on the extent of affinity between their customs, traditions and culture. Each language reflects its own picture of the world. However, it does not mean that speakers of different languages cannot understand each other.

The research into the universal and the nation-specific in the perception of reality is highly relevant for the contemporary linguistics. It is also closely connected with the issue of the relationship between the language and the culture. Any language is the guardian of the national culture. In spite of the fact that the nation-specific semantics can be traced on all levels of the language, only "the word, idiom and aphorism, having the ability to accumulate extra-linguistic information, immediately and directly reflect the phenomena and objects of the world" (Gukelova, 2009, p. 29).

The linguistic worldview can be considered as a linguistic macrosystem. Such worldview "appears in the course of contacts of a linguistic personality with other linguistic personalities and the own self" (Dmitrieva, 1996, p. 5). As any macrosystem, the linguistic worldview presupposes the existence of microsystems. One of such microsystems is the lexico-semantic field of onomatopoeias.
The onomatopoeias constitute a very important cultural component of any language, including Russian and Kumyk. They imitate sounds of nature – its animate (mijawat', kvakat'; mavullama, baqillama – “to meow, to croak”) and inanimate (skripet', hrustet'; qajillama, xırçıllama – “to creak, to crunch”) objects. A separate group includes the sounds produced by humans through their respiratory system (svistet'; sizğırma – “to whistle”) or by mechanical means (brjacat'; zangırlatmaq – “to rattle”).

In the lexico-semantic field of onomatopoeias there are words of different lexico-grammatical groups, but, first of all, verbs and nouns. Moreover, such field may include set expressions with onomatopoeic components.

The concept of onomatopoeia is part of the Russian and Kumyk linguistic conceptual systems. The structure of this national concept consists of a number of elements: linguistic, cognitive and cultural. From the cognitive point of view, the concept is "any arbitrarily selected section of the semantic field of language" (Slyshkin, 2000, p. 11).

The lexico-semantic field is, in its turn, a macroparadigm for microparadigms – lexico-semantic groups. We can compare fragments of different linguistic worldviews through the description of similar lexico-semantic groups in different national languages. Let us consider one of such groups – the lexico-semantic group of onomatopoeic verbs in Russian and Kumyk.

The comparative study of onomatopoeias in the Russian and the Kumyk linguistic cultures can considerably enrich the systematics of onomatopoeic units. This approach helps to identify interrelation between the development of the national culture and the national language.

Russian and Kumyk onomatopoeias demonstrate certain similarities. This primarily applies to words with simple sounds. As a result, we can observe multiple matches in vocalic and consonant composition of onomatopoeias. Let us compare the Russian onomatopoeic verb zhuzhzhat' and Kumyk jujullama with the meaning "to buzz, to hum".

Vody strui lis' tiho. Zhuk zhuzhzhal (The stream was flowing quietly. A beetle was buzzing) (A. Pushkin. Eugene Onegin).

Yımırtqa çartlasa, jibinler oğar yaburulup jujullay (When an egg crackles, flies sit on it and buzz) (M. Minatullaev. Devryugen devyurler).

The semic structure of the meanings of the Russian verb zhuzhzhat' and the Kumyk verb jujullama contains a subjective seme – the seme of the sound and the character of this sound (a monotonous vibrating sound "zzzzz"). As a rule, in the Russian language this verb in its direct meaning is combined with words denoting insects, which is illustrated with the examples above. However, in literary works one can find combinations of the analysed verb with other subjects: A lastochki nad nim v'jutsja, pishhat, zhuzhzhat (And swallows are hovering over him, squeaking and buzzing) (Bianki. Mishka-bashka).

In the example with the subject denoting an insect, the verb zhuzhzhat' is used in its main, direct meaning. If the subject of a sentence is a human being, we can observe metaphorization of the verb zhuzhzhat', with the main seme of "to speak, to pronounce words", while the seme of "a sound produced by insects" becomes secondary, "acting as a background seme of the character of speaking" (Aliyeva, 2010, p. 44). In its figurative meaning the verb zhuzhzhat' stops being part of the lexico-semantic group (LSG) of onomatopoeic verbs and is conceived as part of the LGS of speech verbs: Grafy i kniaz'ja tolkutsja i zhuzhzhat tam, kak slmeli (Counts and princes are jostling each other and buzzing there [in the foyer] like bumblebees) (Gogol. The Government Inspector). The pejorative evaluation can be mitigated through the use of additional words (attributes or adverbials): S oseni opjat' zakipit zhizn', zazhuzhzhat veselye detskie golosa (From autumn the life is again in full swing, with cheerful children's voices buzzing around) (Ertel. The Gardenins).
In the Kumyk language the figurative meaning of "to repeat annoyingly" is expressed by the verb *jujullama* in the meaning "to squeak": *Ertenden berli juvullap turnay, ne busa da bir iş etme qara* (Z. Ataeva. Gyunnyu gyoremen).

The national cultural specific of onomatopoeias is demonstrated in semantic and functional dissimilarities. In the Russian language the lexical unit *loshad'* (denoting a source of sounds and a subject of actions) is a polyvalent noun, as it can be combined with several onomatopoeic verbs: *rzhat’, gogotat’, hrapet’, fyrkat’*. In this case the valence is understood as "ability of an element of one type to combine with elements of another type" (Ruzin, 1993, p. 21).

1) *Vot ona tiho i nezerno zarzhala* (There it [horse] whinnied quietly and softly) (Sokolov-Mikitov. Fursik). 2) *Loshadi fyrkali, odnoobrazno hrusteli ovsom, zveneli kol’cam yedouzdkov* (The horses were snorting and monotonously crunching oats, halter rings jingling) (Ertel. The Gardenins).

In the semic structure of the Kumyk verb *kişneme* (to whinny) one can also easily identify a subjective seme – *at* (a horse): *O’z tilinde kışney bolur qırat da* (A wild horse may be also whinnying in its own language) (A. Akaev. Gyun çıqdı).

In the Kumyk language the zoonym *at* is combined with a number of onomatopoeic verbs and deverbatives, including the above-mentioned verb *kişneme* and the verb *pişğırma* (to snort).

*Atlar pişğır turup, çanla el yimik etişip gele* (The horses came very quickly, snorting) (I. Qızlarnı); *Tuyaq tavuşğa tıngla, at kışnevge qulaq as* (Listen to the sound of hooves, pay attention to the horse snorting) (B. Mağhammatov. U’zyulgen o’zengi).

In the Russian-Kumyk Dictionary the verb *gogotat’* (to gabble, to nicker) is translated as *qağıllamaq* (about a goose). When comparing words in languages of different systemic structures (Russian and Kumyk), we should also pay attention to their figurative meanings, because the development of figurative meanings of a word in one language often leads to unexpected results when making comparisons with another language. Moreover, the national, culture-specific features of onomatopoeias are more clearly demonstrated by figurative use of words. It can be a metaphor or comparison: *Rabochie izdevatel’ski zarzhali. – Fil’ka v radosti zarzhal, kak kon’, sprjatal za pazuhu nahodku* (The workers guffawed mockingly. – Filka happily whinnied like a horse, hiding the find in his bosom) (Shishkov. The Ugryum River).

In the Russian and Kumyk linguistic worldviews the sounds produced by domestic animals are associated with the idea of a low intellectual level and manifestation of emotional incontinence. Thus, in the Russian language *rzhat’* has a figurative meaning "to laugh loudly and boisterously". In the Kumyk language the figurative meaning of the Russian verb *rzhat’* is translated with a set expression *kyulep qatıp qalmaq*: *Song birev-birevge qaraq, kyulep qatıp qaldıq* (Then they looked at each other and started guffawing) (I. Kerimov. Tik tolqunlar).

The Kumyk mentality is characterised by a respectful attitude to a person and, first of all, to older people. The Russian mentality is, on the contrary, characterised by an open, sincere display of emotions.

"Any connotative meaning in the national language can be justifiably regarded as a phenomenon of national culture" (Kornilov, 2003, p. 349).

*[Kazak] pominutno splevyval i rychal rugatel’sta (The Kazak] was constantly spitting and growling obscenities) (Anikin. Garaska the Dictator); – *Stroitel’nice do-o-sego, boljaryne Nine Jakovlevna Gro-o-movoj <…> – grozno zarychal on [d’jakon], kak dvadcat’ l’vov* ("To the builder of this house, bolaryna Nina Yakovlevna Gro-o-mova," he [Deacon] was menacingly roaring like twenty lions) (Shishkov. The Ugryum River).
The figurative meaning of the verb *rychat’* (to roar, to growl) is interpreted through the most wide-spread synonym – *krichat’* (to shout). In the Kumyk language there are no special verbs with the meaning "to roar, to growl". Therefore, both the literal ("loud and low menacing sound") and figurative ("loud rude, gruff utterance") meanings are expressed with synonymous common words – *o’kyurme* (to roar), *aqurma, açurma* (to shout): *Yaralanğan qaban, aqurma-o’kyurme turup, xirmandan avup qaldı* (The wounded boar, uttering loud cries, fell on its side) (I. Kerimov. Devyurnyu dertileri). However, the Russian-Kumyk Dictionary indicates some set expressions that are used for conveying the figurative meaning: *aqwulanuş syyoleme, yaman seyleme, ekirme; xonturmanna "to sound offended": Qiz, aqyyp bolup, başlap bir zat da aytıp bolmay qalıd, song açwulanuş syyoledi* (The surprised girl was so offended that she could not speak at first) (I. Kerimov. Gyok tolqunlar). This once again shows that translators should take into account lexical collocations that are specific for each language. Reliance on bilingual dictionaries only can lead to embarrassing mistranslations.

"The metaphor is some kind of worldview, which is different for different cultures" (Makovsky, 1995, p. 9). The metaphorical transfer is possible on any object or phenomena of inanimate nature: 1) *Nemoj dotole Vedeneev dvor tozhe strepenulja: zarevelci, otvorjajas’ vorota, zagogotal v konjushne zherebeč, zakudaštali kury* (Vedeney’s yard, earlier silent, also perked up: opening doors were roaring, a stallion was guffawing in the stable and chickens was clucking); 2) *On tochno prislushival’sja, kak pod mostom revela i klokotala raz’jarennaja Gnilusha* (It looked like he [Ivan Fedotych] was listening to the furious Gnilusha [river] roaring and bubbling under the bridge) (Ertel. The Gardenins).

All meanings of the lexical unit *revet’* contain reference to an animate subject (explicitly – to animals and implicitly – to humans who loudly speak, scream, shriek or cry).

The metaphor is one of the ways of modelling reality. "Building a cognitive model implies the treatment of a linguistic fact as a mental culturally-based phenomenon" (Mishankina, 2002, p. 10).

*Petr Danilych pljнul, proshipel skvoz’ zuby: «Zmeja ty», – i vyshel, grizno vymeshhaja kablukami zlobu* (Pyotr Danilych spit, hissed through his teeth, "Such a snake!" and stomped off to vent his anger) (Shishkov. The Ugryum River). The verb *shipet’* (to hiss) in its literal meaning reminds a long sound "sh-sh" and can be combined both with animate subjects – *zmeja shipet* (a snake hisses), *koshka shipet* (a cat hisses) and with inanimate subjects and objects – *trubka telefona shipelu* (the handset was making a hissing noise). The figurative meaning of the verb *shipet’* is "to utter a strangled angry sound, to express annoyance or anger". The following example is of special interest: – *Shsh – proshipela Mitrevena, tolkaja Aleshku* (Sh-sh, Mitreynna hissed, nudging Alyoshka) (Ertel. The Gardenins). In this case, in spite of the fact that the subject of the speech is a human being, we can see a peripheral sense of the method of pronouncing in addition to the main sense of speaking.

In the Russian and Kumyk linguistic worldviews, hissing of a snake is associated with malice, cunning and hidden danger. *Zmeja v sghemjalke, a vse shipit* (The snake is caught with a schemyalka [snake stick] but is still hissing) (Poslovicy. Pogovorki. Zagadki). *Yilanlar, necaq pişillasaqız da, yoq, siz aytğan bolmas!* (Snakes, however you hiss, you won’t get what you speak about!) (A. Kurbanov).

The snake is a symbol of wisdom in the East. However, in the Russian and Kumyk linguistic worldviews snakes are not referred to as symbols of wisdom. They symbolize negative, evil, destructive, deceitful and cunning forces: *Suvuq yilan başlap isitgenni xabar pogov* (A cold snake will first bite the person who’s warmed it)

"A comparative study of Russian and Kumyk proverbs can be performed through identification of markers of common and unique mental properties" (Aliyeva, 2015, p. 27). The Russian proverb *Ne bojsja sobaki, chto gromko laet, a toj, chto ispoditska kusaet* (lit. Don’t be afraid of a loudly barking dog, but be aware of the one that bites secretly) (Poslovicy. Pogovorki. Zagadki) has its correspondence in the Kumyk...
proverb G’aplap çabağan itden qorqma (Don't be afraid of a dog that runs around and barks) (Gadzhiakhmedov, 2015, p. 104). Thus, we can see that the cognitive levels of both proverbs are the same. They are paremiological units of common mentality, with the inner form and meaning coinciding.

The inner form of paremiological units can only be unique in case of unique denotative content: Daleko kuliku do Petrova dnja, a raku s kleshnej – do konja s kopytom (lit. It's a big difference between the wader [arrival] and St. Peter's Day, and a crayfish with claws and a horse with hooves) (Russkie poslovicy i pogovorki); Aqsaq qarğa butundan tyüşer luzaga (A limping crow gets its foot trapped) (Gadzhiakhmedov, 2015, p. 26).

A common meaning in combination with unique inner forms can be seen in the following proverbs: Vorone sokolom ne byvat’ (lit. A crow can't turn into a falcon) (Russkie poslovicy i pogovorki); Qazday qıçırıman dep, qarğanı tamağı yarılğan (A crow wanted to cry as a goose but tore its throat) (Gadzhiakhmedov, 2015, p. 146). The quoted proverbs are markers of unique mentality.

Onomatopoeias can represent the Russian and Kumyk linguistic worldviews expressed through phraseological units. According V.A. Maslova, phraseological units emerge, first of all, "to interpret the world and express a subjective attitude to it" (Maslova, 2004, p. 82). Phraseological units can be considered as minimal texts – something in between the word and the text. Analysing such minimal texts, it is possible to compare not only separate segments of speech but also the entire texts.

Let us consider Russian and Kumyk phraseological units including onomatopoeic words. Among the Russian phraseological units with onomatopoeic components, there are monosemantic and polysemantic idioms. One of the examples of a polysemantic phraseological unit: – Znaesh’ chto? – prodolzhal otec Ipat. – Tol’ko ty ni gu-gu (‘You know,’ continued Father Ipat, you should not say a word!) (Shishkov. The Ugryum River). In this case the phraseological unit ni gu-gu is used in the meaning "an order or request to be silent". The semantics is somewhat different in another example: Mavra vse ni gu-gu: a na tretij-to den’ <…> pomerla, rodimaja (Mavra would not say a word; and on the third day <…> she died, poor soul) (Grigorovich. The Village).

"In each language, idioms reflect the picturesque figure of the world through the prism of the world perception by the people" (Khairullina, 1999, p. 6). It is worth mentioning that phraseology is one of linguistic universals, so it is based on the laws that are common to all people. A human being (as a cognizing subject) perceives the surrounding world and reflects it in the language in his image and likeness.

Most of the Russian and Kumyk phraseological units with onomatopoeic components have no equivalents in another language. It can be explained by the fact that the Russian and Kumyk ethnoses have certain ethnic stereotypes and attitudes and see each other through the national mentality. Let us illustrate our reasoning with some examples: the idiom skripet’ zubami (lit. to grind one's teeth) has a colloquial, expressive meaning "to feel anger, irritation or dissatisfaction": Kapiton Aver’janych nasupilsja, skripnul zubami (Kapiton Averyanych scowled and ground his teeth) (Ertel. The Gardenins). According to
T.Z. Cherdantseva, "idioms, as linguistic signs denoting persons or objects of the real world, are axiologically significant" (Cherdantseva, 1996, p. 63).

In the Russian language there are several synonymous idioms: staryj vorobej (lit. an old sparrow) - "an old stager, experienced person", and streliannyj vorobej - "an experienced and a bit cowardly person who has endured a lot". Both phraseological units are stylistically marked and have colloquial colouring. The following phraseological units without onomatopoeic components have similar meanings: staryj volk (an old wolf) and obstreljannyj volk (a fired wolf). The latter phraseme is obsolete. There are two corresponding Kumyk set expressions with a zoonymic component byoryu (wolf), also expressively coloured: 1. Qart byoryu (lit. old wolf). It is used to refer to an experienced, weather-beaten person. 2. U’yrengen byoryu (lit. accustomed wolf) – about a person who knows all the tricks of the trade.

Birds have never been as important for the Kumyks as for the Russians. The Russian people have always demonstrated a special attitude to birds, both large and small. Consequently, a lot of Russian surnames are based on the names of birds. Such attitude has never been characteristic of the Kumyk mentality, therefore, with a few exceptions, we cannot find bird-based personal names and surnames among the Kumyks.

Though the semantics of non-equivalent phraseological units can be conveyed with the help of some techniques used to find corresponding idioms, each of such units has its inherent nation-specific image. Thus, it is rather difficult to find an equivalent to the hollowing Kumyk idiom: Qabağña qara qarğa qonma qonmay (lit. A black raven is not allowed to sit onto the gates) with an expressive meaning "there is no respite, as people are constantly passing by". The Russian set expression bez konca ("constantly, all the time"), which is the closest in meaning, does not fully reflect the image conveyed by the Kumyk phraseological unit.

Translation equivalents of proverbs and phraseological units with onomatopoeic components help to convey specific features of the Russian and Kumyk mentalities, which can be reconstructed with linguistic means in another language.

Comparison of the Russian and Kumyk worldviews has led us to the conclusion that in each of the analysed languages the concept of onomatopoeia has different prototypes and national cultural images, although such concept is universal.

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Personnel Management Of Educational Organizations In The Context Of Social Inertia As A Phenomenon Of Systemic Contradictions Of Social And Economic Development

Valery V. Kasyanov¹, Victoria V. Vlasova², Sergei V. Burmistrov³, Anna T. Latisheva⁴, Larisa I. Kobyshova⁵, Svetlana A. Tikhonovskova⁶, Sergei I. Samygin⁷

¹ Department of Russian History, Kuban State University, Krasnodar, Russia.
² Department of Pedagogics of the Faculty of Pedagogical Sciences and the Faculty of Education, Rostov State Medical University, Rostov-on-Don, Russia.
³ Department of Personnel Management and Sociology, Rostov State Economic University, Rostov-on-Don, Russia.
⁴ Taganrog Institute Named after A.P. Chekhov, Rostov State Economic University, Taganrog, Russia.
⁵ Taganrog Institute Named after A.P. Chekhov, Rostov State Economic University, Taganrog, Russia.
⁶ Department of Personnel Management, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia.
⁷ Department of Personnel Management and Sociology, Rostov State Economic University, Rostov-on-Don, Russia.

*corresponding author

Abstract
At the basis of any contradictions in social and economic development is social inertia. The phenomenon of social inertia is an immanent property of all social systems, including the system of personnel management in educational organizations. In this article, we use the concept of "inertia" to denote the inability to any constructive changes. The word "constructive" is used not accidentally - the educational organization, like any complex system, is undergoing constant changes today the question is, what kind of changes these are, for what purpose they are being implemented and at what levels they are produced. In addition, the system is changing not only purposefully, but also in chaotic, random way. At the same time, any system is characterized by a manifestation of inertia, at least in view of the constancy of the established order. Social inertia as a phenomenon of systemic contradictions of socio-economic development is determined by the correlation of opposing, multidirectional factors: advanced and conservative, variability and stability, objective and subjective in the process of social interaction.

Keywords: personnel management, educational organizations, social inertia, resistance, systemic contradictions, socio-economic development, reasons, factors of systemic inertia.

Introduction
Under present conditions of socio-economic development, the key to the effective functioning and development of any educational organization is the formation of the working team and rational use of its labor potential (Solovyova, Kuzminov & Gantseva, 2018; Tastan et al., 2018). The staff of the educational organization provides reciprocal linking of all other resources and factors of educational activities, ensuring the achievement of the objectives of the organization.

At the beginning of the XXI century, there is a discrepancy between the work of educational organizations and the preparation of students to modern international standards (Kasyanov, Lyubetsky & Samygin, 2017; Davoudi et al., 2018). It would be fair to say that this is not the fault, but the trouble of modern educational organizations. The information revolution, the replacement of the culture of writing with its visual version, lead to the need to change the entire established system of education for modern schoolchildren and students (Vodenko et al., 2016). Social innovations, in no way connected with the traditional forms of the system of education and public life in Russia, develop at a high rate, begin to
dominate, acquire an aggressive nature in relation to educational organizations and the way of life of broad social strata of society (Gryshai et al., 2018; Fartash et al., 2018). This is especially painful in the sphere of personnel management of educational organizations, which have already been living in the conditions of constant reform for two decades. The topic of criticism of the management system in education will not lose its relevance: the issues of drafting educational programs in educational organizations, taking into account the need to develop the information culture of students, the ability to generalize and systematize information coming from various sources remain open (Vodenko et al., 2018; Tastan & Davoudi, 2015).

In the practice of personnel management of the educational organization, there are contradictions between thought-theoretical and practical activities; purpose and result, and these contradictions arise constantly and require resolution. In other words, the problem of the correlation of the traditional and innovative in the management of the personnel of the educational organization and the violation of the balance between them has recently been most acute. Therefore, it is believed that the existing education system, in general, and educational organizations, in particular, are characterized by such features as conservatism and inertia based on systemic contradictions (Kuznetsov & Kapustina, 2010).

Despite the fact that today the use of the concept of "social inertia" has become more often articulated in socio-philosophical and socio-economic scientific works relating to complex, elusive phenomena, such inertia (Matveeva, 2004), as a phenomenon of systemic contradictions of socio-economic development, there is lack of works on understanding the management of personnel in educational organizations in conditions of social inertia, in modern scientific thought.

In this regard, the issues of personnel management of educational organizations in the context of socio-cultural risk and inertia of the social environment should be prioritized and considered in the context of common humanitarian and socio-economic tasks (Gafiatulina et al., 2017).

Research Methodology

The concept of the paradigm as a system of ideas, views, concepts, principles and methods of research adopted in the scientific community in a certain socio-historical period (according to the concept of T. Kuhn), can be used in relation to the management of personnel in educational organizations. Models of making managerial decisions in the process of personnel management in conditions of social inertia are also constituent paradigms that consolidate members of the organizational community, which ensures continuity of professional activity. In this case, the notion of a "paradigm" can be extended to the professional community. The dominant paradigm can become the basis for introducing innovation or, conversely, in every possible way to prevent such changes (Matveeva, 2002).

The study of the problems of personnel management in the educational organization in the paradigm of the theory of social inertia presupposes the consideration of the whole variety of interacting forces in the social system, the elucidation of how the reforming of various structures of society can generate restraining forces; how the development of social relations, their laws and contradictions is capable of awakening not only the driving forces, but also the braking forces in the course of socio-economic progress (Vaskov et al., 2018).

At the basis of modern concepts of the paradigm of social inertia in the personnel management of the educational organization lies the principle of causal attribution (causation of socio-philosophical phenomena). If we turn to the interpretation of the principle of causal attribution, we can infer that inertia, being a social and philosophical phenomenon (Hnatiuk, 2017), is endowed with its own cause and simultaneously acts as the determinant of another phenomenon, the cause and effect being a vector of time coming from the past, piercing the present and hiding in the future. The cause itself is differentiated into circumstances (which are external in nature) under which something happens, is accomplished, as well as conditions (which are intrinsic), through which this "something" happens (Philosophical Encyclopedic Dictionary, 1999).
The essential definition of inertia as a phenomenon of systemic contradictions of socio-economic development in the personnel management of an educational organization should take into account the complex nature of the theory of inertia, because inertia is an immanent property of all social systems. In modern scientific discourse, social inertia is defined as an abstraction to reflect the property of the system (matter) to maintain a steady, uniform movement as a result of the absence or balancing of external influences (Afonasova, 2015).

According to the law of inertia, any social movement (including the personnel management in the educational organization), once developed, reveals a tendency to support the direction vector already adopted earlier; and, being suppressed by force, this movement is not suddenly liquidated, it is only temporarily decelerated, because in the course of time it can be realized again with the former or even larger force if it is not distracted in any other direction (Kazakova, 2012).

Results
When considering social reforms in the education system, health care, and the economic system in Russia, it becomes obvious that all sorts of opposing influences on socio-economic processes are often either not eliminated, inhibited, or overcome with difficulties and large delays. Ultimately, it shows regularity, which reflects the relationship between the interacting factors in the development of socioeconomic ties and the acceleration of the reform of the social system of society (Taranov et al., 2018). This regularity makes it possible to detect social inertia, the ability of socio-economic ties to maintain a certain established form of development.

Social inertia is considered a companion of movement and rest, in contrast to inhibition, aimed at slowing the already existing movement and requiring special efforts, inertia automatically, stereotypically continues the previous process. We note that the combination of inertial mechanisms and conscious inhibition poses a certain danger for socio-economic development (Vereshchagina et al., 2015). The inertia of the social system presupposes the stability of the tradition, its reproduction by various social actors. As D.G. Shmylo (2009) emphasizes, the negative experience of the entire period of the transitional socio-economic system, retrospectively demonstrated an unsightly picture at the mesosocial level: when the regional communities lost "strategic management of development, they became the scene of a clash of competing forces for the seizure and redistribution of property, the arena of a war for the power of small politicians and criminal capital".

The inertia in the personnel management of the educational organization is directly related to the instability and unpredictability of the socioeconomic situation, which is confirmed by the prolonged economic crisis in Russian society. The instability and riskiness of socioeconomic development is the factor that has a serious impact on the formation of the organizational structure and on the work with the personnel of the educational organization (Gafiutulina et al., 2018a, 2018b).

To reflect the inertia processes in personnel management, it is necessary to understand that the educational organization has its own characteristics, which fundamentally affect the management of personnel.

We denote these features:

- The social nature of the activity. Any educational organization bears enormous social responsibility to society for the quality of its activities, because education cannot be pulled out from the general context of the development of society and the state. Thus, educational organizations not only provide educational services to the population, but also implement an important social mission.

- Non-commercial nature of activities. The goal of any educational organization, as a rule, is not to maximize the economic profit. This factor should also determine the specifics of personnel management. In the context of the impossibility of counting efficiency of professional work for profit (in the development of a market society) raises the question of criteria as a performance evaluation of the educational organization as a whole and its individual employees.
Conservatism. Every educational organization is traditionally distinguished by high conservatism and stability of traditions. Many schemes, standards, educational technologies of activity have existed unchanged for many decades, so it is very difficult to innovate, even with changes in the social and economic situation.

Great influence of the state on the implementation of educational activities. The head of an individual educational organization is not fully responsible for its work, since this work is regulated by state structures at the regional and federal levels. Moreover, on the one hand, this concerns rigid regulation and standardization of the main (educational) activity, on the other - "accompanying" directions.

Educational organizations have an extremely low level of freedom in issuing local regulations, which is also important from the point of view of personnel management. However, such resource limitations lead to an increase in the role of human resources as the most "subordinate" to the leader.

The education system is constantly being reformed; the question is the effectiveness and consequences of the measures taken. In our opinion, the main reason for the inertia of the education system as a whole lies in the very organization of the reform process. In accordance with the views of N. Luhmann (2004), the main characteristics of the system of society are determined, laid down through communication. To what degree do the communication processes in the practice of personnel management allow taking into account the peculiarities of different levels of the educational system in carrying out certain reforms? To what extent does the definition of reform strategies take into account the daily activities of pedagogical personnel?

For the time being, the most relevant is the application of the competence approach, which is considered as the most promising option for modifying the educational process. In the context of this modification, options for describing the possible outcomes of education (for example, different sets of competences) are developed in accordance with the requirements of the present, the practice of monitoring the learning outcomes is changing. In this example, it is not difficult to see a contradiction between the definition of the goals of education and the practices of monitoring its results: at the entrance - competence and personal development, at the output - testing, that involves knowledge control. At the same time, the content of education itself does not change; the development of competence-based training models is combined with the traditional explanatory-illustrative type of training (Verbitskiy, 2010).

Foreign researchers M. Hannan and D. Freeman (1984) in their article on understanding the phenomenon of structural inertia and changes in the personnel management system of the organization, argue that the distinctive feature of the organization as any system of social development is not adaptability, but inertia associated with internal and external factors. Structural inertia, from the point of view of these authors of the conceptual paradigm of "structural inertia", makes it very difficult and even blocks the timely implementation of adequate changes in the organizational system. In their opinion, the factors of the appearance of inertia as a phenomenon of systemic contradictions of socio-economic development are of an internal and external nature:

- the internal factors include the dynamics of the development of social and political coalitions; trends in the system to create standards based on individual precedents; irreversible socio-economic costs for production and social facilities, equipment, personnel;
- the external factors of the emergence of systemic inertia can be classified as the legitimacy of socio-political economic activity; loss of institutional support; legal, economic, social, educational, cultural and other barriers when starting a certain activity and ending it; the ratio of exchange with other organizations is an investment that can neither be acquired nor written off as the cost of ordinary everyday equipment (Hannan & Freeman, 1984).

Inertia appears as a persistent preservation of a certain kind of changes. However, social inertia should not be reduced to stability as one of the characteristics of the state of the socioeconomic system (Porokhin, 2014), because inertia is the identity of opposites and contradictions. Thus, social inertia in the practice of
personnel management of educational organizations as a phenomenon of systemic contradictions of social development is determined by the following moments: the ratio of opposing, multidirectional factors: advanced and conservative, variability and sustainability; change in the mass of the bearers of public ties and relations; the ratio of innovation and retrospective, nascent and dying; the ratio of quantitative and qualitative changes in socio-economic development; interaction of the objective and subjective in the process of social interaction, social ties and relationships.

According to M.L. Kalugskiy (2013), the systemic contradictions of social development are of a diverse nature. They are caused by differences in tasks and characteristics of social organization at different structural levels of social systems.

Samples of conservative, stereotypical personnel management in educational organizations continue to be reproduced not only in a large mass of teaching materials, but also in the daily practice of teachers. This happens, in spite of the fact that there are alternative options not only for personnel management, but also for the educational process, for example, it is proposed to concentrate the thematic material based on case analysis or problem analysis (Pryamikova, 2011).

It is known that the behavior of each person is focused primarily on stability and social order. Under the old conditions the actions of the staff are usual, largely based on automatism (i.e., routine norms and rules of behavior are being ousted from active consciousness); in other words, the old situation seems to be ordinary and convenient. To implement innovations in an educational organization, it is necessary to overcome the resistance of personnel to changes.

Since the vision of the new, the need for changes is most often understood at the upper levels of the management of the educational organization, resistance, i.e. social inertia can occur at almost all subordinate levels. The strength of resistance largely depends on the degree of awareness of the members of the educational organization about its outer policy, on understanding not only the importance of the changes for the entire organization and its personnel, but also the vision of its own role in the changed organization. At the same time, each member of the educational organization must correlate innovations with their own goals and their own benefit.

To analyze the process of social inertia as a phenomenon of systemic contradictions of social and economic development, it is important to analyze the main reasons that cause resistance: technical, political and cultural.

1. Technical reasons are connected with technical conditions of the educational organization, which represent the ways of connecting human and technical resources in the educational organization. The reasons of this kind include the following:
   - Lack of resources and communications for innovation. This situation most often arises when the management of the educational organization planning innovation is overestimating its capabilities and then the leaders of the lower levels of management, knowing the real picture, resist changes;
   - Internal disunity of the educational organization, the reasons of which are numerous: social conflicts between separate groups in the educational organization (Gafiatulina & Samygin, 2016); cultural differences (different values, accepted norms, etc.); wrong position of managers; lack of identification with the collectives of the organization, etc. (Shakbanova et al., 2018, 2016);
   - Unknown result or fear of uncertainty (Vereshchagina et al., 2016). Often, the personnel of the educational organization simply do not see the prospect of introducing innovations and therefore they have a sense of a possible failure or negative consequences, in connection with which they try to idealize the existing state of the organization and resist the educational innovations;
   - Lack of a system of training and counseling. For the implementation of innovations, the training and consulting of personnel is necessary, since without this the complete socialization of individuals in relation to innovations is impossible. In the absence of a system of training and counseling, social inertia as a phenomenon of systemic contradictions in socio-economic development in the management of personnel is almost inevitable.
2. The political causes of social inertia in the management of the personnel of an educational organization are connected with the redistribution of power in the course of structural and cultural changes in the organization (Gafiatulina, 2013). In the case of significant structural changes, leaders of different levels always have a question: who and to what extent will be involved in making managerial decisions in the new situation. All this determines the main causes of social inertia:

- Threat to influential statuses, i.e. possible loss of influence and authority. Indeed, very often innovations are associated with structural changes in the educational organization, and as a result of organizational restructuring, the manager may take a lower position in the structure of personnel management. In addition, implemented innovations can lead to a change in the nature of the relationship between managers and subordinates, which can also be perceived painfully and cause resistance to changes;
- The possibility to criticize the leaders. In the course of changes, the former ways of organizing the educational process, methods of management and control are often criticized. Given the possibility of such criticism, and fearing its consequences, many executives in the organization tend to avoid innovations, proving the advantages of their former way of acting.

3. Cultural reasons of resistance to changes are associated with changes in value orientations and social norms that operate in the educational organization. Such reasons include:

- The influence of former values. Since each member of the educational organization is oriented toward his own personal matrix of values, any outside interference can lead to the explicit or implicit rejection of new values, and the inertia of commitment is very high. So, if in organizations where employees are oriented in their actions to their own opinions and knowledge, and in the new conditions they have to rely on the opinion and knowledge of the head of the educational organization, this changes significantly their value orientations;
- A return to traditions. In any social communities, one can hear the opinion that in the old days life was much better. This is a common phenomenon, based on habits and stereotypes that facilitate people's orientation in their social surroundings. Thus, the strength of habits and customs in the organizational culture of the educational organization has a significant impact on the adoption and implementation of social changes;
- The operation of regulatory control. It is known, that the norms of the life activity of an educational organization are accepted by workers and internalized, mastered in such a way that they become customary. Compliance with norms is controlled through informal control, and it is psychologically difficult for the personnel of the educational organization not to comply with existing norms of activity. In accordance with the rules of operation of informal control, any new norms in this field of activity are considered deviations, against which sanctions of social control are directed. At this moment, there is resistance to innovations.

Discussion
Management in general, and the educational organization, in particular, includes the management of activities, management of people, management of relations outside the educational organization, further improving the management of the organization and people, as well as the ties of the organization. Consequently, personnel management is recognized as one of the most important spheres of management of an educational organization, its special "human dimension". The object of education at the level of the educational organization is the activity of the participants of the education united in one organizational structure, subordinate to the rules and norms of a particular educational organization and performing the specified or joint activity for the education of young people and themselves (depending on the leading management strategy) in accordance with technological, legal, economic, organizational requirements.
The very term "personnel management" is considered quite widely, the emphasis is on different aspects: from the economic-statistical and socio-philosophical to the psychological aspects. In order to clarify the notion of "personnel management", the sphere of personnel employment is of great importance. Comparing management in different spheres of public practice, the researchers note the following features in the personnel management of an educational organization:

- Firstly, a much larger (compared to the typical socio-economic systems) uncertainty of the external order. This is due to a natural overestimation of the opportunities for organized education; lack of coherence in the mechanisms of civil society, which allows to define clearly and completely the external order to education and educational organizations (Belousova, 2005);
- Secondly, the plurality of subjects of management of the educational system (heads of various levels, faculty, students);
- Thirdly, the specific features of production management of educational services related to the need to consider in the process of interaction "teacher-student", "Head-teacher".

It is necessary to take into account that the goal of personnel management in the educational organization is to provide conditions for the disclosure of nature and the realization of the personal and developmental functions of educational processes in the organization, and a deeper understanding of their essence by all participants of education (Belousova, 2005).

It is also worth noting that the management of the personnel of the educational organization has constituent elements: administrative management and pedagogical self-management. These elements correspond with different subjects of pedagogical personnel management, as well as characterize internal and external management mechanisms (managerial impact), formal and informal side of personnel management.

It is customary to designate two types of contradictions in the personnel management system of any organization - internal contradictions (between the interests of internal and external social levels); and external (between the interests of external and internal social levels) (Kalugskiy, 2013).

When considering the problems of interaction of socio-economic interests on the scale of the state, three levels of such interests can be distinguished: macro-social (federal), mesosocial (regional), microsocial (individual). For the first level, the primacy of the interests of the integrity of the state is characteristic, for the regional level - the priority of the interests of socio-economic development of the regions (especially taking into account the dependence of regions on the federal center). At the microsocial level, personal interests are always placed above the state. As an example, we can cite the fact that the "border" frameworks that are ill-conceived at the federal level objectively provoke the escalation of the contradictions between the regional and territorial subsystems of the state system of Russia. Moreover, the intensification of socio-economic contradictions occurs as the financial situation in society worsens. In general, we can identify the following systemic contradictions of socio-economic development, determined by social inertia and reflected in the practice of personnel management:

a) the contradictions associated with the socio-economic security of the regions;

b) contradictions, associated with a mismatch of socio-economic interests;

c) the contradictions associated with the separation of financial flows (Kalugskiy, 2013).

Misunderstanding of the objective nature of systemic contradictions only aggravates their consequences. Obviously, ignoring the microsocial and mesosocial (regional) problems inevitably leads to a slow resolution of macro-social contradictions (Gafiatulina, 2013).

As the researcher B. Karlof (1991) notes, according to the theory of social inertia and dynamic conservatism, social educational systems are struggling to maintain the status quo, in order not to change anything. That is why organizational structures initially ignore the signals of future changes, then start to resist them, try to resist their influences and, finally, try to keep them in some minimal borders".
Conclusions
Thus, the analysis of the personnel management in educational organization in the context of the paradigm of social inertia as a phenomenon of systemic contradictions of socio-economic development shows its internal duality of this phenomenon and, of course, requires the resolution of the inherent contradictions.

It is known that all innovations in the management of educational organizations are implemented only when the old way of the personnel management system has become obsolete, outlived its usefulness, and there is soil prepared for innovation, otherwise the innovation has no possibility to be realized. At the same time, we note that the social environment (personnel) of educational organizations is distinguished by the inertness of thinking, and, therefore, the safety of customs, traditions, and stereotypes that have lost their significance. Initiatives that do not fit socio-cultural tradition are inevitably doomed to fading, innovative proposals will be unacceptable. Thus, the practice of social and political life convincingly demonstrates that the mass of adopted laws remains declarative (only on paper) only because it has not been prepared and tested by life.

Accounting for the inertia factor in the study of the problem of systemic contradictions of Russian socio-economic development is necessary in the future to identify the true nature of the emergence of social inertia in the management of the personnel of the educational organization, to overcome the socio-cultural crisis in society and to find ways to overcome inertia.

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Features Of The Implementation Of Cross-Border Cooperation Projects In The Development Of Business Tourism In The Baltic Region

Lyudmila V. Semenova1, Valentin S. Korneevets2, Natalia A. Zaitseva3,4, Maxim O Novikov5, Anna A. Larionova6, Natalya M. Korsunova8, Marina A. Morozova9

1 Department of Social and Cultural Services, Immanuel Kant Baltic Federal University, Kaliningrad, Russia.
2 Department of Social and Cultural Services, Immanuel Kant Baltic Federal University, Kaliningrad, Russia.
3 Department of Social and Cultural Services, Immanuel Kant Baltic Federal University, Kaliningrad, Russia.
4 Department of Hospitality, Tourism and Sports Industry, Plekhanov Russian University of Economics, Moscow, Russia.
5 Department of Social and Cultural Services, Immanuel Kant Baltic Federal University, Kaliningrad, Russia.
6 Department of Social and Cultural Services, Immanuel Kant Baltic Federal University, Kaliningrad, Russia.
7 Department of economic security, audit and controlling, The Kosygin State University of Russia, RUSSIA (Technology. Design. Art) Moscow, Russia.
8 Chair of Economics of customs business, Russian Customs Academy, Moscow, Russia.
9 Management Department, North-West Institute of Management, The Russian Presidential Academy of National Economy and Public Administration (RANEPA), Saint-Petersburg, Russia.

*corresponding author

Abstract
The importance and relevance of the study of one of the tourism types - business tourism, is difficult to overestimate, since at the present time it is one of the most dynamically developed types of tourism. The purpose of the article is to present the results of a study on the implementation of cross-border cooperation projects for the development of business tourism in the Baltic region. The study was performed with financial support of Russian Foundation for basic research under the scientific project No. 16-06-00181. The authors of the article used comparative analysis methods, systematization and generalization methods that allow to address this problem in a comprehensive manner, taking into account many factors that allow evaluating the implementation of cross-border cooperation projects for the development of business tourism in the Baltic region. The novelty of the research results consists in clarifying the essence of the scientific concept of “business tourism”, its main features as a specialized tourism sector; moreover, the authors specified the scientific concept of “tourism infrastructure”. A comparative description of the concept of "tourism" and "business tourism" was provided. The authors of the article give an assessment of the prospects for the development of MICE - tourism, as one of the types of business tourism. In addition, based on the example of the implementation of cross-border cooperation projects for the development of business tourism in the Baltic region, it is substantiated that the main obstacles to the development of these projects are of a political and socio-economic nature. The materials of the article are of the theoretical value for research in the field of development of cross-border cooperation, and are of practical importance for regional and federal tourism management authorities, higher educational institutions that train students in the “tourism” area, as well as for all interested in the development of business tourism.

Keywords: business tourism, cross-border cooperation, Baltic sea, MICE.
1. Introduction
In the 21st century, there is a high globalization in the tourism industry, concentration - 90% of the tourism market is mediated by 10% of players. Business tourism is one of the most dynamically developing types of tourism.

In a large state there is a huge number of organizations operating in the field of business travel. There are five undisputed leaders in Europe and America. These "five" directly include American Excel, Carlson Wagonlit Travel, Kuoni Group, Hogg Robinson Group, BCD Holdings (Semenova et al., 2018). These companies have multibillion-dollar turnover, branch networks and a vast area of activity spanning many states.

According to the World Tourism Organization, the cost of the average congress participant is 1,540 euros per day. Every 4th tourist is a business one. 73% of travels are associated with business activities, 16% with world conferences, 11% - visiting fairs and exhibitions. Experts consider that the indicated figures are not final (Rudskaya & Skabarova, 2015). By 2020, the number of business tourists will triple - to 1.6 billion per year. At this point, specific turnover will grow in this sector - to 2 trillion dollars (Activities of Russian industry associations, 2018).

There is a number of reasons that make business tourism one of the most rapidly developing sectors of the economy:
1) business trips are planned long ahead at least six months, which makes their dynamics predictable and stable;
2) distinctive feature of business programs is their independence from the season (no seasonality);
3) high yield for tour organizers, since Business tours are focused on consumers of services with medium and high incomes, besides the main package of services is paid by the organization.

The development of business tourism is relevant, due to the fact that it unites the corporate travel industry, including business trips of businessmen and entrepreneurs, congress and exhibition and incentive tourism, as well as holding events (Vinichenko et al., 2017a, 2018b).

The study made it possible to conclude the fact that, despite the importance of developing unified approaches to the concept of business tourism, this concept now does not have an unambiguous interpretation.

2. Literature Review
The works of scientists who studied the essence of business tourism were the methodological basis of this study. The authors of the article used the methods of comparative analysis, systematization and generalization methods, allowing to consider this problem in a comprehensive manner, taking into account many factors that allow to evaluate the implementation of projects of cross-border cooperation in the development of business tourism in the Baltic region.

2.1. Scientific and Theoretical Approaches to the Definition of the Essence of Business Tourism
Analyzing scientific approaches to the definition of the essence and structure of the “business tourism” concept, it is necessary to highlight the following terminological definitions (table 1).
Table 1. The main scientific and theoretical approaches to the definition of the concept of "business tourism".

<table>
<thead>
<tr>
<th>№</th>
<th>Definition</th>
<th>Authors, source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Business tourism is a type of tourism made by representatives of companies or organizations with business (commercial) goals, or organization of corporate events.</td>
<td>M.V. Gasiev (2014)</td>
</tr>
<tr>
<td>2</td>
<td>Business tourism is the area of the tourism industry (along with recreational tourism), providing the organization and management of business trips of various companies’ employees.</td>
<td>D.A. Mironova (2014)</td>
</tr>
<tr>
<td>3</td>
<td>Business tourism is trips (business trips) of employees of companies or organizations for business purposes, or attendance of corporate events.</td>
<td>R. Davidson &amp; B. Cope (2003)</td>
</tr>
</tbody>
</table>

Based on the data in Table 1, it can be concluded that these authors treat business tourism either as tourism for employees of organizations or companies with any business goals, or participation in corporate events. It seems reasonable to consider last approach as it is the most extensive one. Due to this, we will use the following definition: “business tourism” – is trips (business trips) of employees of companies or organizations for business purposes, or attendance of corporate events.

2.2. Scientific-Theoretical Approach to the Definition of the Essence of the “Infrastructure of Business Tourism” Concept

Business tourism, as special form of tourism, has its own infrastructure. Let us further consider the main scientific and theoretical approaches to the definition of the essence of the “infrastructure of business tourism” concept (Table 2).

Table 2. The main scientific and theoretical approaches to the definition of the "tourism infrastructure" concept.

<table>
<thead>
<tr>
<th>№</th>
<th>Definition</th>
<th>Authors, source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tourism infrastructure is a set of enterprises, institutions and establishments which activities are aimed at satisfying the needs of people for rehabilitation or recreation, as well as transport and tourist accommodation facilities that ensure the conditions of stable operation.</td>
<td>M.Y Rutinsky &amp; Yu.V. Zinko (2006)</td>
</tr>
<tr>
<td>2</td>
<td>Tourism infrastructure is a complex of facilities, engineering and communication networks, including telecommunications, roads, related tourist industry enterprises (processing, household, energy), ensuring the normal access of tourists to travel resources and their proper use for tourism purposes, as well as the livelihoods of tourism industry enterprises.</td>
<td>A.V. Babkin (2016)</td>
</tr>
<tr>
<td>3</td>
<td>Tourism infrastructure is a combination of hotels and other means of accommodation and transport, catering facilities, educational, business, recreational, sports and other facilities, organizations engaged in tour operator and travel agent activities, as well as organizations representing excursion and guide services.</td>
<td>N.J. Holden (2016)</td>
</tr>
</tbody>
</table>
Thus, the data in Table 2 show that mainly these scientists regard tourism infrastructure, either as a set of organizations and various enterprises organizing and providing tourism and recreation for tourists, or as a system of organizations, various enterprises and communications serving people and tourists. It seems appropriate to consider a more general one, the first concept. Therefore, the following definition of “tourism infrastructure” will be used later: this is a set of enterprises, institutions and establishments which activities are aimed at satisfying the needs of people for rehabilitation or recreation, as well as transport and tourist accommodation facilities that ensure the conditions of stable operation.

### 2.3. Special Features of Business Tourism as a Specialized Tourism Sector

Business tourism is one of the types of tourism that belongs to the specialized sectors of the tourism industry and has some peculiarities:

Firstly, this type of travel is not seasonal. Traveler-businessman lays the foundation for future business relationships, not paying attention to the season, as exhibitions and other events are held all-season.

Secondly, traveler-businessman spends more on a trip than an ordinary traveler, while the businessman does not pay for a business trip directly, since this is within the competence of the sending organization.

Thirdly, this type of tourism is aimed at developing business and improving the personality of an employee of an enterprise, in particular. For example, incentive tourism is a direction of business tourism that contributes to the improvement of the skills of team members. In order to achieve positive dynamics of business development, and in addition, well-coordinated activities within the team, incentive events are held (Zorin, Kaverina & Kvartalnov, 2012). It should be noted that corporate travel prevails in the structure of business travel (Fig. 1).

![Figure 1. Categories of business travel in the world (in% of the number of business travel) (Zorin, Kaverina & Kvartalnov, 2012).](image-url)

There are several categories of business travel:

- The first one is corporate travel, which accounts for more than 53% of the total business travel. These are individual trips of employees for participation in events held by organizations. Incentive tours also belong to this category.
- The second one is business tours with the aim of training or professional internships from corporations and large companies, advanced training and much more. These trips account for 20%.
The third one is business trips, which are associated with visits to various types of congresses and constitute about 16% of the market structure. These are trips related to attending seminars, conferences and congresses. The fourth category includes trips with the purpose of visiting fairs, trade and industrial exhibitions and participation in their conduct. These trips account for 11% of the volume of business tourism (Business tourism: the world and Russia, 2018).

The peculiarity of business tourism is expressed in the relationship between tourists and organizers - business trip professionals, that is, in fact, in the algorithm for forming a product of business tourism. It involves six groups of participants:

- tourists;
- consolidators of tourist services (accommodation and catering facilities, transport enterprises, events and entertainment venues);
- directional managers, or professional meeting organizers, who organize reception and service of delegations on the spot;
- managers or planners of meetings who plan the event and decide organizational issues: determine the goals and content of the meeting, negotiate, exercise financial control, make decisions about unforeseen expenses;
- professional organizers of MICE events - specialized companies for organizing various kinds of meetings (congresses, exhibitions, conferences) that create a package of services for suppliers and intermediaries - a “conference package” and offer it to a business tourist (client). They are a central figure in the process of creating a business travel product;
- various intermediaries who play a significant role in organizing a business tour.

Intermediary operations are performed by classical intermediaries in the tourism industry (tour operators and travel agents) and specialized MICE intermediaries. The latter include small intermediaries providing technical support for a business event, as well as contractors: advertising agencies, stand builders at exhibitions, etc.

The table below presents the main differences between the concepts of "tourism" and "business tourism":

<table>
<thead>
<tr>
<th>Tourism</th>
<th>Business tourism</th>
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</thead>
<tbody>
<tr>
<td>Seasonality related to seasons and weather</td>
<td>Seasonality is related to the frequency of industry exhibitions and conferences.</td>
</tr>
<tr>
<td>Focuses on all sectors of society</td>
<td>Focuses mainly on middle and high income consumers</td>
</tr>
<tr>
<td>Both scheduled tours and last minute trips prevail.</td>
<td>Mostly pre-planned tours prevail.</td>
</tr>
<tr>
<td>Tourists pay 3-4 times less than business tourists</td>
<td>Business tourists pay 3-4 times more than simple tourists</td>
</tr>
</tbody>
</table>

In the Russian Federation this type of tourism has its own special features. The participants of RBTC (Russian Business Travel Congresses) note the following trends in the development of Russian business tourism (Daily electronic newspaper, 2018):

- increase the intellectual component;
- steady demand for industry exhibitions;
- reduction of the average duration of meetings;
- prevalence of combined events including a conference and an incentive program;
- the traditional preference for “warm lands” as a venue for corporate events.
According to experts, the prospects for the development of tourism in any region of our country are determined by several factors: the presence of a particular “magnet” for visitors - this could be a complex or one kind of attraction; the development of tourist infrastructure; pricing policy in the field of tourism business and the volume of investments attracted in it; the ability of local government and administration to create a favorable microclimate for travelers.

2.4. Prospects for the Development of MICE - Tourism, as one of the Types of Business Tourism

The abbreviation MICE stands for: Meetings (meetings, negotiations, presentations, strategic or cycle meetings); Incentives (incentives, motivation programs, incentive trips, promotion of loyalty of partners, employees, dealers); Conferences / Conventions (conferences, congresses, forums); Exhibitions / Events (event tourism, corporate events, exhibitions, etc.) (Activities of Russian industry associations, 2018).

Table 4. The structure of MICE tourism.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Incentives</th>
<th>Conferences</th>
<th>Exhibitions \ Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings, negotiations</td>
<td>Promotional tours that express gratitude to</td>
<td>Organization of seminars, conferences, trips to</td>
<td>Organization of corporate events and</td>
</tr>
<tr>
<td>with partners, seminars</td>
<td>customers, employees and partners. Perfectly</td>
<td>exhibitions, for which an effective result is</td>
<td>tours.</td>
</tr>
<tr>
<td>and training for dealers,</td>
<td>motivate the team, strengthen corporate</td>
<td>important.</td>
<td></td>
</tr>
<tr>
<td>and other options for</td>
<td>values and have a positive effect on work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>business meetings.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The right organization in</td>
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<tr>
<td>many ways forms the image of</td>
<td></td>
<td></td>
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<tr>
<td>the company.</td>
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</table>

The most common questions about the origin and meaning of the abbreviation "MICE" are asked by customers who are just beginning to use the modern possibilities of organizing business events. Although, experts with years of experience do not always have a clear understanding of this term. Often, tourism industry professionals believe that MICE is directly synonymous with “business travel”. At the same time, EVENT specialists often mark out MICE as an integral element of the organization of events. MICE is also called the meeting industry. MICE-industry includes various activities, such as the development of business or leisure programs, technical support of conferences, the provision of information about the work of the company and its promotion, etc. The scheme of the structure of MICE tourism is shown in Figure 2.
Figure 2. Map of the structure of MICE tourism

Business or corporate tourism is primarily business travel of entrepreneurs, their participation in conferences, seminars, trainings, as well as incentive tourism (incentive travel), organization of corporate events (Figure 3).

Figure 3. Types of corporate tourism
The terms business travel and MICE are related concepts, but they are not synonymous. When organizing a business trip, the agency is not responsible for its content. The task of the agency is to provide support in moving and accommodation (booking rooms, air tickets, organizing ground transportation and transfer, issuing visas, etc.). When organizing a MICE event, a special agency is responsible for organizing and conducting it, and, if necessary, it also provides logistic support for this event.

The MICE industry is currently an indispensable aid in the successful dynamic development of corporations. Conducting business meetings allows effectively solving a number of development priorities:

- increasing loyalty (maintaining and preserving the company's image and its positive perception by partners and employees)
- sales promotion (attracting the attention of B2B partners to the products sold)
- team motivation (strengthening corporate spirit and motivation to conquer new heights)
- staff development (personal and professional growth of employees)
- expansion of connections (search for fresh ideas, new products, current technologies and business partners)

2.5. The Role of Cross-Border Business Development Projects in the Baltic Region

Every year, business, cultural and scientific ties between cross-border regions and countries are becoming more intense and gaining more and more interest and relevance. Business tourism plays an important role in this. The development of national economies and their integration into the world market are also unthinkable without the development of business tourism, as well as the legal regulation of this business, both in the world and in the Russian Federation (Anisevich, Palmovskaya & Dragileva, 2013).

Modern state borders of the Russian Federation in the European part of the country are also unthinkable without the development of business tourism, as well as the legal regulation of this business, both in the world and in the Russian Federation (Anisevich, Palmovskaya & Dragileva, 2013).

Considering the implementation of cross-border cooperation projects in the Baltic region, it can be noted that currently the main legal documents that regulate Polish-Russian relations in cross-border cooperation are: Agreement between the Government of the Russian Federation and the Government of the Republic of Poland on cooperation with the Kaliningrad Region of the Russian Federation and the North-Eastern provinces of the Republic of Poland of 1992, the Treaty between the Government of the Russian Federation and the Government of the Republic of Poland on cross-border cooperation of October 2, 1992.

The main barriers to cooperation are political and socio-economic in nature. The existing visa and customs regimes between the European Union and Russia impede the movement of goods and persons in the territory corresponding to the conditions of the Program, which affects not only natural routes and routes of communication, transit between Kaliningrad and the rest of Russia, but also internal transit between Poland and Lithuania. Economic differences, manifested in the differences in prices and tax regimes, lead to the establishment of administrative restrictions on duty-free imports and exports and are transformed into a burdensome and dirty control-screw.
Discussion and Conclusion
Previously conducted research in the field of business tourism was considered as one of the types of tourism development (Gasiev, 2014; Mironova, 2011; Davidson & Cope, 2003; Tastan & Davoudi, 2015; Fartash et al., 2018). The role of business tourism in the development of national economies and their integration into the world market, as well as the legal regulation of this field of activity, is emphasized in the work of (Anisevich, Palmovskaya & Dragileva, 2013; Davoudi et al., 2018). A number of scientists studied the development of cross-border cooperation in the field of tourism. First of all, these are works prepared under the guidance of Professor of the I. Kant Baltic Federal University V.S. Korneevets (Katrovsky & Korneevets, 2015; Korneevets, Kropinova & Dragileva, 2015) and others. Some of the authors (Zaitseva et al., 2016; Zaitseva et al., 2018) of this article has repeatedly written about the need for cross-border cooperation in the Baltic region. The proposals and recommendations set forth in the article differ in novelty, since they contain a clarification of the essence of the concept of “business tourism” as a scientific category. The article also focuses on the peculiarities of the development of MICE - tourism, as one of the types of business tourism. The approach proposed by the authors of the article is new and summarizes the experience of business tourism in tourism. The conducted study allows to conclude that the barriers to the expansion of cross-border cooperation in the development of business tourism in the Baltic region are of a political and socio-economic nature. Research into the implementation of cross-border cooperation projects for the development of business tourism in the Baltic region suggests that every year business, cultural and scientific ties between cross-border regions and countries are becoming more intense and gaining more and more interest and relevance and business tourism plays a great role here. The article may be of interest to specialists of federal and regional tourism departments, private investors, as well as for all those interested in the implementation of projects of cross-border cooperation in the development of business tourism.

References
Improving Corporate Youth Programs Of Companies With Significant Shares Of Public Capital

Natalya V. Buley, Alexander V. Melnichuk, Maksim V. Demchenko, Inna V. Chizhankova, Sergey A. Makushkin, Irina Y. Ilina, Natalia F. Bondalevova

1 Department of Personnel Management and Personnel Policy, Russian State Social University, Moscow, Russia.
2 Department of Personnel Management and Personnel Policy, Russian State Social University, Moscow, Russia.
3 Department of Legal Regulation of Economic Operations, Financial University under the Government of the Russian Federation, Moscow, Russia.
4 Moscow Technological University, Moscow, Russia.
5 Department of Personnel Management and Personnel Policy, Russian State Social University, Moscow, Russia.
6 Department of Personnel Management and Personnel Policy, Russian State Social University, Moscow, Russia.
7 Department of Personnel Management and Personnel Policy, Russian State Social University, Moscow, Russia.

Abstract
In the context of an active increase in the state's share in the country's economy, effective use of the creative and working capital of young people is becoming increasingly important to reduce the potential risks of losing financial stability by the state. The purpose of this study was to identify the characteristics of the influence of social control on the effectiveness of the youth personnel policy of large companies with a significant share of state capital based on determining the nature of youth satisfaction with the existing personnel policy and activities of individual youth projects. Evaluation of the development and application of corporate youth programs of companies with a significant share of state capital is based on an analysis of social control as a factor in improving the quality of youth personnel policy of large Russian companies in the Moscow region. During the study, a complex of sociological methods was used. The formed toolkit allowed to determine ways to improve corporate youth programs of companies with a significant share of state capital. The authors substantiated the system of methods and tools for studying the nature of the implementation of corporate youth programs of companies with a significant share of state capital. The author's version of the concept of corporate youth program is formulated and substantiated. The state and approaches to the development and implementation of corporate youth programs of companies with a significant share of state capital, the main measures of state and corporate policy to improve them are identified. The problem of determining the nature of the influence of social control on the effectiveness of youth personnel policy and ways to improve corporate youth programs of companies with a significant share of state capital has been solved. Identified the key requirements of employers to modern youth. The nature of the action of the corporate youth program, which has a focus on young workers, members of their families, as well as potential young workers from among graduates of specialized universities and colleges, has been determined.

Keywords: social control, corporate youth program, youth personnel policy, personnel reserve.

Introduction
The following main forms of state participation in the economy are distinguished: the functioning of state-owned companies, government procurement under federal laws 44-FL and 223-FL, and sale of...
state assets. A decrease in capitalization on key assets of the Russian economy is a potential risk of loss of financial stability to the state (Bolgova et al., 2016). According to estimates of the federal antimonopoly service, the state actively increases the state's share in the country's economy, confirmation of this fact is an increase in the contribution of state-owned companies to the country's GDP and dynamics to their increase over the past three years, the economic threat is the cartelization of the economy. The average revenue of a large Russian state-owned company is more than 3.5 times higher than private companies.

The strengths of the implementation of corporate youth programs of companies with a significant share of state capital are (Afanasyeva et al., 2017; Bondaletov et al., 2016; Buley et al., 2017; Tastan & Davoudi 2017):

the use of international exchange experience in working with young people; the use of gamification technologies in involving young people in solving corporate problems and scientific activities (Werbach & Hunter, 2015; Vinichenko et al., 2016; Lumsden et al., 2016; Miguel et al., 2017); enhancing the role of corporate culture in working with young people, sharing of corporate values and traditions of the company by young people (MacLeod & Clarke, 2010; Kirillov et al., 2014; Tastan & Davoudi, 2015; Kirillov et al., 2017; Prichina et al., 2017); the use of material and non-material incentives for young people (Vinichenko et al., 2017a; Patterson et al., 2010; Demchenko et al., 2018a); development of corporate scholarship and grant support for young people according to the address principle; development of corporate educational programs adapted for young people (Milovanova, 2017; Melnichuk, 2017; Davoudi et al., 2018); the implementation of youth personnel policy in relation to the goals, principles and indicators of the target program of personnel development (Bondaletov et al., 2014); the formation and development of personnel reserve (Bednova, 2014; Turchynov, 2014; Chulanova, 2016), the formation of a competitive image of the organization - the employer; the formation of systematic work on the adaptation and mentoring of young workers; the formation of a focused and structured youth policy, linked to the overall personnel policy of the organization; an effective system of vocational guidance for young people from school to university (Kvon et al., 2017; Platonova et al., 2017).

Weaknesses in the implementation of corporate youth programs of companies with a significant share of state capital are:

1) lack of awareness of young people on the labor market about the level of wages of companies with a significant share of state capital;
2) lack of awareness of young people about the measures of social security of companies with a significant share of state capital;
3) insufficient awareness of young people about the measures of corporate support for companies with a significant share of state capital;
4) the absence in the regulatory documents of fixed provisions regulating the process of professional and personal development of young personnel (adaptation, certification, motivation, personnel reserve) (Demcheko et al., 2018b; Bondaletova et al., 2017; Bangcheng & Perry, 2016; Melnichuk et al., 2017; Vinichenko et al., 2017b; Wharton & Blair-Loy, 2002).

As the main goal of the implementation of corporate youth, we can highlight the creation of conditions for the productive use of the potential of young workers to solve managerial, production and other tasks of the organization (Buley et al., 2016; Long & OwieKowang, 2015; Makushkin et al., 2016; Larionova et al., 2017; Chulanova et al., 2016).

The following is the author's understanding of the concept of a corporate youth program as: an official document regulating work with young people; some set of projects differing in scale, but united by a common goal; the most important strategic direction of the personnel policy of the organization.

The corporate youth program is an official document approved for a specific period (from 3 to 5 years), including the goal, principles, target indicators, priorities and areas of work with young people.

When developing this document, it is important to take into account innovative technologies of personnel management; stage of the life cycle of the organization; motives and incentives of modern youth; behavioral characteristics of young people, including during the period of adaptation and dismissal. The
The corporate youth program provides for the integrated participation of various departments of the company in its implementation in terms of resource provision and information and communication support.

The corporate youth program is a set of projects whose main task is to create stable and favorable conditions for attracting and retaining young people in organizations and solving important operational and strategic tasks based on the full use of their professional competencies and intellectual abilities.

The corporate youth program is a strategic direction of personnel policy, ensuring the satisfaction of the need for personnel reproduction and the continuity of the transfer of experience from a mature generation to young cadres. When implementing this strategic direction, special attention is paid to educational activities, patriotic and educational work.

The problem is that the leadership of organizations does not single out social control as an effective tool for monitoring the implementation of youth personnel policy. At the same time, drug addiction, alcoholism, crime and other forms of deviant and counterproductive behavior are spreading, which helps to reduce the number of healthy young people, as a result, competition for socially and economically active youth among employers is increasing. There is an objective need for employers to apply methods of material and non-material incentives for young professionals to form a kind of advance payment for their future productive work, and young people who have high expectations regarding wages, working conditions, social benefits and career growth rates do not always realistically assess the return on their labor, as a result, investments in young workers do not always pay off due to the outflow of young workers in the first years of work.

**Generation of the Data**

Empirical research was conducted using a complex of sociological methods. The choice of a specific type of sociological research is due to the specifics of the goal and the tasks to be solved.

The purpose of this study is to identify the characteristics of the influence of social control on the effectiveness of the youth personnel policy of large companies with a significant share of state capital based on determining the nature of young people’s satisfaction with the existing personnel policy and activities of individual youth projects.

At the first stage of the study, reconnaissance research was applied. A set of tools used for collecting primary information (questionnaire, sampling projects, a package of mathematical functions for the primary analysis of information) has been developed. Intelligence research was used to test and refine methodological tools, identify its non-conformity and adjustment. The results of the intelligence study allowed us to obtain approximate information about the object and subject of study, to finally formulate the research hypothesis and to work out the methodological tools.

In order to form a holistic view of the object of research, we conducted a descriptive study, supported by a comprehensive research program and methodically tested tools. The need for a descriptive study is due to the fact that the object of the research is a relatively large community (employees of organizations in the Moscow region), characterized by specific characteristics.

An analytical study revealed causal relationships underlying the implementation of corporate youth programs. Identified a complex of factors affecting the object of study. The division of these factors into main, stable, latent, uncontrolled, secondary, temporary, explicit controlled ones is presented. The development of the program of this study required a lot of time and the use of a complex of sociological methods: a questionnaire survey; document analysis; content analysis; methods of statistical analysis (regression analysis).

The study of social control as a factor in improving the quality of youth personnel policy was conducted on the basis of Russian organizations, including large companies with a significant share of state capital. The study groups included employees of organizations in the Moscow region (n = 365). The total population was 19.7 million people, the sample size was 365 people, with a 4.76% sampling error, with a confidence level of 95%.
The sample set (n = 365) was formed using a multistage sample of stage-by-stage selection. At the first stage, with the help of random selection, organizations of the Moscow region were selected. Thus, clusters were formed - organizations of the city of Moscow and the Moscow region. At the next stage, a quota sample was used to select employees working in the organization. The quota characteristics were: gender, age of the respondent.

The theoretical and methodological base of the research was based on the integration of the following scientific areas: a system, process, institutional approach; structural-functional and concrete sociological analysis; philosophical, social, economic concepts; modern sociological and managerial theories.

The empirical basis of the research was as follows: applied sociological research, which was conducted by HR-services of Russian organizations of various organizational and legal forms; statistical data on the dynamics of the number of companies with a significant share of state capital; federal and regional programs in the implementation of youth policy; corporate youth policy programs; charters of organizations and regulations on personnel policy; expert interviews with HR directors; data of modern sociological research on the implementation of youth programs and the development of public associations; the results of expert interviews on the processes of formation of civil society in Russia.

Results

The results of the study showed that only 8.4% of respondents chose one organization or another for their employment solely because of a significant share of state capital in the company. At the same time, about 30% of respondents identified the presence of career growth prospects as a key factor in the success of work in a company, which allows to make a conclusion about the significant role of youth personnel policy in companies with a high share of state capital.

The youth policy of companies with a significant share of state capital includes a set of corporate goals, objectives, priorities, functions, principles and indicators that determine the attitude of the employer to young workers and create flexible and favorable conditions for effective professional adaptation, the realization of internal reserves and the disclosure of the potential of young workers.

The causal logic and the connection of the research problematic with general socio-economic tendencies allow us to draw the following conclusions.

1) There is growing competition among companies with a significant share of state capital for the best young professionals, the reason behind the demographic crisis and the decline in the share of the working-age population in the whole country.

2) The most far-sighted HR directors define the development and implementation of corporate youth programs as the key direction of the company's personnel management strategy.

3) The results of the implementation of corporate youth programs are actively discussed at all levels; as a result, the ways of attracting young specialists are similar: a developed system of motivation and incentives for work; extended social package; favorable working conditions and career prospects.

4) Under the conditions of using similar methods of attracting young specialists, the employer who wins the expectations of young people more correctly and determined the vector of behavior of young personnel, because the mismatch of expectations with actual working conditions can cause an outflow of young professionals to competitors.

5) With the active position of employers and their obvious struggle for valuable personnel, the dependent attitude of young specialists and their assignment of responsibility to employers for untimely career growth and the incomplete development of personal key competencies grows, an erroneous idea arises of the employer's full responsibility for the personal, professional development of the employee and career growth and the share of personal participation of the young specialist in the process of self-development is reduced.

The survey results showed that they chose a large company with a significant share of state capital for employment due to the desire to work in the received specialty (32.06%), career growth and future...
prospects (28.02%), the presence in the organization of personnel policy that corresponds to my expectations (7.4%), the provision of decent wages (18.95%) (Figure 1).

![Figure 1](image1.png)

**Figure 1.** The results of the survey respondents to the question "Why did you choose this organization for employment?" (In % of the number of respondents).

Youth public organizations ensure the formation of an active, vital, patriotic, civic position and a high level of culture in the younger generation. The functioning of youth public organizations is accompanied by a significant number of contacts at different levels: with the media, state and municipal authorities, youth, employers, among youth public organizations. The question of key social functions of youth public organizations is quite controversial, the role of youth public organizations in ensuring the containment of destructive manifestations of youth behavior and bringing up a healthy and decent generation is significant.

The results of the study showed that 58.5% of respondents rated at 4 and 5 that system of interaction with public organizations, which exists in their organization (Figure 2).

![Figure 2](image2.png)
Figure 2. The results of the survey of respondents to the question “How successful is the management of an organization to solve the following tasks in ensuring interaction with public organizations?” (In % of the number of respondents)

However, 41.5% of respondents (the sum of responses to 1, 2 and 3) are not satisfied with the process of interaction with public organizations in full. Thus, it can be concluded that interaction with public organizations as an element of youth personnel policy needs to be developed, the issue of identifying the values and interests of today's youth, motives for participating in youth associations and their perceptions of the role of youth organizations in the implementation of corporate youth programs is of particular relevance.

Volunteering is one of the main manifestations of social activity of young people. The organization of youth volunteer work, the involvement of youth in volunteer movements, the development of youth initiatives are key areas for the involvement of staff in volunteer activities. The indicator of the involvement of young cadres of modern corporations in volunteering activities basically does not exceed 40%. The need to support the volunteer movement is spelled out in the framework of corporate youth programs.

The results of the study showed that 42.9% of respondents highly and moderately appreciated the organization of activities for the involvement of staff in volunteer activities (Figure 3).

Figure 3. The results of the survey of respondents to the question "How successful is the organization's management deciding the issue of organizing events to involve staff in volunteering activities" (In % of the number of respondents)

The results of the online survey showed a rather low assessment of the organization of events involving staff in volunteer activities. Thus, 18% of young personnel rated the existing system at “1”, which corresponds to an extremely unsatisfactory assessment. The participation of young people in volunteering can be considered as a key mechanism for socializing young people and increasing the effectiveness of social perspectives of personal development. The purposefulness and involvement of young people in the activities of public organizations, their involvement in volunteer movements depends on work experience in the implementation of socially significant goals and the social significance of the social role of the volunteer.

One of the most important factors in ensuring the security and stability of the development of a company is the state of health of its personnel and, above all, the youth. Therefore, among the priorities of the youth personnel policy, the formation of a healthy lifestyle for young people and a safety culture is of the utmost importance.
The results of the online survey (Figure 4) showed fairly good results in assessing the promotion of a healthy lifestyle and safety culture among young people. Thus, 28.9% of students rated the existing system as “good” and 29.2% as “excellent”.

![Figure 4](image_url)

**Figure 4.** The results of the survey of respondents to the question "How successful is the organization’s leadership deciding the issue of promoting a healthy lifestyle and safety culture among young people" (In % of the number of respondents)

According to the respondents, 13.3% of specialists rated the results of the work of the management on promoting a healthy lifestyle and safety culture among young people at 1, 9.2% at 2, and 19.4% at 3. The results indicate the need to improve the identified areas.

**Discussion and Conclusion**

According to the results of the empirical research, it was revealed that a number of problems stand in the way of implementing an effective youth personnel policy:

- the lack of a common approach to the formation of a unified methodological support aimed at increasing the interest and awareness of the young generation about key projects of public youth organizations; social control of the implementation of youth personnel policy is fragmented; young people are not sufficiently informed about specific youth projects to identify their talents, to be included in the personnel reserve of the organization, although there is an increase in the awareness of young people about key areas of corporate youth policy;

- low level of propaganda of the importance of youth involvement in the implementation of volunteer projects, the underestimation of the significance of volunteer activity and its results by the management of companies; insufficient discussion in the mass media of the results of youth participation in volunteer projects; the need to promote the personal experience of volunteers and the audience by presenting samples of role-playing behavior and socially significant results of volunteer work;

- alcoholism and drug addiction are considered by the world scientific community as one of the most urgent medical and social problems; a high level of alcohol abuse and tobacco use among young people contributes to the deterioration of the demographic situation. As a result, special attention should be given to the management of companies to promote occupational safety, implement preventive programs and promote a healthy lifestyle for young personnel.

Thus, it is possible to identify the main subject areas of improving corporate youth programs of companies with a significant share of state capital:

1. Stimulation of young workers to intensive and continuous self-development;
2. Creation of favorable conditions for safety of work and healthy lifestyle of young personnel;
3. Development of corporate volunteering among young people;
4. Raising awareness of young personnel about key areas of corporate youth policy;
5. Identification of talented youth for inclusion in the personnel reserve. The action of the corporate youth program is directed not only directly at young workers, but also members of their families, as well as potential young workers from among graduates of specialized universities and colleges. Analysis of the existing corporate youth programs of organizations in the city of Moscow and the Moscow region allowed us to identify a number of key employers' requirements for today's youth:
- active life position;
- ready to contribute to the development of the company;
- business and social activity,
- Focus on self-development;
- division of corporate values of the company;
- dedication in solving tasks;
- striving for personal fulfillment;
- desire for professional self-realization;
- responsible attitude to work;
- compliance with labor discipline;
- following company standards of work;
- compliance with safety principles;
- desire for professional and career growth;
- high spiritual, moral and patriotic values;
- possession of professional competencies;
- possession of modern technology work;
- knowledge and ability to practice methodological tools;
- responsible attitude to their own health.

The selection of young people with these qualities and characteristics allows achieving key performance indicators in the implementation of corporate youth policy and the dynamic development of large companies with a significant share of state capital.

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Perfection Of Personnel Estimation In The Course Of Selection To Improve The Loyalty Of New Employees In The Organizations Of The Oil And Gas Complex And The Chemical Industry Of The Khanty-Mansiysk Autonomous District-Ugra

Oxana L. Chulanova¹, Mikhail V. Vinichenko², Natalia S. Borisenko³, Olga V. Kaurova⁴, Olga L. Ryngach⁵, Anastasia S. Lobacheva⁶, Maksim V. Demchenko⁷

¹ Department of State and Municipal Management, Surgut State University, Surgut, Russia.
² Department of Personnel Management and Personnel Policy, Russian State Social University, Moscow, Russia.
³ Limited Liability Company «Gazprom pererabotka», Saint Petersburg, Russia.
⁴ Faculty of Training of Scientific and Scientific-Pedagogical Personnel, Russian State Social University, Moscow, Russia.
⁵ «Gazprom Transgaz Surgut», Surgut, Russia.
⁶ Department of Personnel management, State University of Management, Moscow, Russia.
⁷ Department of Legal Regulation of Economic Operations, Financial University under the Government of the Russian Federation, Moscow, Russia.

*corresponding author

Abstract
The article discusses the basis of problems in evaluating personnel at the recruitment stage, which subsequently affect the effectiveness of new employees and their loyalty to the company. The basis of the study were such methods as the questionnaire survey of employees of the oil and gas complex and chemical industry of the Khanty-Mansiysk Autonomous District - Yugra (KhMAD), who worked in the company for up to one year, included observation, content analysis. The study revealed a decrease in the effectiveness of investing in personnel appraisal evaluation procedures. This is reflected in an increase in the cost of recruiting staff with a high turnover of beginners (30%), and partial fulfillment of their functional duties (60%). They are not focused on identifying the most talented and forming a personnel reserve from them. The main part of the respondents are not of high opinion about the evaluation procedures at the selection stage. At the same time, the majority of candidates for jobs gave either completely (51%) or partially (22%) false information about themselves. The main part of the respondents planned to stay in the company, however, some of them knew in advance that this employment was temporary. All this caused material, moral and image damage to the companies of the oil and gas complex and the chemical industry, led to a decrease in the efficiency of the companies, increased costs for personnel. To improve the efficiency of companies in the oil and gas industry and the chemical industry, it is advisable to introduce innovative valuation technologies.

Keywords: efficiency, personnel assessment, loyalty, innovative technologies, accuracy of information, personnel reserve.

1. Introduction

1.1. Current Approaches to Assessing Human Resources
In the modern world, competition among the leaders of economic development has significantly intensified. This affects US relations with Europe, China, Russia and other countries. However, no one wants to give in and every country, an economic (political) union struggles for the right to be an equal
partner, seeks to prevent infringement of its interests. In this regard, each player relies on his main argument - the population of the country and its core - human potential. The formation and development of the country’s personnel potential is a priority of the personnel policy of most countries. This is reflected in the writings of many scholars and practitioners. Some of them give significant attention to the problems of using human resources in the context of the global economic crisis (Buley et al., 2016). A number of scientists consider the issues of investing in the labor potential of workers (Volchikova & Rasskazov, 2009; Kryukova et al., 2016; Kvyn et al., 2017; Tastan & Davoudi, 2015), receiving dividends from invested funds (Belousova et al., 2016).

The effective use of the labor potential of employees is the subject of close attention and management of companies, enterprises, organizations of various levels and directions of action. They compare their activities with the latest achievements in science, research of scientists and practitioners, who highlight the improvement of the organization and personnel management system (Rawung, Wuryaningrat & Elvinita, 2015; Mironova et al., 2017; Tastan & Davoudi, 2017; Zaitseva et al., 2017). The creation of favorable working conditions is considered crucial (Danielsson & Bodin 2008; Barck-Holst et al., 2015; Rogach et al., 2016; Vinichenko et al., 2016a).

Recently, more and more attention has been paid to introducing innovations into the personnel management system, evaluating employees at all stages of their functioning in an organization (Gureva et al., 2016; Mura et al., 2017; Davoudi et al., 2018; Fartash et al., 2018). Personnel appraisal is the most important and continuous process in the activity of personnel service and line managers. Employees are assessed in a comprehensive and fragmentary way, at the initial stage of their work and at the end of their working career in this company. Some managers systematically approach the assessment of subordinates, others only periodically assess the activities and successes of their employees.

HR managers and line managers are attracted to modern technologies of working with employees (Vinichenko, 2014; Avanesova et al., 2016; Aeon & Aguinis, 2017; Chulanova et al., 2017), assessing their potential and performance (Azevedo, Apfelthaler & Hurst, 2012; Prichina et al., 2017). There is a focused search for talented people, starting with the recruitment and throughout its activities in the organization (Sears, 2003; Robertson & Abbey, 2004; Schweyer, 2004; Smilansky, 2005), forming a personnel reserve from them (Bykova, 2010; Kirillov et al., 2017). The gamification of all personnel management processes is studied in detail (Werbach & Hunter, 2015; Vinichenko et al., 2016b; Lumsden et al., 2016; Miguel et al., 2017).

Personnel services are also exploring in detail the skills of potential candidates, university graduates, in order to be ready for possible distortion of information about themselves at the recruitment stage (Tsitskari et al., 2017), to seek high loyalty from employees (Veronica & Indradevi, 2011; Chulanova et al., 2018), the ability to behave in the labor market, especially young people (Melnichuk, 2017; Demcheko et al., 2017).

1.2. Influence of Personnel Evaluation on the Efficiency of Oil and Gas Companies and the Chemical Industry

The quality of personnel assessment at the stage of selection affects the efficiency of the organization’s activity at almost all stages of the creation of a product delivered to the market for goods and services. If innovative technologies are used by HR specialists and line managers, then hired employees act in accordance with applicable local regulations, display high loyalty, job satisfaction. This is manifested in low turnover among newcomers. In addition, new employees after short-term, but effective adaptation, show high labor productivity, timeliness of accomplishment of the tasks set, instructions of the management.

In the companies of the oil and gas complex and chemical industry of the Khanty-Mansiysk Autonomous District - Yugra (KhMAD) the management of enterprises, HR managers strive to maximize the use of human potential. Continuously, the current situation is analyzed, problem areas are identified and a set of measures is taken to improve the efficiency of all parts of the personnel management system chain.
One of the elements on which the attention of management is focused is the evaluation of personnel during the selection phase. Here the resource of the personnel management service and line managers in creating an effective system is not fully used.

Testing is actively used in the specialized Center for Polytechnic Education (CLPS) in the selection of personnel for the assessment of competences. It is somewhat different in content for candidates for the positions of personnel services (specialists). For them, an assessment of business skills. For specialists in the gas and oil refining, chemical field, the assessment of technical, professional and technical competences is applied. At the same time, the evaluation procedure does not include an assessment of corporate and managerial competencies. Large funds are allocated for this procedure. The costs of recruitment include the allocation of funds for the medical commission of 5,498 rubles, for conducting an interview (working time of the entire commission) 4,213 rubles, additional costs for testing, etc.

As it turned out, in OJSC “Surgutneftegaz” over the past three years, the percentage of layoffs of newcomers in the first working year increased by 7% (Figure 1.). The cost of recruiting employees who quit during the year after employment increased by 4,241,172 rubles from 6,167,941 rubles in 2015 to 10,409,113 rubles in 2017.

![Dynamics of the number of applicants for employment in public corporation “Surgutneftegaz”](image)

**Figure 1. Dynamics of the number of applicants for employment.**

As a factor explaining the increase in the cost of recruitment, we can cite the fact that the number of candidates increased by 23% and those employed in the company by 25%. It should be understood that the increase in the volume of workload on the HR service due to the increase in the number of assessment procedures cannot but affect the quality of their work. The increase in volume always negatively affects the labor productivity, provided that the evaluation procedure is not improved at the same time, and innovative technologies are not introduced.

An analysis of the reasons for dismissal was revealed with the help of a sociological survey of voluntarily dismissed beginners (Figure 2). Among the main reasons, respondents identified:

- **Reason 1.** “I feel that” not mine “work in this organization.”
- **Reason 2.** “I have a lot of responsibility on me.”
- **Reason 3.** “There are no prospects for development.”

All three reasons received about equally high significance, with a shift in focus in 2017 to a significant increase in responsibility for the assigned case.
These reasons indicate the imperfection of the evaluation technology at the stage of recruitment. First of all, it is necessary in the course of personnel assessment to identify the conformity of the values of the candidate for the workplace of the corporate (organizational) culture of the organization. They may also disappoint the applicant for the workplace, working conditions, the socio-psychological climate in the team, and the leadership style of the boss (Kirillov & Vinichenko, 2017). The second reason for importance also lies in the plane of evaluation procedures, in which the experience of performing tasks with a high degree of responsibility is determined, and the psychological readiness to take responsibility for the implementation of complex tasks (Bharadwaj, 2014). The lack of development prospects (the third reason for dismissal) is exclusively in the field of management - linear and HR. Career development, inclusion of young, promising employees in the personnel reserve is an integral duty of HR specialists (Bednova, 2014; Chulanova & Mokryanskaya, 2017).

Along with the study of the turnover of newcomers, an analysis was conducted of the effectiveness of the work of new employees of the organization who had worked in it for up to one year (Figure 3).
Figure 3. Evaluation of the effectiveness of professionals who have worked in the enterprise for less than 1 year.

As a result, it was possible to establish that about the third part of new employees (28% - 2015, 30% - 2016, 34% - 2017) during the first year failed to submit reports on time as part of their labor functions. The situation was even worse with the fulfillment of official assignments. In 2017, the delay in their implementation reached 40%. At the same time, both indicators showed a negative trend: the violation of the deadlines for reporting increased by 6%, and the execution of orders by 3%. Negative dynamics testifies, firstly, about the insufficiently qualitative assessment of candidates in the selection of personnel, secondly, about the low efficiency of the mentoring apparatus, thirdly, about certain gaps in the organization of labor of the staff as a whole, fourthly, about insufficiently effective feedback line managers and the team of structural units, where the novice is appointed, with the personnel management service. All this adversely affects the productivity and competitiveness of the organization as a whole.

Methodology and Result
To study the state of evaluation procedures and identify the reasons for the high turnover of new employees in May-September 2018, a case study was conducted. It used quota sampling, formed on three grounds: gender, age and place of work of the respondents, which amounted to 10,134 people. The general aggregate consisted of employees of the oil and gas complex and chemical industry of the Khanty-Mansiysk Autonomous District - Ugra aged from 18 to 60 years. Their average age was 32.4 years, according to gender, respondents were divided in favor of women (51%). The main method was the survey. The form of the questionnaire used questions that allowed to get an assessment of the quality of assessment procedures in the course of staff recruitment and the readiness of candidates for long and fruitful work in the company. Questionnaires were given to respondents in print. They could only fill out
a form once, acting according to the instructions. Questionnaires filled out with violation were excluded from the general statistics. The questionnaire was asked to answer four questions: 1. Rate the interview procedure on a five-point scale. 2. Did you have to lie at the interview? 3. Getting a job, were you sure that you would not quit this year? 4. Indicate the reason for your doubts: the upcoming relocation, another potential place of work, I know little about the organization, I wanted to try, another (write yourself).

Data analysis of Figure 4 showed that the overwhelming majority of respondents considered the interview not to be sufficiently effective and rated only satisfactorily (79%), and 7% of respondents considered the estimated actions of HR managers unsatisfactory. At the selection stage, only 13% of respondents were in a zone of high satisfaction with the evaluation of candidates.

Interesting data was obtained during a survey of respondents about the truthfulness of the answers and the openness of candidates during the interview (Figure 5).

As a result, only 27% of candidates gave reliable information about themselves, and the rest either lied (51%), giving obviously false information, or partially hiding information about themselves, answering this question, I find it difficult to answer (22%).

Figure 4. Score on a five-point scale by new staff interview procedure.

Figure 5. The results of the answers to the question: “Did you lie to you at the interview?”. 
The nature of the desire of candidates to work in the company is reflected in Figure 6.

![Bar chart showing the results of the answers to the question: "Getting a company were you sure that you will not quit in the coming year?".](chart1.png)

**Figure 6.** The results of the answers to the question: "Getting a company were you sure that you will not quit in the coming year?".

The overwhelming majority of respondents (75%) planned to work in this company for a long time and in good faith, 11% were not sure about this, but hoped to harmoniously join the team and get satisfaction from their work. Only 14% of them positioned themselves as "temporary", intending to quit in advance.

A more detailed analysis of the reasons for leaving and the fears of the unknown in the new company, in the new workplace, made it possible to identify the life priorities of new employees when they join the company (Figure 7).

![Bar chart showing the results of the answers to the question: "Specify the reason for your doubts to work in this company".](chart2.png)

**Figure 7.** The results of the answers to the question: "Specify the reason for your doubts to work in this company".
Employment in this company 53% of the respondents was considered as one of the options. They had more employment options or still worked in another organization and saw this company as an opportunity to improve working conditions and raise wages. The motives of another group of respondents who were interested in trying themselves in a large company (14%) coincide in some way. Only 5% of the candidates, getting a job, were clearly confident that this employment was temporary, as they planned to move to another place of residence.

Discussion
The study revealed a high turnover among employees who worked less than a year in the company. Beginners, having worked for less than a year, quit, and the personnel management service was forced once again to begin the search and selection process. The share of new employees who quit in the first year reached 30%. The main reasons for dismissal were dissatisfaction with working conditions, lack of desire to join this organizational culture, to become part of its team, not willingness to take responsibility and lack of development prospects.

At the same time, newcomers often showed low labor productivity, qualitatively and timely performing only 60% of functional duties. This adversely affected the economic performance of companies and their competitiveness.

The search for the reasons for dissatisfaction of new employees with the working conditions in the companies of the oil and gas complex and the chemical industry of the Khanty-Mansiysk Autonomous District - Yugra, has revealed the most characteristic shortcomings in the appraisal system of personnel selection.

The organization of an assessment of candidates for workplaces in organizations is overwhelmingly (79%) considered satisfactory. A positive, but low evaluation of this procedure indicates dissatisfaction with the recruited people. There is a certain contradiction in this. After all, having received the desired job, a person should be satisfied that he was employed. Dissatisfaction with the evaluation procedure refers to the form of the interview (questionnaire), the formalism of assessing the qualities of the candidate, ignoring the potential of the future employee, not included in the personnel reserve, simplicity or unnecessary complexity of the assessment of professional competencies and (or) personal qualities. Also, the lack of a well-defined, clearly defined algorithm for the work of the evaluation committee negatively affects the performance. The obtained characteristic of the personnel assessment at the stage of selection indicates certain defects, hidden potential of this procedure.

Openness and truthfulness of candidates for an interview, a survey is problematic. The main part of new employees in employment (51%) gave about themselves knowingly false, but beneficial information for themselves. A rather large group (22%) also avoided direct answers, dispensed personal and professional information, hiding their weak points, failures at work, etc. Only 21% of respondents freely and openly stated their strengths and weaknesses.

Such statistics generally reveal the nature of the preparation of candidates for the interview and their behavior during the assessment procedures. It is logical to a certain extent. In employment, most people strive to present themselves in the best possible way, focusing on their advantageous qualities. At the same time, they are trying to hide their shortcomings, failures on the labor front, hoping in the new company to show better results. They consider a lie at this stage justified.

The data obtained indicate the need to improve the methodology and personnel assessment tools with which HR managers can get a real picture of candidates for the organization’s workplaces.

The need to improve the assessment tools is evidenced by the data of a survey of new employees regarding the prospects for work in this organization. Despite the fact that the majority (74%) viewed the new company as a permanent place of work, 26% did not intend to join the company’s team at all and quit soon, or were not sure that they would manage to gain a foothold in it. It must be remembered that any candidate planning to leave the company in the near future causes her material, moral and image damage. Therefore, the personnel management service should identify such people in a timely manner.
and prevent them from being hired by the company. This can be helped by a more complicated and expensive evaluation procedure applied by the assessment center.

The candidates who came to the interview and obtained a job in the company for the most part (53%) had several employment options. Apparently this company was more attractive in a number of indicators: conditions and wages, career growth. This attracted another group of people who were trying to try their hand at this company. On the eve of moving to another locality (place of residence), 5% of the respondents came to work for the company.

This situation is quite normal for cities (settlements) with a developed market for goods and services and a labor market. Where there are many enterprises, companies, organizations, actively developing and needing employees at various levels, specialties, specializations and qualifications. The employer has the opportunity of strict selection of candidates, to create high competition for the replacement of vacant posts with the best candidates. In this regard, the shoulders of the personnel management service are charged with attracting the best managers, specialists, and workers from the labor market and selecting from them the most suitable for the company. Well-trained HR managers can cope with such tasks, possessing modern methods and assessment tools.

Conclusions
Many executives see an improvement in the performance of companies in improving the performance of personnel services. HR managers are able to organize a more efficient use of the human potential of employees. One of the basic elements of maximizing the potential of employees in the course of their activities in an organization is the qualitative assessment of candidates at the recruitment stage. A large amount of funds is spent on this. In large companies, this amounts to tens of millions of rubles. However, as practice shows, the effectiveness of investing in this procedure is not always justified. In a number of companies in the oil and gas industry and the chemical industry of Khanty-Mansiysk Autonomous Okrug - Yugra there are certain shortcomings in the appraisal system of recruitment, which affects the loyalty of employees. Among new employees, there is a high turnover rate reaching 30%. In addition, beginners do not always achieve the required productivity, performing only 60% of their functional duties. They are not focused on identifying the most talented and forming a personnel reserve from them. The study was able to establish that employees who have worked in the company for less than a year do not highly evaluate the evaluation procedures in the selection of personnel. Basically, they were given a satisfactory assessment, indicating the dissatisfaction of newcomers with the form of the interview (questioning), the formalism of assessing the qualities of the candidate, ignoring the potential of the future employee. Also disadvantages include the absence of a clearly defined algorithm for the work of the appraisal commission. During the interview, most candidates give out about themselves completely (51%) or partially false information (22%), trying to embellish their abilities, knowledge, competencies, beautifully present their advantages. This again emphasizes that it is necessary to have perfect assessment tools that allow to reveal the real picture regarding the candidate offering his services to the workplace. Also, a certain danger lies in the goals and prospects of the duration of the candidates in the company. Hiding the decision to quit in the near future after employment leads to a decrease in the efficiency of the company, increases costs for personnel, causes material, moral and image damage to it.

The presence of identified problems requires quick and effective resolution by optimizing the recruitment system, using innovative tools for evaluating candidates. Improving the efficiency of companies in the oil and gas industry and the chemical industry of the Khanty-Mansiysk Autonomous District - Ugra is on the plane of introducing innovative valuation technologies.

Acknowledgments
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Queering the English as a Foreign Language Classroom: Pre-service Teachers’ Attitudes

Çise Çavuşoğlu¹, Dimitris Evripidou²
¹Department of English Language Teaching, Faculty of Arts and Sciences, Near East University, Near East Boulevard, ZIP: 99138, Nicosia / TRNC, Mersin 10 – Turkey
²Dimitris Evripidou, Independent Researcher, Limassol

Abstract
English as a Foreign Language (EFL) classrooms are composed of people with various backgrounds and sexual identities. When teachers dismiss such diversity, they invariably hinder students’ learning opportunities. The present study investigates the attitudes of pre-service EFL teachers towards queering the language classroom by including gay- and lesbian-related topics in their lessons, while it also examines possible variations in terms of sex, country of origin, and year of study. A questionnaire was designed and data was collected from 84 pre-service EFL teachers in Cyprus. The results indicated that participants hold neutral attitudes towards the use of gay- and lesbian-related topics. Additionally, they expressed concerns on whether they are adequately equipped to approach them. Significant differences in participants’ attitudes were observed based on their year of study and nationality.

Keywords: EFL, pre-service teachers, gay- and lesbian-related topics, teacher education programmes.

1. Introduction
Over the last few decades, there has been a rapid development in approaches to and methods of teaching a foreign language (FL). Although the traditional use of teaching a FL involved mostly the teaching of grammar in order to access foreign literature, today there is a stronger emphasis on communicative reasons. The interrelationship between language, learning, and society is unquestionable and authentic materials are widely used to reflect linguistic and social practices and changes, which do not only aim at exploring foreign literature, but mainly at the ability to communicate effectively and adequately with speakers of other languages (de Vincenti, Giovanangeli and Ward 2007).

Fairclough (2001) highlights how language and society hold an internal and dialectical relationship in which linguistic phenomena acquire social values in that language use is determined by social conventions underpinned by the power relations underlying those conventions. Language plays a role in constructing, maintaining and changing conventions, while critical discourse analysis (Fairclough 1995) draws attention to the power relations and language roles linking social power with the way it can be manifested in language use. Such a view entails political implications for the role of the language teachers, since they may either contribute to the preservation of normative positions in social practices or challenge them. As much as teaching practices and theory have moved from a traditional teacher-centred approach to a more student-centred one, it is the teachers’ roles and their attitudes that take precedence in setting the agenda for classroom topics, not only linguistically but socio-politically too. Teachers should understand themselves as transformative intellectuals who possess the knowledge, skills, and values to understand, question, interrogate and finally act as change agents of structural inequalities in their place of employment (Giroux 1988). While the EFL classroom is composed of individuals, rich and varied in backgrounds and identities, it is frequently left to the teacher to acknowledge and exploit the vast resources of these individual experiences or simply reduce them to a construct of a generic group. It is also the teacher who may choose to accept some or all social norms or question them and instead encourage learners to draw from their internal worlds and critically explore their context and validity (Giroux 1988). Such explorations would also involve critically questioning the construction and development of various forms of identities.
2. Sexual Identity and EFL

Critical work in EFL regularly draws on postmodern theories, which recognise that gender, class, ethnicity, and sexuality are complex constructs of different forms of identity. Some identities, such as ethnicity might be more visible than others, while sexuality is a less visible identity (Vandrick 1997). Similar to various explorations on aspects of identity in language learning (Norton and McKinney 2011), sexual identity in relation to the EFL classroom has been examined increasingly in recent years (Evripidou 2018; Nguyen and Yang 2015; Pawelczyk, Pakula, and Sunderland 2014). As de Vincenti, Giovanangeli and Ward (2007) point out, the language classroom is a productive place to explore sexual identities as language learning requires participation in various meaningful activities. The language classroom is believed to be a constructive setting for the students to explore different developing identities and ways to position and re-position themselves in relation to them (Nguyen and Yang 2015).

EFL education, however, often reinforces heteronormativity – as the norm that presumes and normalises culture in a heterosexual framework, where heterosexuality appears both coherent and privileged (Berlant and Warner 1998) – by adopting a superficial, uncritical approach to addressing classroom topics like relationships, families, hobbies, and so on. Classroom discourse focusing exclusively on heterosexual social conventions and unquestionably presuming that all students have or hope to have heterosexual relationships constitutes a problem for foreign language learning. On the contrary, teachers need to assume that there might be queer students in the classroom and although these identities might sometimes remain hidden, they are central to the language learning process (Nelson 2010). If such identities are hidden in the classroom, queer students may not feel truly part of the classroom community and become less prepared to claim the right to speak or express themselves (Norton Peirce 1995). As Menard-Warwick (2005) pointed out, language learners can only be successful to the extent that is congruent with their sense of gender roles, societal positions, class backgrounds, and ethnic histories. Excluding sexual identity as a part of this list can hinder the language learning process, whereas accepting opportunities to include it will enhance it and empower all students. Heterosexual students have more to say than others with regard to what is talked about in the classroom, while for queer students, it seems, the primary goal becomes to hide or guard their identities. As Dalley and Campbell (2006) argue, many students who are not heterosexually oriented are forced to guard their sexual identities and adopt strategies to survive in the classroom. Mere survival, however, of oppressive atmospheres is not the goal of education and it is the educators’ responsibility to provide their students with a safe, supportive and productive learning environment. Heteronormativity remains the status quo until the lived experiences and social identities of language learners become part of the curriculum (Norton Peirce 1995).

Similarly, the Common European Framework of Reference for Languages (Council of Europe 2001) clearly states that otherness-related issues must be treated in the FL classroom to achieve existential competence; personal factors such as attitudes, motivation, values, beliefs, cognitive styles and personal traits which make up one’s identity may affect their communicative activities. Existential competences such as these are linked to the learners’ own personality and should be considered as frames of mind and devices that social actors must take into account in learning situations. It is thus claimed that these elements of savoir-être are considered relevant to language learning and cultural plurality; acceptance of other people in their otherness and international solidarity are the objectives of the process of education in foreign language teaching.

3. Pedagogical Implications

Up to recently, in FL education, children would emerge from schools having learned only the language, its grammar, pronunciation, word-order, and so on, and the perspective of the dominant culture. Recent changes, however, based mainly on postmodern theories have begun to question this type of schooling and instead search for ways to create students and citizens who are more critical, engaged, and
independent thinkers to move societies in a more egalitarian direction. According to Pawelczyk, Pakuła, and Sunderland, (2014), critical pedagogies which may encourage the discussion of power, access, and identity formation as critical concepts provide frameworks for teachers to explore ways of achieving these objectives.

This has had several implications for EFL education. Teachers, curriculum developers, materials designers, and teacher training scholars need to understand sexuality as an important aspect of identity and thus critically reflect on the confessional burden that seemingly innocuous practices can place on queer students. Furthermore, there is a need for all the aforementioned stakeholders to reassess any burdens they may place on students when the latter are asked to share information about their personal lives in the classroom. Future teachers should be encouraged to organise some of their classroom topics around the possibility of having queer students in the classroom, instead of working with a fully predetermined and de-contextualised curriculum. Training will not only help teachers develop strategies to address queer identities, but also raise their awareness of hidden or invisible identities in the classroom. Apart from re-examining and improving teacher training programmes, in terms of heteronormative biases, courses-book writers and publishers need to start considering producing materials that encourage inquiry rather than reproducing stereotypes (Gray 2013). Learners must also be presented with the necessary linguistic and sociolinguistic literacies that are routinely employed by queer individuals in their first language as they navigate the social contexts in which heterosexuality is often assumed, privileged, or even enforced (Nelson 2010). As Roberts and Sarangi (1995) stated, it is generally teachers who play a significant part in determining what constitutes allowable discourses, which are in turn, related to allowable identities.

4. Aims
In the literature, there appears to be a limited number of research focusing on sexuality and EFL in the Cypriot context (Evripidou 2018; Evripidou and Çavuşoğlu 2015). The current study differs in two important aspects. Firstly, it focuses on pre-service EFL teachers’ attitudes and secondly, the context of the current study is the northern part of Cyprus unlike the two previously published ones. The investigation, therefore, on the Turkish Cypriot community of Cyprus was guided by the following questions:

a. What are pre-service EFL teachers’ attitudes towards discussing gay- and lesbian related topics as future in-service teachers?

b. Are there any statistical differences in pre-service teachers’ attitudes towards the discussion of such topics?

Answers to the questions posed above would provide a better understanding of the current state of attitudes of pre-service EFL teachers towards these issues. Hence, researchers can make better informed and practical suggestions for teacher education programmes in addressing the principles outlined by the Council of Europe (2001).

5. Methodology
The current study employed a descriptive survey design; quantitative data was collected through a researcher-made questionnaire which was adapted from a previously conducted study on in-service EFL teachers’ attitudes towards the inclusion of similar topics in the classroom in Cyprus (Evripidou and Çavuşoğlu 2015). The Cronbach’s alpha for the items in the original questionnaire was reported to be .92. All items in the Evripidou and Çavuşoğlu’s (2015) questionnaire were revised to address the attitudes of pre-service EFL teachers rather than in-service ones. One of the items, in which the participants were asked if they would be concerned about their colleagues’ responses to the usage of gay/lesbian-related topics in the EFL classroom, was removed from the questionnaire used in the current
study because it was irrelevant to the participants. No other major changes were made to the questionnaire.

The adapted questionnaire was piloted with 15 pre-service EFL teachers for validity and reliability (de Vaus 1993) and was reported to be appropriate for the purposes of this research. The Cronbach’s alpha for the adapted questionnaire was calculated to be .83, which is considered ‘good’ for internal consistency (Tavakol and Dennick 2011). The questionnaire used consisted of two sections. In the first section, the participants were provided with information regarding the aims of the study and ethical considerations such as anonymity, while they were asked to provide demographic information related to their sex, year of study, and nationality. The second part of the questionnaire contained 14 statements which addressed the aims of the study within the framework of a 5-point Likert scale, where 1 represented strong disagreement and 5 strong agreement with the given statements. The target population of the study consisted of undergraduate students enrolled in English Language Teaching programmes of all private universities in the northern part of Cyprus. Access was granted to three of such departments and all registered students were offered the opportunity to participate. The questionnaires were administered in the participants’ classrooms after their lectures, where they were distributed the questionnaires in the presence of the researchers. They were given ample time to complete the questionnaire at their own pace and return it to the researchers on site. On the whole, 84 questionnaires were properly completed and used for a statistical analysis. Table 1 presents the demographic characteristics of the participants.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>1st Year</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>2nd Year</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3rd Year</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>4th Year</td>
<td>19</td>
</tr>
<tr>
<td>Year of Study</td>
<td>Cypriot</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Turkish</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>British</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>8</td>
</tr>
</tbody>
</table>

The majority of the participants were females (61.9%) and 46.4% were also first year students. The least number of students came from second year enrolments (11.9%), whereas third and fourth year students made up 19% and 22.6% of the sample respectively. In terms of the distribution of the participants based on their nationalities, Turkish students appeared to be dominating the group. They made up 42.9% of the sample, whereas 34.5% were Cypriots, and 13.1% were born in the UK. Data collected through the
questionnaires were analysed using descriptive statistics (frequency, percentage and mean score calculations). To minimise respondent ambiguity, in the final analysis, the 5-point Likert scale was replaced with a 3-point one (Grimbeek et al. 2005), where higher mean scores indicated positive attitudes and vice versa. In order to reach consistency in this regard, item 1 was reverse-coded. In order to be able to test for group differences in sex, t-test was used. In the remaining analysis, to avoid a Type I statistical error due to unequal group sizes, non-parametric tests of Kruskall-Wallis H were employed.

6. Findings

Based on the analysis of the mean scores, the participating pre-service EFL teachers appear to have neutral attitudes towards discussing gay- and lesbian-related topics in their future classrooms. The items with the highest mean scores (item 2, \( M = 2.37, SD = .81 \) and item 5, \( M = 2.32, SD = .84 \)) show that the attitudes of the participants are close to neutral, but not negative (see Table 1). They claimed that they had no problems and felt comfortable discussing such topics in their lessons. Although they were not sure whether they are well-equipped to address them (item 8, \( M = 2.29, SD = .83 \)), they did not see the classroom as a place where such topics could not be discussed (item 4, \( M = 2.16, SD = .87 \)).

Table 2: Attitudes of pre-service TESOL teachers towards discussing gay/lesbian-related topics in their classrooms

<table>
<thead>
<tr>
<th>Questionnaire numbers and items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I would feel comfortable discussing gay/lesbian-related topics with my students.</td>
<td>2.37</td>
<td>.81</td>
</tr>
<tr>
<td>5. I would have no problem discussing gay/lesbian-related topics in the classroom.</td>
<td>2.32</td>
<td>.84</td>
</tr>
<tr>
<td>8. I feel well-equipped to discuss gay/lesbian-related topics in the classroom.</td>
<td>2.29</td>
<td>.83</td>
</tr>
<tr>
<td>10. Gay/lesbian-related topics do not offend my religious sensibilities.</td>
<td>2.25</td>
<td>.75</td>
</tr>
<tr>
<td>12. I think gay/lesbian-related topics will not offend my students' religious sensibilities.</td>
<td>2.22</td>
<td>.77</td>
</tr>
<tr>
<td>6. I am not concerned with how my students would react if I discussed gay/lesbian-related topics in the classroom.</td>
<td>2.21</td>
<td>.75</td>
</tr>
<tr>
<td>11. I think gay/lesbian-related topics will not offend my students' religious sensibilities.</td>
<td>2.20</td>
<td>.76</td>
</tr>
<tr>
<td>4. There is a place for open discussions of gay/lesbian-related topics in the classroom.</td>
<td>2.16</td>
<td>.87</td>
</tr>
<tr>
<td>14. I feel well-equipped to deal with homophobic comments in the classroom.</td>
<td>2.11</td>
<td>.78</td>
</tr>
<tr>
<td>7. I am not concerned with how my school would react if I discussed gay/lesbian-related topics in the classroom.</td>
<td>2.06</td>
<td>.80</td>
</tr>
<tr>
<td>13. I think that discussing gay/lesbian-related topics in the classroom may lead to homophobic comments.</td>
<td>2.05</td>
<td>.81</td>
</tr>
</tbody>
</table>
9. If gay/lesbian-related topics were part of the coursebook I used, I would teach them. 1.95 .86

1. Teaching English is confined to teaching the specifics of the language only. 1.90 .75

3. I think that gay/lesbian-related topics are related to teaching English. 1.84 .86

One interesting finding is that item 1, where the participants were asked to state their opinions regarding teaching of English being related to teaching of the specifics of language only, was the item with the second lowest mean score ($M = 1.90, SD = .75$). This means that the participants’ understanding of EFL is not limited to the teaching of linguistic aspects but also included other relevant issues. However, the participants stated that they did not see gay/lesbian-related topics to be directly relevant to EFL (item 3, $M = 1.84, SD = .86$). In other words, although the participants were aware of the fact that teaching EFL is not only limited to language teaching, but it could involve other social issues, gay/lesbian-related topics were not immediately viewed as a part of ‘other’ possible issues that could be explored in language classrooms.

The first variable to be tested as a factor for any possible differences among the participants’ attitudes towards the discussion of gay/lesbian-related topics was the year of their studies. It was assumed that as they progressed through their teacher education programme, pre-service EFL teachers would develop different levels of awareness regarding critical pedagogical issues, such as queer identities, and therefore those in their final years would have more positive attitudes compared to the first and second year students. In the analysis of their overall attitudes, this assumption was confirmed ($\chi^2 (3) = 12.70, p < .05$), where a steady increase was observed in the mean rank scores as the participants’ year of study increased (see Table 3). When the groups were compared through individual Mann-Whitney U tests, a significant difference was observed between participants who were in their first year of studies and those who were in their final year ($U = 161.00, p = .001$) with the latter group having significantly more positive attitudes on the issue.

Table 3 Mean rank distributions based on year of study

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>33.42</td>
</tr>
<tr>
<td>Year 2</td>
<td>48.05</td>
</tr>
<tr>
<td>Year 3</td>
<td>44.00</td>
</tr>
<tr>
<td>Year 4</td>
<td>56.95</td>
</tr>
</tbody>
</table>

Secondly, a t-test analysis to examine whether sex was a factor that affected the participants’ attitudes was conducted. Overall, male participants appeared to be slightly more positive in their attitudes, although this difference was not statistically significant ($t(82) = 1.10, p > .05$).

In terms of nationality, significant differences in the participants’ attitudes were observed both in the overall analysis ($\chi^2 (3) = 12.53, p < .05$) and in three specific items (see Table 4). In the group by group comparison of the participants’ overall attitudes, UK born participants were observed to have significantly higher mean rank scores ($MR = 27.80$ and $MR = 35.14$ respectively) than Cypriot ($MR = $
17.84) and Turkish participants (MR = 20.60). Another significant difference was observed between Cypriot (MR = 38.57) and Turkish (MR = 28.51) participants, where Cypriot ones were found to have significantly more positive attitudes towards discussing gay and lesbian-related topics in their lessons (U = 360.50, p = .033). In the item by item analysis, the first significant difference was observed in item 5, where the participants were asked to state whether they believed they would have any problems discussing gay/lesbian-related topics in their lessons.

Table 4 Results of the Kruskal-Wallis test based on Nationality

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Questionnaire Item</th>
<th>Chi-Square</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I have no problem discussing gay/lesbian-related topics in the classroom.</td>
<td>9.79</td>
<td>.020</td>
</tr>
<tr>
<td>8</td>
<td>I feel well-equipped to discuss gay/lesbian-related topics in the classroom.</td>
<td>17.64</td>
<td>.001</td>
</tr>
<tr>
<td>9</td>
<td>If gay/lesbian-related topics were part of the coursebook I used, I would teach them.</td>
<td>8.19</td>
<td>.042</td>
</tr>
</tbody>
</table>

For item 5, Turkish participants (MR = 36.78) appeared to have significantly more positive attitudes compared to Cypriots (MR = 28.31, p = .04). They were also found to be more open to discuss such topics in the classroom (MR = 24.67) compared to participants who were born in countries other than Cyprus and the UK (MR = 12.75, p = .02). No significant differences were observed between Turkish participants and those born in the UK for item 5. Similar findings were observed for item 8, where the participants were asked whether they felt well-equipped to discuss gay/lesbian-related topics in the classroom. Significant differences were found between Turkish (MR = 38.78) and Cypriot participants (MR = 24.05, p = .00), as well as Turkish (MR = 23.35) and participants from countries other than Cyprus and the UK (MR = 9.57, p = .00). In all of these cases, the Turkish pre-service teachers rated themselves better equipped to discuss these topics in the classroom than Cypriot, and British participants, as well as participants who were from other countries.

7. Discussion

Findings indicated that the participants were mostly neutral towards discussing gay- and lesbian-related topics in the classroom context. However, as these are not reported to be negative, perhaps a positive change is possible following Bragg et al.’s (2018) argument that finding allies among the young with whom teachers work can be expected if they are willing to make changes to their practices and create conducive contexts through which young people can explore gender (and sexual) diversity. Another important finding of the current study is that they feel uncertain as to whether they are well-equipped to discuss them, which means that they believe they need to have content-specific knowledge before they do so.

Another finding that needs to be discussed is that teacher education, although not specifically addressing sexuality and sexual identities in its curriculum, seems to have a positive impact on pre-service EFL teachers’ overall attitudes towards non-heteronormative identities. Lambert et al. (2006) point out that there is a difference between upper- and lower-university students in many of their attitudes towards gay
and lesbian people, with the former having both, more positive attitudes in general and an increased level of acceptance of diversity in others. An implication of this would be that if teacher training programmes would address issues around critical pedagogy then pre-service teachers would probably feel better equipped to approach gay- and lesbian-related topics in the classroom more efficiently. It would also help them reconceptualise sexuality and understand it as a form of social identities that can be easily approached in the classroom. Studies in other contexts of training (see Hall, McDougald and Kresica 2013; Rock, Carlson and McGe 2010) clearly show that increased levels of training are consistently related to the formation of better queer-related attitudes, skills, and knowledge.

Consistent with the findings of previous research on attitudes towards homosexuality (Herek and Gonzalez-Rivera 2006), sex was not found to be a significant variable affecting the attitudes of the participants in the current research. In terms of nationality, the most positive attitudes were observed among UK-born pre-service teachers who seem to be relatively more willing to discuss gay- and lesbian-related topics in the classroom. This was expected, given that these participants were exposed to the British educational system, which familiarised them with more liberal attitudes towards queer people for a considerable amount of time before pursuing Bachelor studies in Cyprus (Evripidou and Çavuşoğlu 2015). Worth highlighting is also the result related to Turkish pre-service teachers who appear to have significantly more positive attitudes than Cypriots with regard to discussing gay- and lesbian-related topics in the classroom. Even though, Cypriots were found to have more positive attitudes overall, not only did Turkish pre-service teachers feel more comfortable in addressing these topics, but they also felt better equipped in doing so. This is probably because of their social and cultural background which relates them to Turkey and its legal regulations regarding homosexuality. Although Turkey is perceived as a society that has been moving towards a more conservative outlook in recent years, the legal framework for supporting some rights of the gay community has been in place since the establishment of the Turkish Republic in 1923 (Kazi 2011). In 2014, Turkey’s Supreme Court ruled that referring to homosexuals as perverted constitutes hate speech (Tar 2014). In contrast, the first step towards legalising some of the gay rights in Cyprus was taken in 2014 in an attempt to bring the northern part of Cyprus in line with the southern, as well as the rest of the European Union. These legal changes, however, are very recent and do not yet seem to be absorbed by the particular group of participants in this study.

8. Conclusion
One of the main conclusions drawn from the results of the current study is that pre-service teachers are not ready to embark on the task of addressing gay- and lesbian-related topics in the EFL classroom. Thus, exposure to critical pedagogies in teacher training programmes which would familiarise pre-service teachers more with sexuality as a form of identity may help them feel more competent in approaching such topics in the classroom. It would also make them feel better equipped to discuss these topics openly in the EFL context.

On an additional note, including critical pedagogies in teaching training programmes can serve as a starting point for the possible formation of positive attitudes towards queer-related issues and acceptance of queer sexualities as part of one’s forms of identity. The findings of the current study also implicate social and cultural backgrounds are important in the formation of certain attitudes towards gay- and lesbian-related topics. As was the case of the UK-born participants in this study, exposure to these issues may raise awareness and create the context to facilitate discussions within the EFL classrooms.

In conclusion, this study paves the way for further research into the investigation of pre- and in-service teachers’ attitudes towards gay/lesbian sexual identities and topics within the context of the northern part of Cyprus. Due to its quantitative nature, the current study does not provide sufficient insight into the reasons behind such attitudes and thus in-depth qualitative research with EFL pre- and in-service teachers in this context is required. Also, earlier suggestions made regarding an analysis of the content of EFL coursebooks in use in Cyprus (Evripidou and Çavuşoğlu 2015) can be reiterated in order to help make more sense of the broader implications of the inclusion or absence of gay- and lesbian-related topics.
Finally, a possible analysis of the current teacher education programmes for language teachers would provide a better understanding of where and how critical pedagogies can be integrated into the programmes.

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Strengthening The Perception Of Organizational Performance In Sport Management Studies

Jana Nová
Faculty of Sport Studies, Masaryk University Brno, Czech Republic

Abstract
This paper analyses teaching and learning strategies that are applied in sports management studies in order to equip students with a strong perception of organizational performance in a sports context. Using the case study method, the aim is to suggest an educational model that would develop and strengthen the skills to allow students to assess and measure performance of sports organizations effectively. The model is conceptualized on the basis of the analysis of students' assignments using the Atlas.ti software with the purpose of identifying their perception of organizational performance concepts in sport after the completion of the core subjects of sport management studies. In the light of these findings, the reflection in terms of current educational models and subjects and their teaching and learning methods was also conducted. Upon the findings, the author proposes the inevitable changes that should focus on the classification of different managerial situations and cases in a variety of sports organizations (public, professional, non-profit) where the organizational performance measurement is of the utmost importance for their survival and further development.

Introduction
The professionalization of sports organizations meant application of business principles in the marketing of sports products, planning, human resource management, and other aspects of organizational activities. Performance management is one of the most important principles. The diversity of the missions of the sports organizations led to the development of various tools and criteria for evaluating their performance. Sports manager must, therefore, know the ways how to define, analyse and present performance in the environment of sports management.

Performance is generally understood as a combination of two criteria – efficiency and effectiveness. Efficiency is traditionally defined as an ability to achieve the aim of the institution. Effectiveness compares the number of means used for achievement of the results without considering user satisfaction. For private companies financial indicators and assets represent the basic synthetic measures of performance evaluation. In the case of non-profit organisations, efficiency need not be relevant and effectiveness is a complex construct with an external dimension (external social performance).

Specific Evaluation of Performance in Sport and Sports Organisations
The definition of organizational performance in sport is key to the proper understanding of the difference between
- the athlete and sporting performance that is measured by sport rankings and league tables and
- performance of the sport organization as a whole that is measured by key performance indicators of the sport organizations.

Evaluation of performance is based on criteria identical with business organisations, which reflects progress towards professionalism. Due to the existence of specific features of sport there are also differences in performance evaluation derived from the fact that sport is not driven by the need to optimise profit; sports organisations follow a pair of conflicting missions, profit maximisation and avail maximisation, emphasizing rivalry of clubs and their desire to win.
Sport Performance Evaluation Indicators
Performance indicators in sports organisations differ from those of purely business organisations for there are multiple organisational goals related to the desire for sporting achievement, financial stability and social responsibility. Therefore sports organisations are driven by more or less clearly declared performance indicators related to one of the following areas: sport, economy and social.

The Study
Our study was realized in the three subsequent steps. Firstly, we conducted a review of relevant literature from sport management in order to understand the latest trends in the definition of the performance measures and performance management systems for public, professional and non-profit sport organizations. Secondly, a qualitative analysis of articles in sport management journals published in the years 2011-2015 using the Atlas.ti functionality of filter was carried out, with the aim of identifying the extent to which the two selected concepts suitable for performance management in sport – namely Balanced Scorecard and Performance Prism can be found. Both content analyses can influence and will be reflected in our understanding of how to design the education/course content of organizational sport performance within sport management studies. Finally a qualitative analysis of the students’ assignments from the subject of Sport Management using coding techniques (Strauss, A. & Corbin, J.,1998) and Atlas.ti software was performed in order to reveal the extent to which the current approach in teaching and learning organizational performance in sport reflects the desired learning outcomes, i.e. understanding of the strategic focus of performance measures and performance management system in sports organizations.

Findings
Approaches to Performance Evaluation in Sports Organisations
According to Hoye et al. (2012) the following approaches to sports organisation evaluation can be identified:

1) Performance management related to the organisation’s objectives and intentions
2) Theory of sporting performance evaluation – from stakeholder perspective
3) Theory of sporting performance evaluation (input – output)
4) Multidimensional models of performance measurement

Multidimensional model is preferred in sports organisation performance evaluation, though, according to Winand (2014), for every sports organisation has many stakeholders with different ideas of what should be evaluated for the purpose of measurement of the organisation’s effectiveness and performance. When evaluating performance of sports organisations methods/models developed for organisations from other sectors, profit, non-profit and public, may be applied. The most popular and the most frequently applied methods/models include the following multidimensional models:

- Balanced Scorecard (Kaplan&Norton, 1992)
- The Performance Prism (Neely, Adams &Kennerley, 2002)

Balance Scorecard (Kaplan & Norton, 1992) emphasized not only financial indicators but also the overtaken indicators which can help identify many potential issues before their impact on the financial measures can be seen.

The Balanced Scorecard model emphasizes four different aspects of the organisation where performance needs to be evaluated: finance, customers, internal processes and motivation to learning. Practical application of this model in evaluation of performance of a sports organisation [Table 1] is possible after setting indicators for the individual dimensions and their specification. What always matters is the particular strategy and vision of the given sports organisation and performance indicators in the balance scorecard may be made operational for both long- and short-term objectives.
Table 1: Example of application of Balance Scorecard model in sports organisation

<table>
<thead>
<tr>
<th>Goals</th>
<th>Evaluation method</th>
<th>Plan</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial objectives / performance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue portfolio extension (diversification)</td>
<td>% of various sources of financing in the budget</td>
<td>60 % of gains in the budget will come from sponsors</td>
<td>Club brand building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sponsor network building and extension</td>
</tr>
<tr>
<td>Increase of club membership base</td>
<td>Number of club members</td>
<td>25 % increase of membership base</td>
<td>Promotion, recruitment sports events</td>
</tr>
<tr>
<td><strong>Customers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of fan satisfaction with services</td>
<td>Fan satisfaction level</td>
<td>15 % increase of fan satisfaction</td>
<td>Revision of all services on the basis of fan satisfaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Implementation of remedial measures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Questionnaire-based inquiry using SERQAL model</td>
</tr>
<tr>
<td>Reduction of complaints of sports events visitors</td>
<td>Number of complaints</td>
<td>20 % reduction of the number of complaints</td>
<td>Introduction of processes for early identification of critical points in services and their addressing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adoption of a system for on-the-spot troubleshooting</td>
</tr>
<tr>
<td><strong>Learning and development / growth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase of key skills of employees</td>
<td>Number of training courses and practices</td>
<td>Increase %</td>
<td>Preparation and implementation of educational and training plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction of a system of education and training effectiveness evaluation</td>
</tr>
<tr>
<td>Fluctuation reduction</td>
<td>Fluctuation (measurement methods)</td>
<td>Decrease %</td>
<td>Personal motivation interviews with key employees</td>
</tr>
</tbody>
</table>
Measures for increase of employee motivation and satisfaction

Effective processes

<table>
<thead>
<tr>
<th>Reduction of new member recruitment costs</th>
<th>Costs of recruitment</th>
<th>Reduction %</th>
<th>Involvement of volunteers in recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Streamlining of the process of communication with fans</th>
<th>Number of target groups</th>
<th>Increase of the target group number</th>
<th>Introduction of CRM (customer relationship management) to work with target groups of fans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Nová et al. (2016) pursuant to Balance Scorecard Framework (Kaplan & Norton, 1992)

Performance Prism

The authors of the Performance Prism (Neely et al., 2002), unlike those of the Balance Scorecard, emphasize the key role of the stakeholders in achievement of success of the organisation. The expression “prism” is used to emphasize the fact that the model uncovers hidden elements of the organisation affecting its performance. The model defines five basic questions for the organisation management evaluating performance of their organisation [Table 2].

<table>
<thead>
<tr>
<th>Performance aspect</th>
<th>Question for management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder satisfaction</td>
<td>What are the needs and desires of our stakeholders?</td>
</tr>
<tr>
<td>Stakeholder asset/contribution</td>
<td>What can our stakeholders give us?</td>
</tr>
<tr>
<td>Strategies</td>
<td>What strategies are needed to satisfy stakeholders’ needs?</td>
</tr>
<tr>
<td>Processes</td>
<td>What processes need to be introduced to satisfy stakeholders’ needs?</td>
</tr>
<tr>
<td>Skills</td>
<td>What practices, people, technologies and infrastructure are needed for full implementation of processes and strategies?</td>
</tr>
</tbody>
</table>

Source: Neely et al., 2002

In our opinion, this model is very fitting for application in sports organisations with their broad portfolios of stakeholders [Table 3].
Table 3: Example of application of the Performance Prism in sports organisation

<table>
<thead>
<tr>
<th>Stakeholders satisfaction (what are their expectations in relation to the sports organisation)</th>
<th>Players</th>
<th>Fans</th>
<th>Media</th>
<th>Employees</th>
<th>Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholders satisfaction (what are their expectations in relation to the sports organisation)</td>
<td>Game success, adequate salaries and benefits, low injury rates</td>
<td>Game equality and excitement, high proportion of victories to losses, complex experience</td>
<td>Mass market, high level of public interest</td>
<td>Adequate salaries and benefits, employment security, professional development</td>
<td>Positive club or association reputation, brand awareness and recognition</td>
</tr>
<tr>
<td>Strategies</td>
<td>Do we possess adequate training, playing and financial strategies to achieve sports success and financial stability?</td>
<td>Are the strategies of sports event preparation focused on the needs and desires of fans?</td>
<td>Are our media strategies in harmony with the media market?</td>
<td>Do we possess adequate human resource management strategies?</td>
<td>Do we create and implement strategies of brand building and cooperation with sponsors?</td>
</tr>
<tr>
<td>Processes</td>
<td>Do our processes support our sporting and financial strategies?</td>
<td>Do our processes support quality of services to fans for their engagement?</td>
<td>Do our processes support effective work of and with media?</td>
<td>Do our processes support application of effective methods of work with human resources?</td>
<td>Do we have processes in place for support of communication with sponsors and their presentation?</td>
</tr>
<tr>
<td>Skills</td>
<td>Do we possess skills for utilisation of increased effectiveness by means of technologies and innovations?</td>
<td>Do we offer the correct portfolio of services and quality human resources?</td>
<td>Are we able to increase our media coverage?</td>
<td>Are we able to support HR strategy?</td>
<td>Do we possess skills for targeted building of partnerships with sponsors?</td>
</tr>
</tbody>
</table>

Source: Nová et al. (2016) pursuant to Performance Prism Framework (Neely et al., 2002)

National Sport Management Bodies and Organisations Effectiveness Evaluation
Frameworks for organisational management of performance of national sports organisations and sport management bodies have so far been the most profoundly examined area of performance in sport.
Winand et al. 2010 design a model for measurement of organisational performance of management bodies for Olympic sports, distributing their objectives among five main dimensions [Table 4].

**Table 4: Model of organisational performance of sport management bodies**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sub dimension</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic goals</strong></td>
<td><strong>Sport</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elite sport</td>
<td>International sports success</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased participation of athletes in international competitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improvement of services for athletes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased sporting activities for members</td>
</tr>
<tr>
<td><strong>Customer</strong></td>
<td>Sport for all</td>
<td>Maintenance of sporting values in the society</td>
</tr>
<tr>
<td></td>
<td>Sporting values and service for the society</td>
<td>Improvement of non-sport services for members</td>
</tr>
<tr>
<td></td>
<td>Development of members</td>
<td>Member acquisition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member loyalty development</td>
</tr>
<tr>
<td><strong>Operative goals</strong></td>
<td><strong>Communication and an image</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Image Communications</td>
<td>Dissemination of positive image of individual sports in media and in the society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dissemination of positive image of individual sports among members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improvement of club’s internal communication towards members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improvement of communication establishment towards members</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td>Financial resource management</td>
<td>Fundraising</td>
</tr>
<tr>
<td></td>
<td>Financial survival</td>
<td>Finance management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management of self-financing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management of financial independence on public authorities</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Staff skills</td>
<td>Improvement of office and sports staff skills</td>
</tr>
<tr>
<td></td>
<td>Internal functioning</td>
<td>Improvement of volunteer skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improvement of internal functioning of the central office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improvement of organisational atmosphere in the central office</td>
</tr>
</tbody>
</table>

Source: Translated and adapted by the author pursuant to (Winand et al., 2010)

**Performance Evaluation of Non-Profit Sports Organisations**

A unified model for performance evaluation of non-profit sports organisations is offered by Winand et al. (2014), [Table 5].
Table 5: Unified model for performance evaluation of non-profit sports organisations

<table>
<thead>
<tr>
<th>EXTERNAL ENVIRONMENT</th>
<th>THROUGHPUT</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INPUT</strong></td>
<td><strong>THROUGHPUT</strong></td>
<td><strong>OUTPUT</strong></td>
</tr>
<tr>
<td>Fundraising</td>
<td>Financial</td>
<td>Sports programmes</td>
</tr>
<tr>
<td>Size</td>
<td>Resource management</td>
<td>Elite sport</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Independence</td>
<td>Mass sport</td>
</tr>
<tr>
<td>Technical staff</td>
<td>External communication and contacts</td>
<td>Organisation operation</td>
</tr>
<tr>
<td>Members</td>
<td></td>
<td>Internal atmosphere</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process effectiveness</td>
</tr>
<tr>
<td><strong>Physical resources</strong></td>
<td>Stability, Research support, Human resource support and recognition, Planning and flexibility</td>
<td>Financial objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical objectives, Safety, Recreational goals</td>
</tr>
</tbody>
</table>

**PERCEPTION**

**Internal stakeholders:** Management board members, salaried office staff, salaried research and technical staff, coaches, members, elites

**External stakeholders:** sponsors, governmental agencies, top management bodies

**FEEDBACK**

**Internal** Satisfaction

**External** Image

Source: Adapted by the author pursuant to (Winand et al., 2014)

**Evaluation of Performance of Sport Management Bodies and Organisational on Local Level**

There is no theoretical framework for evaluation of performance of sport management bodies and organisations on the local level. However, in countries like Great Britain, Australia, New Zealand, Canada etc., i.e. where the New Public Performance model is applied, there are various models for evaluation of performance and quality of services of local sports organisations applying for public finance also on the local level. In addition individual sports organisations issue activity evaluation criteria for their local clubs in case they want to apply for financial contributions to their activity [Table 6].

Table 6: Examples of evaluation of performance of sports organisations on local level

<table>
<thead>
<tr>
<th>Organisational management of performance in sport on local level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sporting outcomes</strong> (range of participation and skills development opportunities available; levels and frequency of participation in sport; levels of (voluntary) involvement in sport leadership, coaching, officiating and administration; achievement of sporting success, attitudinal change)</td>
</tr>
<tr>
<td><strong>Process outcomes</strong> (strategic and development plans; range/nature of partnership developed;</td>
</tr>
</tbody>
</table>
proportion of resources from other agencies; satisfaction of individuals, including users, partner organizations and stakeholders, awareness level)

**Service outputs** (location, number and accessibility of facilities provided; number of users/visits; frequency of attendance; number of people trained; number of organisations assisted)

**Process outputs** (quality management system accreditation; methods of delivery and processes adopted; speed of response; satisfaction with staff)

**Equity measures** (ethnicity, gender, socio-economic group, age)

**Social, economic and environmental outcomes** (health and well-being; economic development and regeneration; environment and sustainability, community safety; educational attainment and lifelong learning; equity and inclusiveness; quality of life)

2) **Model SPARC-Sport And Recreation New Zealand, Activities in Performance Management in Sport** - New Zealand - considered an instrument for development and assessing the following criteria: Management; Planning; Sport management (internal); Human leadership; Customer focus;

Method of sporting opportunity provision

3) **AFL Community Club Improvement Program**

The Australian Football League recognises that volunteers and administrator active in sports clubs significantly contribute to the success of Australian football, and that the demand placed on club volunteers and administrator increases together with the need to operate the clubs in a professional manner.

AFL programme for improvement of local club activity was developed specifically for helping the clubs review their current operation and identify opportunities for improvement.

After the programme completion, the clubs receive a detailed report with information about the good practice to help them formulate action plans for improvement of the club activity, operation and management in future.

By means of the programme the clubs can receive recognition for good/excellent club administration:

The club quality level suggests effective club administration

Gold Club Quality - level acknowledges that the club management is excellent

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Evaluation of performance in sport often involves overlapping of performance and quality assessment systems. This phenomenon was described by Nová (2014), who also suggested an Integrated Model for Quality and Performance Management in Non-Profit Sports Organisations.

**A qualitative analysis of sport management journal articles**

A qualitative analysis of sport management journal articles (Sport Management Review n=222, Journal of Sport Management n=206, European Sport Management Quarterly n=102) published in the years 2011-2015 using the thematic coding (and Atlas.ti functionality Word Cruncher was carried out. The aim was to identify the extent to which two selected organizational performance concepts (Balanced Scorecard and Performance Prism) have been researched. The analysis showed that the expression / code balanced scorecard and performance prism and their derivations were found in these articles: Hagen Wäsche and Alexander Woll (2013) in their study provided an understanding of the organization and management of
Regional Sport Tourism networks and in one case the balanced scorecard was used as the strategic management tool. Ian O’Boyle and David Hassan (2014) examined the situation in the field of organisational performance management and measurement within non-profit sport organisations and they stated that an area of research that is not addressed in any study of organisational performance in NPSOs is the use of traditional business performance management tools such as The Balanced Scorecard (Kaplan & Norton, 1992, 1996), The Performance Prism (Neely et al., 2002; O’Boyle & Hassan, 2013), or any derivative of such tools. Ian O’Boyle (2015) examined the issue of developing and implementing performance management tools – Balance Scorecard and Performance Prism that can potentially help national sport organisation managers.

Analysis of students’ assignments

The study programme Sport Management at the Faculty of Sport Studies Masaryk University (FSPS MU) is delivered in cooperation with the Faculty of Public Administration (teaching the basics of management, marketing, economics and HRM). On the basis of these general management subjects the Faculty of Sport Studies delivers courses with the endeavour of teaching students how to apply the acquired knowledge in a sport context especially when it comes to organizational strategy and performance of sport organizations, see [Table 7].

Table 7: Delivery Logic of the organizational body of knowledge in Sport Management at FSPS MU

<table>
<thead>
<tr>
<th>Subject /course taught in Sport Management Studies</th>
<th>Content related to organizational strategy and performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics of Management</td>
<td>Definition and basic characteristics of organizations’ strategy and business performance</td>
</tr>
<tr>
<td>Management in Sport</td>
<td>Organizational strategy and organizational performance within a sport context, interrelation between the organizational strategy of sport organizations and performance measurement and performance management systems in sport organizations</td>
</tr>
<tr>
<td>Case Studies in Sport Management</td>
<td>Reflection and application of strategy-based performance theory in practice based on specific case studies</td>
</tr>
</tbody>
</table>

We examined the assignments of 36 undergraduate students who passed the subjects Basics of Management and Sport Management (spring semester 2018). A condition for completing the subject of Sport Management was the writing of the assignment respecting the following instructions for the part of the assignment that was related to organizational performance:

1) Select a sports organization, briefly describe its mission, vision, and strategy
2) Study in detail the Balanced Scorecard by Kaplan and Norton (1992) and suggest performance indicators for your organization. Fill in, at your own discretion, the indicators suggested by Hoye et al. (2012) and Nová et al. (2016). Justify your proposal. Create the Performance Prism for your organization (by Nova et.al, 2016)

The content analysis of students’ assignments using a coding method (Strauss and Corbin, 1998) and Atlas.ti software was conducted so as to assess their perception of the organizational performance

The examination was guided by the following questions:

- To what extent can the students apply critical thinking with regard to organizational performance in the chosen sport organization? and
- Are they able to implement two well-known frameworks (Balanced Scorecard and Performance Prism) in the chosen sport organization?
To answer the above-mentioned questions in the process of the content analysis, 9 general codes have been suggested that classify the extent to which the students were able to operationalize the prescribed performance tools for the chosen sport organization [Table 8].

**Table 8: Extent of the utilization of the Balanced Scorecard (BSC) and Performance Prism (PP) for the chosen sport organization in the students’ assignments**

<table>
<thead>
<tr>
<th>Code</th>
<th>Comment</th>
<th>Grounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced scorecard mentioned not used</td>
<td>Students fail to operationalize the BSC for sport context</td>
<td>10</td>
</tr>
<tr>
<td>Balanced scorecard utilized</td>
<td>Students used the dimension of the BSC but failed to link it to the strategy of sport organization</td>
<td>7</td>
</tr>
<tr>
<td>Balanced scorecard utilized accurately</td>
<td>Students managed to operationalize all dimensions of the BSC and linked them to the strategy of sport organization</td>
<td>13</td>
</tr>
<tr>
<td>Balanced scorecard utilized with limited extent</td>
<td>Students managed to operationalize all dimensions of the BSC and linked them partially to the strategy of sport organization</td>
<td>6</td>
</tr>
<tr>
<td>Performance Prism mentioned not used</td>
<td>Students fail to operationalize the PP for sport context</td>
<td>2</td>
</tr>
<tr>
<td>Performance Prism not mentioned not utilized</td>
<td>Students have not demonstrated either knowledge or operationalization of PP</td>
<td>9</td>
</tr>
<tr>
<td>Performance Prism utilized</td>
<td>Students used the dimension of the PP but failed to link it to the strategy of sport organization</td>
<td>12</td>
</tr>
<tr>
<td>Performance Prism utilized accurately</td>
<td>Students managed to operationalize all dimensions of the PP for a variety of stakeholders and linked them to the strategy of sport organization</td>
<td>11</td>
</tr>
<tr>
<td>Performance Prizm utilized with limited extent</td>
<td>Students managed to operationalize all dimensions of the PP for limited stakeholders and linked them just partially to the strategy of sport organization</td>
<td>2</td>
</tr>
</tbody>
</table>

Almost 31% of students successfully used the Performance Prism and more than 36% successfully used the Balance Scorecard. 16% of students used the BSC to a limited extent and more than 5% used PP within a limited extent.

What is challenging from the pedagogical point of view is the fact that more than 33% of students were able to recognize the importance of the PP tool and utilized it but failed to link it to the strategy. This statement is valid for more than 19% of students when it comes to the utilization of the BSC.

Analysing the accurate operationalization of the BSC and PP within the variety of the sport organizations chosen by students for their assignments, it is obvious that the best results in setting the performance measures were achieved for non-profit local sport organizations and 1st league for profit sport organizations [Table 9].
Table 9: Accurateness in applying the performance models for various types of Sports Organizations

<table>
<thead>
<tr>
<th>Type of the Sport Organization</th>
<th>N=36</th>
<th>BSC mentioned not used n=10</th>
<th>BSC utilized accurately n=13</th>
<th>BSC utilized with limited extent n=6</th>
<th>PP mentioned not used n=2</th>
<th>PP utilized n=12</th>
<th>PP utilized accurately n=11</th>
<th>PP utilized with limited extent n=2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Profit local N=18</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>For Profit local N=4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1st league For Profit N=7</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Non Profit national Sport Association N=5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>For Profit national for e Sport N=1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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Conclusions
Although research and practice guides referring to the organizational performance in sport are sufficient there are no studies available that shed light on how sport management students understand or are taught this important topic. This qualitative case study offers an initial exploration of how the organizational performance for a variety of sport organizations is learned and taught in sport management studies. After careful analysis of the transcripts from the undergraduate students’ assignments, their preparedness to operationalize the most popular business performance models, namely the Balanced Scorecard and the Performance Prism in a real sport context was examined. To achieve a better understanding of organizational performance in sport and to equip the students with the relevant knowledge and skills the current approach regarding the teaching and learning of these crucial topics was revisited.
On the basis of this and also our findings the starting point is to set up a competence framework in the area of organizational performance. Based on our findings the following competences and skills must be demonstrated by students at the end of the respective courses:

- Demonstrate the knowledge of the respective performance models from business and the sport industry that are applicable within a variety of sport organizations
- Manifest the ability to determine the performance management system and key performance indicator sets considering the organizational strategy
- Determine relevant stakeholders, their relationship with the sport organization and to be able to identify their expectation
- Be able to ensure that the necessary information is available to operate and improve the organizational processes and to monitor, analyse and evaluate the performance of the overall organization
- Set up appropriate measures to measure and monitor key indicators to demonstrate the organization’s performance in the light of the organizational strategy
- Ensure that data and information are sufficiently accurate, reliable and secure
- Analyse and evaluate data and information using suitable methods
- Measure performance and provide performance feedback to stakeholders so as to enhance improvement initiatives

Bearing in mind the results of the analysis of students’ assignments, the structure of the sport management study programme and current teaching and learning strategies that are considered as critical elements in teaching and learning organizational performance, it is advised to introduce the following measures in order to successfully achieve the above-mentioned learning outcomes.

A. **Content change within the study programme structure** led by the need to provide the space for single subjects focused on organizational performance in a sport context, namely:

- Organizational performance and sustainability of Sport Organizations
- Critical Reflections of Sport Management Practice in the light of the performance concepts (Balanced Scorecard; Performance Prism etc.)
- The role of Sport Business Intelligence and Integrated Management System in a sport context in relation to the organizational performance

The content changes can be theoretically underpinned by the opinions of the experts in the area of cognitive psychology who claim for providing the students with sufficient subject matter knowledge base and guidance so to allow them apply fully and encourage the critical thinking (Kirschner et al., 2006).

B. **Adoption of the teaching and learning methods** that would provide the opportunity for:

- Self-development activities to gain skills such as being able to gather and process data (Sport Business Intelligence) or design the appropriate IT tools or design the Integrated Management Systems that would include the performance management systems (more practice and project-oriented subjects are required for this)
- Further strengthening of the teaching case studies in sport management education (Nova, 2013) as far as the teaching case studies describe problem situations occurring in the daily practice of sport organizations and the students are expected to assess the appropriateness or accuracy of the solution, which was adopted by the management of sports organizations or to propose, on the basis of information, the most appropriate solution / decision, even using theoretical concepts from management theory.
- Learning in teams to support critical and creative thinking in the area of organizational performance
- Full exploitation of the Cognitive Load Theory Model (Sweller, 1988; van Merrienboer & Sweller, 2005). This learning model is appropriate for the competency based curriculum as far as it uses the
logic of the mind processes and stores information. But the model must be supplemented by good
quality and quantity of study materials. Thus, the effectiveness of students learning can be achieved
(Schilling, 2016).

- To achieve the interactive students' engagement behaviors using the ICAP framework that
differentiates four modes of students learning modes: Interactive, Constructive, Active, and Passive
- ICAP. This framework states that students’ learning is increasing as they are more engaged with
the learning materials and thus moving from passive to active, constructive and interactive behavior
(Chi & Wylie, 2014).

All suggested changes that are supported by the latest theories in the active learning will allow the
designing of a new, more focused approach to the teaching and learning of the relevant body of the
knowledge to enhance the students’ skills and capabilities for the appropriate implementation of the
organizational performance models after completion of the sport management studies.

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**Web resources:**


on Non-Classic Ontological Models for Studying Digital Nomadism Phenomena

Sergey Klyagin1, Alexey Volobuev2, Elena Zamarina3, Olga Borovinskikh4, Elena Kuzina5

1 PhD, full professor, Financial University under the Government of the Russian Federation
2 PhD, associate professor, Financial University under the Government of the Russian Federation
3 PhD, associate professor, Financial University under the Government of the Russian Federation
4 Head of the educational-scientific sociological laboratory of the Financial University under the Government of the Russian Federation
5 Assistant, Financial University under the Government of the Russian Federation

Abstract

The digital nomadism belongs to the considerable and rapidly expanding area of the modern social activities and to the theoretical reflections concerning this sphere. Consequently, the article deals with the issues how to apply innovative ideas from philosophical ontology, non-classical sociology and philosophy of communication to the pointed out emerging research sphere. The aim of the paper is to describe the methodological potential of the unstable ontology models to study the digital nomadism processes. Basing on qualitative research approach and grounded theory procedures the author investigates the main features of digital nomadism, such as: social identities dynamics, reframing social boundaries, hybrid and heterogeneous structures. It is put forward the theoretical models to describe adequately these phenomena. The models are drawn from the theories that were elaborated in the Essex discourse-theory school (unstable social ontology). Also the pointed out models are based on the object-oriented approach to the reality and ideas of spatial turn in the communication studies. The author argues the heuristics perspectives of the unstable ontology models and the necessity to develop the theoretical prerequisites and foundations to proliferate the research field of the digital nomadism.

Key words: digital nomadism, ontology, unstable ontological models, social reality, communication

Introduction

In the article the author investigates theoretical prerequisites of studying the digital nomadism as a meaningful phenomenon in the life of human society. This phenomenon is related not only to demographic and labor migration, capital and investment movements, changes of information and cultural values, but also to digital dimension of mentioned processes. There is no a simple projection of physical processes into digital reality. Digital technologies create new factors of social development, encourage renewal of people’s daily activities and lifestyle in the basic areas of social life. In order to study new phenomena new theoretical approaches are required. Hence we are facing the necessity to put forward new ideas and concepts for the adequate response to the challenges identified with the digital nomadism.

The research of ontological prerequisites of the digital nomadism consists of several stages. Initially consideration of the digital nomadism is focused on identification and generalization of empirical features and facts that distinctly occur in informational society (T. Makimoto & D. Manners, 1997). Moreover, it is essential to consider that the digital nomadism is frequently discovered as the mediated manifestation of other significant processes, which characterize specifics of nowadays society, such as: wide circulation of digital and network technologies, globalization, the change in content of productive activities (Bauman, 1998; Giddens, 1999), the transformation of social mobility into the leading factor of social life (Urry, 2000). In turn, the immensity of the digital nomadism practices correlates with transition to the advanced level of philosophical and sociological generalizations in theoretical reflection of this phenomenon. It is obvious that features of new social reality appear in processes of the digital nomadism.
Nevertheless, researches currently mainly employ descriptive approaches and empirical methods to describe this new social reality.

Addressing the general philosophical ideas and theories is supposed to be the projectable approach to study digital nomadism. Consequently, we can take into consideration the concepts and models of non-classical unstable ontologies (E.Laklau, C.Mouffe, B.Latour, G.Harman, M.DeLanda). The heuristic potential of these ideas corresponds to the complexity level of solutions such difficult tasks as theoretical reflection of the social shifts and transformations that proceed in the context of the digital nomadism.

The approach that considers employing models of unstable ontologies in order to study the digital nomadism is based on rather representative database of publications, which could be arranged into several groups.

Firstly, it is necessary to take into account the studies devoted to the common features of the digital nomadism. Ts. Makimoto, D. Manners (T. Makimoto & D. Manners, 1997) conceptualize the content of the notion ‘digital nomadism’ and describe its manifestations in contemporary society life. A number of studies deal with the digital nomadism as the powerful tendency in industry and business. (Prensky, 2001; Prensky & Vilyakajnen, 2011).

The second group of papers is aimed to the general sociological factors of the digital nomadism expanding and developing. Reflecting on this phenomenon, many theorists pay their attention to the intensive mixing of various areas of social life while discovering different dimensions of social mobility. A.Giddens describes “the runaway world”. (Giddens, 1999). Researchers of informational society theories mark the leading role of digitalization for accelerating of social mobility (Webster, 2002).

A number of the leading sociologists underscore the dynamic, contingent and combinatory nature of social reality. (Latour, 2005). They also investigate the growing importance of the various forms of mobility in society (Urry, 2000) and describe the multidimensional interaction of different sociocultural sociotechnical spheres (Fuller, 2007). There’s one more group of studies that are important for the offered research. The group is represented by the papers, where the authors turn to the philosophical and epistemological ideas that are of great importance to put forward the ontological models of social reality in the context of cultural and historical dynamics of scientific knowledge regarding the digital nomadism (Stepin, 2000).

Amidst the conceptual variety of ontological models which relate to the newest phenomena and processes in contemporary society we must pay attention the models that are focused on variability, complexity and ambiguity of the digital nomadism. Therefore, another group of studies is dedicated to the models of unstable social ontologies. These models were suggested by researchers from Essex school of discourse analysis and were intended to reflection of unstable situations that could be characterized as situations of “edge”, “breakdown” and deep problematization of social regulation and political power’s instruments in contemporary society respectively. (Laclau & Mouffe, 2001).

Basing upon the comprehensive philosophical tradition we can relate to the unstable ontology models the peculiar communities that appear on the shifts of ordinary social connections basing on the energy of continuous social subjects’ self-identifying and experiencing the riskiness and terminality of their existence (Petrovskay, 2012). Taking in consideration these phenomena G. G.Harman, B.Latour (Harman, 2016) elaborate the object-oriented ontology approach. These ideas are of the crucial importance for theoretical prerequisites of studying the digital nomadism.

The research is purposed to conceptualize the interpretation of the digital nomadism phenomenon, which is associated with unstable ontologies. The research tasks are to specify the content of the digital nomadism conception as a foundation for new ontological models establishment, to identify the models...
that are the most adequate to the modern reality and to conceptualize prospects of theoretical research of the digital nomadism.

The approaches of qualitative research and additionally general scientific methods and logical procedures are employed in the research to analyze the subject area materials and to formulate and summarize the research conclusions.

On the basis of research prerequisite’s consideration, it can be argued that general theoretical and disciplinary (philosophical ontology, sociology, the theory of communication) prerequisites of the digital nomadism studying are adequate for further conceptual generalizations while investigating this significant contemporary phenomenon.

Albeit the fact that the characteristics of the digital nomadism are defined in many in detail, there is no agreement between researchers and experts concerning the general features and moreover, research contexts of the considered phenomenon. At the same time the philosophical and sociological works, focused on the holistic aspects of contemporary society life, are not aimed to the actual social activities.

Under these circumstances the projection of unstable ontological models on the digital nomadism allows to discover impulses and mechanisms of social mobility, to specify space-time and dispositional localities of the nomad movement and to outline contours of the rising social reality.

The research novelty of the approach suggested by the author is to conflate the heuristic potential of several heterogeneous fields of knowledge and to set the background to include the digital nomadism in the expanding flow of contemporary social realities fundamental studies.

Materials and Methods

The research is based on the set of the leading authors’ theoretical studies, that are relevant to the outlined object-subject area. Within the framework of qualitative research, it was selected the content to study. Then, the key theses of the selected concepts and theories were specified, and their interpretation in the context of the subject matter was given. The conclusions were formulated according to ‘grounded theory’ approach (Corbin & Strauss, 2008) with the help of general scientific methods (analysis, comparison, synthesis, abstraction, generalization) and logical procedures.

It is put forward the wide frame of the digital nomadism’s phenomenon consideration.

The nomadism’s phenomena have always been noticed in society and a person’s livelihood. The images of a motion, a travel, and the stories of adventurous teams’ campaigns or, on the contrary, the legends of ascetic and independent wander are an integral part of any culture.

Nomadism in modern society is not a solely casual language metaphor for indicating local changes in social reality. On the opposite, nowadays we can observe manifestation of the global evolutionism, socio-, techno- and anthropogenesis’ processes in the newest sociocultural and technological circumstances. These processes have always been followed by strong dynamics of material, physical and symbolical resources. The great geographical discoveries, the development of new regions, population transfers, military campaigns, clashes of civilizations – this is the tremendous area of the person and society’s development to explore the digital nomadism’s phenomenon. Under the current circumstances this phenomenon becomes a factor of reality transformation. Digital nomadism provides the new social structures, communications and relations. The primary objective of this research is to broaden the framework of the digital nomadism’s object conceptualization. Digital nomadism can be described not only as a set of empirical indicators of a person’s existence in the environment of information and communication, but appears as a contextual part of the comprehensive generalizations of the object sphere that can be noticed in a great number of actual sociological theories.

Z. Bauman exploring the processes of globalization pays attention to the increasing role of information and communication in formation of social reality’s new configurations. The writer distinguishes various aspects of intrinsic complex correlations inside the social factors dynamics. “The end of geography”, the change of ideas about the role of space in social life, elimination of correlation between identities localities and space “binding”, phenomena of “tourists and vagabonds” – these extraordinary sociocultural shifts
Z. Bauman considers to be the objective tendency of the world development. He emphasizes that nowadays all of us have become travelers, literally or figuratively: “... the very significance of geographical location at all scales begins to be questioned. We become nomads – who are always in touch.” (Bauman, 2004).

B. Latour proposes the ideas of the dynamic, stochastic nature of social reality. He emancipates the things as material objects and argues its equal rights with subjects to have their own capacity of action, Therefore the objects become “actants”. In other words, within the object basis of reality occurs the processes of actualization and redistribution of “agency”, areas and directions of social activity. In the context of the actor-network theory B. Latour conceptualizes the need in “reassembling the social”. Thus, “... In this meaning of the adjective, ‘the social’ does not designate a thing among other things... but a type of connection between things that are not themselves social” (Latour, 2014). Evidently, these ideas are to be projected on the ideas of nomadism as a special practice of social life.

M. Fuller provided the concept of media ecologies to expand the object variety of the digital nomadism phenomenon. Particularly, he emphasizes that the structure of social environment is highly complicated and appears as dynamic areas of reality that are continuously changing. New subject-object conglomerates appear inside of these areas. Consequently, we are facing in the extraordinary fusion of socio-anthropological, media, symbolical and techno-instrumental matters (Fuller, 2007). These circumstances constitute and renew infrastructure of information and communication, and therefore actualize nomadic component in social life.

John Urry highlighted the significant value of such metaphors as “mobility” and “nomads” for understanding the modern society. He emphasized the complex nature of the processes corresponding to these metaphors and hence assumed “examining the emergent global level that is comprised of roaming, intersecting, complex hybrids” (Urry, 2012).

John Urry stressed the confluence of both nomadic practices and nomadic consciousness, underscoring the liminal, “cut-edge” character of these phenomena. He wrote: “Nomads characterize societies of de-territorialisation, constituted by lines of flight rather than by points or nodes” (Urry, 2012). Particular attention, while analyzing works of M. Archer and H. Lefebvre, J. Urry payed to the changes in structure of social reality and to the conceptual opportunities of reflecting them. He notes that social relations differentiate in heterogeneity of morphogenesis, the deep transformation of social space and time (Urry, 2012).

New opportunities for in-depth understanding of the digital nomadism’s nature are established by the “objective-oriented turn” in interpretations of social dynamics’ processes.

Graham Harman suggests a clear, laconic and comprehensive review of the object-oriented ontology (the OOO). He highlights the differences between his concept and the ideas of the actor-network theory (B. Latour) where the objects and their features are determined by actions, communication, relations and traditional materialism (that is about objects consist of). G. Harman writes that the OOO uses the term “object” for definition of any entity which cannot be changed in terms of its components and actions (Harman, 2016).

Preceding the further characteristic of such objects one can suppose the digital nomadism practices to be the leading and constitutive factor for such nontrivial object formations as “epistemic objects” (Knorr Cetina, 1997), symbiotic, polysubstrate objects (media ecologies) (Fuller, 2007), “non-human” objects (Harman, 2018), “dark” objects (D. Trigg) (Thorn, 2016).

The recognition of object-oriented approach prospects is both a heuristic constant and a compelling research sharade. According to G. Harman, things act because exist but do not exist because act and the objects are alike the sleeping giants saving their vigor and not demonstrating it all at once (Harman, 2018).

G. Harman shows the differences between the actor-network theory and traditional materialism and establishes the most adequate from his point of view approach to the objects’ research. In object-oriented ontology all objects are ontologically equal and each one of them is considered to be a surplus, which
exceeds the framework of its ordinary correlations, features and agency. The active role of objects is emphasized in G. Harman’s theory. He argues that objects stop being passive receptacles either for human mental categories or social and constitute reality that does not include people directly (Harman, 2018).

G. Harman emphasizes complexity of objects’ demarcation and establishes three main strategies extracted from relevant theories and cultural practices for such procedure: a) undermining, when the objects are the components which constitute them; b) overmining, when researchers claim that an object is no more than a set of features or that an object no more than its relations or the registered actions; c) duoming, where the two approaches mentioned above are combined (Harman, 2018).

G. Harman suggests the concept of immaterialism, as opposed to various materialistically focused theories in which objects are distinguished not in a reflexive manner. Immaterialism accepts things at any level of existence and does not dissolve them in a basic, constitutive layer. Therefore, the objects are opened “outside” and by that they are rooted into the becoming reality due to being “from it-to outside-for itself”. The essence of objects cannot be learned directly and therefore often generates the unexpected effects. Additionally, there is no reality only “outside the mind” as though people were the only entities for which the reality is external. Since the objects are spoken about in terms of unpredictability and opacity, they cannot be reduced neither to their actions and the relations nor towards their elementary components (Harman, 2018).

The scale of the digital nomadism’s prerequisites and the existence of theoretical prerequisites form opportunities to specify ontological models of reality in the interpretation of nomadic processes. We should take in the consideration sociocultural circumstances and actual context of cultural and historical dynamics of scientific knowledge. Consequently, the ontological models can be constituted in the contexts of the non-classical ideas of scientific rationality. These ideas are related to the ontological conceptions of dynamic, pluralistic and unstable reality (Stepin, 2000).

To comprehend the specifics of such models one can use the metaphor “assemblage method” which is construed to support the continuous processing of discursive practices that are applied in a general “stream” of socio-humanitarian research. Proving the ‘after method’ concept, J. Lo writes: “If ‘assemblage’ is to do the work that is needed then it needs to be understood as a tentative and hesitant unfolding, that is at most only very partially under any form of deliberate control” (Law, 2015).

As previously mentioned, the unstable ontologies suggested by Essex school of discourse analysis (E. Laclau, C. Mouffe) exposes a special methodological value. (Laclau & Mouffe, 2001). Such ontologies describe intensely changeable reality in which not solely procedural, but also constitutive dynamics establishing this reality are absent. It is interesting that J. Urry specifically highlighted the significance of this approach for research and interpretation of the social practices of mobility in modern society. This approach allows the possibility of “runaway away” society as the object of research as the opposition to a framework of the fixed discourse. The social relations are “continuously being opened up, the skin is broken” and almost always traumatically “the wound will bleed” unfulfilled in a potential reconciliation of the unfolding developments. Such models may not be habitual to researchers because of applying various and correlatively to the research process changing interpretations, languages and parameters of modeling (Urry, 2012).

The put forward interpretations of sociality seem to be outside of the traditional sociological concepts (holism, the theory of structuralism, methodological individualism). There is a need for new approaches, unstable ontologies that could be applicable “…the complex consequences of diverse mobilities; the intersecting sensuous relations of humans with diverse objects, …and the complex and unpredictable intersections of many ‘regions, networks and flows” (Urry, 2012).

The unstable ontologies belong to a special type of communities – pluralities of human uniqueness, paradoxically thrown at each other by the impossibility of connection in the society that has established and become familiar, hanitial, “cooled down”. We address the ideas of the European sociology, turning to the examples and illustrations of what unstable ontologies represent, (M. Blanchot, J.-L. Nancy,
J. Derrida). These ideas elucidate the bonding communications between people “beyond the lines” of the regular social structures. Community can be understood as a possibility of summarizing social connectedness due to “the energy of denials” which unites people by means of the limit experiences. It was Russo who reflected on society not as an institute, but as “the concern on community”. M. Blanchot, considering the views of a number of the European thinkers (G. Bataille, W. Benjamin), wrote about “the terminal experience” which is “outside of one-self” that is the delight and the chasm that do not cease to serve as interrelation (Petrovskaya, 2012).

In other words, the community is the living, vibrant communication between people that is continuously being repeatedly “erased” and restored in and for society. The denying of itself, the constant overcoming of a threat of self-destruction becomes the intrinsic essence of such community. Considering such a “cut-edge” interpretation of nomadic communities’ ontology we should stress their extra boundary, ecstatic nature. These communities develop in an “intermediate”, “nowhere”, ecstatic area in which mostly by the fathoming of continuity and fatal importance of each transition through the line of “to be/not to be” the social community is established. According to J.-L. Nancy, this is the place where “being-together” occurs. That is the (un)stable prerequisite of society as abundant constellation of communities. However, the ontological communication that “works” in such kind of community is defined by the rupture: it is the only communication, which is initiated and spread by separations.

Summarizing discussing of non-classical models including the unstable ontologies, it is possible to draw a conclusion that these models are adequate for representation of the nomadic communities in nowadays sociality. The features of such communities are mobility, riskiness, openness, and mobility of borders. These features coincide with the contents of the provided examples. Therefore, the digital nomadism ontological models must possess the similar features but in cognitive and methodological aspects.

Results

The result of the qualitative research is the substantiation of theoretical conclusions about the possibility of employing non-classical and unstable ontologies for reflection and presentation of phenomena of the digital nomadism.

Thus, it is possible to draw a conclusion that researchers frequently do not consider the digital nomadism as the fixed research object, paying their to the growing dynamics of nowadays social reality.

In general, it could be underlined the following distinctive features of the digital nomadism:
- inclusiveness of nomadic processes in society of information and communication. It primarily occurs given the distribution of a means of communication that change space-time parameters of social reality. Objective prerequisites for the digital nomadism are established by globalization and various practices of social mobility;
- complexity, hybrid contents of this phenomenon and methodology of its distinguishing, conceptualization and description;
- mobility, variability, openness, the “cutting-edge” nature of social communications, relations and identities which reflect in nomadic processes;
- the mixed general structure of the nomadism and processes of social mobility.

Conceptualization of the objects of the current social reality is a challenge for the established borders in scientific disciplines as well as in classical, stable methods of modern social science. The digital nomadism is one of the most important factors of the actual social development. The emphasis on ontological aspects of the nomadism studying creates an opportunity to determine the new quality of its objectiveness. The ontological conceptions of social reality’s objects are changing and due to the manner of pointing out its contents differ from an irreflective acceptance of the reduced social reality’s material components.

Moreover, it increases the relevance of employing new approaches to study the digital nomadism. When describing the changing nature of social relations the growing importance of the variety of research approaches and methods are more and more evident.
The study of the digital nomadism belongs to the contexts of cultural and historical dynamics of scientific knowledge. Therefore, the research methods should correspond to such extensive and significant social phenomenon. There are relevant flexible, mobile research approaches to study the dynamic complexity of the digital nomadism processes. Such approaches are drawn from the non-classical ontological models that are focused on new objects of social reality.

What makes it possible to claim that the digital nomadism is contextually connected with previously characterized ontological representations?

Nomadic communities should be understood as associations of people that ‘fully exist’ and because of it ‘consistently real’. However, these groups of people are difficult to be identified; they run away from the steady social schedules and logical definitions. Such communities are established due to the distribution of some ideas, the shared affective states (suffering, joy, pleasure), motivation of inclusion in some activity or campaign (fellow travelers, accomplices, the sympathizers).

Discussion

In the article are explored general characteristics of the digital nomadism, substantiated the essential features of the digital nomadism phenomenon and illustrated insufficiency of classical sociological and philosophical approaches for their interpretation. The author gives the characteristic of the unstable ontologies’ models considering their applied aspects.

It is drawn a conclusion that the employing of non-classical unstable ontologies models is highly prospective. This conclusion was made on the basis of comparison of the burning research needs to study the digital nomadism and the actual conceptual means prevailing in this research area.

The research results belong to a wide context of studies and the continuing discussions about the ontology of social reality. On the one hand, there could be pointed out the generalizing publications about this subject where various options of ontological interpretation of the phenomena and processes in the modern world are suggested and compared (DeLanda, 2017), (Harham, 2017).

On the other hand, the subject of non-classical social ontologies is discussed not only regarding to the digital nomadism phenomenon, but also to other significant social processes (Klyagin, 2015).

Conclusion

The digital nomadism is a significant phenomenon of modern society. The essential features of this phenomenon in the context of the general social dynamics were defined in this research. There was proved the necessity to search new research means and models adequate to objects in changing social reality. The contents of non-classical, including unstable ontologies’ models and their heuristic prospects for studying the digital nomadism were illustrated.

Exploration of such ontologies additionally has a certain research prospect. Other phenomena of nowadays society’s life can be investigated in the designated variant for interpretation of the digital nomadism.

New analytical basic for further studying the phenomena and processes of information and communication society appears. The research theme exposed at the paper can be added by new object areas to study. These objects are related to political, social and anthropological aspects of the digital nomadism ontology. The symbolic dimension of digital nomadism is also of growing importance for continuation of non-classical ontological models research.

Studying of the digital nomadism in the context of unstable ontologies is inherently unfinished and incomplete, like the world, which is in the constant movement.

References.


Leadership Behavior And Its Relationship With The Emotional Intelligence For The Karate Athletics

Yousif Rasheed Saeed, Nazım Serkan Burgul, Ömer Bozkurt, Cevdet Tinazci
Near East University, The School Of Physical Education And Sports

Abstract
This study was designed to investigate the correlation between leadership behavior of coaches and emotional intelligence of karate athletics in Kurdistan region of Iraq. The study is aimed at identifying the correlation between the leadership behaviors of coaches and emotional intelligence of karate athletics of various clubs and teams located at Kurdistan region of Iraq. The study sample consists of 200 participants of advanced category age; 100 coaches and 100 athletics. Amongst this participant are 26 karate sport clubs in Kurdistan region of Iraq, which consists of cities like Duhok, Erbil, Kirkuk and Sulaymaniahall were sampled and were participants in the karate championship which was held in the year 2015 - 2016 championship year in Kurdistan region of Iraq. A descriptive research method was used and employed for the collection of data. The research was conducted questionnaire base research. Leadership Behavior scale for coaches by (Alkawaz, 2010) and Emotional Intelligence scale for athletics which was prepared by (Alsaeed, 2012), the researcher asked two Arabic language specialists, to translate the questionnaire to Kurdish language to ensure the validity of the scale, and the reliability of the questionnaire, (Cronbach's alpha) in this study for Leadership Behavior Scale: 0.87 and Emotional Intelligence Scale: 0.94 was attained.

The data was collected, computed and analyzed by the use of SPSS program. The findings of the study showed that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletics of clubs in the Kurdistan region of Iraq. The results also showed similarities in clubs and a significant correlation between the leadership behavior of coaches and emotional intelligence for karate athletics of all clubs Duhok, Erbil, Kirkuk, Sulaymaniah.

Conclusively, the study finds a connection between moral connection and relationship between leadership behavior of coaches and emotional intelligence of karate athletics clubs in the Kurdistan region.

Key words: Leadership, Leadership Behavior, Emotional intelligence, Karate Athletics

Introduction
The evolution of the concept of leadership behavior found in the last decades where confirmed by researchers, the evolution of leadership conceptions created different theories like the trait, the behavioral and the situational leadership approaches (Feher & Reich, 2016). Team leaders were described as empowering if they used coaching and communicative support behaviors. Coaching and communicative support has been proven to be the core facet of leadership behaviors to achieve the goals or the behaviors in trying to organize work (Georgianna, 2016). Similarly, entrepreneurs who show leadership behaviors may be perceived as helpful coaches, facilitators of communication and role models for their employees that lead the leadership efforts of other humans and direct them and the ability to affect others in order to achieve the goals at the specific time (Laschinger, Wong & Grau, 2012). The term leadership as described by (Vecchio, Justin & Pearce, 2010) is a behavior commonly shared within the organization and widely allocated among the entire workforce and his try to encourage the followers and help them to work easily the way to connect with specific procedures. Research results have revealed various types or styles of leadership implemented in different organizations, cultures and working frames, and every leader is...
characterized by their own style, which is influenced by organizational culture and is likely to produce a management style that prevails and represents a standard of conduct for other leaders. Some leaders incorporate leadership styles depending on the situation or their feelings at a given moment, while others adhere to the same style regardless of the situation they have to face (Zahari & Shurbagi, 2012) as such, recent studies confirmed that coaching and communicative support was a distinct dimension of leadership in autonomous work teams as well as in more centralized structured work settings. As documented by these studies, leadership was practiced within entrepreneurial teams as well as in firms led by single entrepreneurs. When leaders used coaching and communicative support, employees reported greater organizational commitment and felt empowered to lead themselves toward the set goals (Černe, Jaklič & Škerlavaj, 2013).

Leadership depends on certain aspects of an individual and their ability and capabilities and particular in the field of sports which the sports leadership tries in achieving the ability to work in different atmospheres which require different levels of capability which are dependent on the coaches individual aspects and their ability and strengths in dealing with the task based on the personal experience and the type of the activity and other factors (Clark & Waldron, 2016). The emotional intelligence is vital topics in psychology in general and sports in particular, studies have indicated similarity between the study of emotional intelligence in the sporting side and other studies in general psychology, emotional intelligence varies from one person to another and from a player to another, from an activity to another depending on the nature of it, according to the individual differences among the players, it describes adaptive emotional functioning as an individual difference characteristic in emotional processing Individual responses to interpersonal emotional information which encompasses the identification, expression, understanding and regulation of personal or others’ emotions, and permeate successful performance and physical activity behavior in sport, the concept of emotional intelligence involve processes which presumes emotion in various adaptive ways, through perception, emotion involves accurately in recognizing emotions oneself and others, overarching level that reflects emotional dispositions of the individual, harnessing emotion involves using emotional factor to achieve relationships and well-being, and potential to influence human performance, refers to the effective regulation of emotions in one’s self and others, emotional intelligence comprises of emotional competencies like harnessing emotions effectively, understanding of perception (Mayer, Salovey, & Caruso, 2000), the light of the change in various athletic situation that require individual emotions, caused anger, aggressive behavior and mental stress, has shown the importance of emotional intelligence in the best situations to act in stressful situations resulting from competition, with regard to emotional reactions to the athletes (Meyer & Fletcher, 2007), the players capabilities in competition without tension and emotional intelligence in the components, whether in the field of education or sports, are different in the field of application in real life (Jaber, 2013). The personal attitude of the coach plays a very important role in reaching the desired goal and in order to achieve those objectives and tasks, the coach must act as the field commander, as sports development is significantly affected by the sense of the player towards the coach (sinjer, 1972), Karate player seeks to make the right decision in all situations because of devotion, loyalty, and honesty is the essence of Karate and the biggest challenge for anybody is to control his inner self when facing difficulties (Smith, 2014). The researcher believes that emotional intelligence is a way to recognize emotions and to express them appropriately and expressed effectively by athletes in light of this and because of sports competitions form the position of the opposition on the athletes, and this type of stress, requires a high degree of emotional balances, which requires a high degree of sportsmanship, emotional intelligence and good behavior in the positions without tension, they’re supposed to be there when a significant correlation between the leadership behavior of coaches and emotional intelligence for karate players at clubs Kurdistan region of Iraq. As discussed by Chalak is hisresearch, he showed that there is a correlation between levels of fighting for groups and leadership mastery, he argued also showed that players with Karate advanced, advanced level – Intermediate level, advanced level – modest level, possess a high level
in leadership mastery, modest level - Intermediate level doesn’t have high level in levels fighting (Chalak, 2013).

Material and Methods
The researcher has prepared a questionnaire for the leadership behavior scale by Alkawaz, 2010, including 40 questions that characterized for coaches, and five alternatives next to each questions, scoring was as follows: 5 Always, 4 Often, 3 Sometimes, 2 Rarely, 1 Never, thus the highest value of the scale is 200 and the lowest value of the scale is 40, and reliability Cronbach’s alpha for leadership behavior scale: 0.87

The researcher has prepared a questionnaire for the emotional intelligence scale by Alsaeed, 2012, including 58 questions that characterized of karate athletes, and five alternatives next to each questions, scoring was as follows: 5 Always, 4 Often, 3 Sometimes, 2 Rarely, 1 Never, thus the highest value of the scale is 290 and the lowest value of the scale is 58, and reliability Cronbach’s alpha for emotional intelligence scale: 0.94

Leadership behavior scale and emotional intelligence scale is originally in Arabic language and subjects of the study were Kurds so the researcher translated the scale into Kurdish language and English language, to verify the accuracy of the translation, the researcher asked two English language specialists, who are Kurds Huzan Abdullah Yousif and Aveen Sarma, the qualifications are assistant lecturer in Duhok University/ Iraq, Master in English language to translate the scale to English back the Kurdish to ensure the validity of the scale.

The questionnaire of the study was distributed “Leadership Behavior” and “Emotional Intelligence”, 40 and 58 questions respectively to the players and coaches of clubs in Kurdistan region of the participated advanced category age in the karate championship in Kurdistan region of Iraq for the season 2015-2016, which consisted of 200 participants 100 players and 100 coaches because the proportion of players is 50% and coaches is 50% of clubs Kurdistan region of Iraq. Eventually, the data were collected from the participants. Finally, 200 questionnaires were collected. Completed questionnaires were reviewed and recorded for analysis according to the assigned codes for anonymity.

Results
The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes of Duhok karate clubs.

Arithmetic mean and standard deviation was used for calculating the leadership behavior of coaches and emotional intelligence of karate athletes in Duhok clubs can be seen in the table below.

Table 1. Relationship between the Leadership Behavior of coaches and Emotional Intelligence Of karate athletes of Duhok Karate Clubs

<table>
<thead>
<tr>
<th>Statistical Monuments</th>
<th>x</th>
<th>S.d</th>
<th>r</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches</td>
<td>2.26</td>
<td>0.16</td>
<td>0.85</td>
<td>0.01*</td>
</tr>
<tr>
<td>Athletes</td>
<td>2.24</td>
<td>0.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < 0.05

As the table 1 shows that; the mean score of coaches 2.26±0.16 and karate athletes 2.24±0.16, and are correlated r=0.85, p<0.05. There are significant correlations between the leadership behavior of coaches
and emotional intelligence of karate athletes of Duhok karate clubs, this means that there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of Duhok karate clubs. The results showed that there is a significant correlation between coaches and athlete for Duhok clubs; it was also found that these results are consistent with the concept of hypothesis. The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes of Erbil karate clubs.

Arithmetic mean and standard deviation was used to calculate the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs and can be seen in the table below.

| Table 2. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes of Erbil karate clubs |
|---|---|---|---|---|
| Coaches | 2.11 | 0.16 | 0.90 | 0.02* |
| Athletes | 2.09 | 0.15 | |

As the table 2 shows that the mean score of coaches 2.11±0.16 and karate athletes 2.09±0.15, are correlated $r=0.90$, $p<0.05$ and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Erbil karate clubs; it was also found that these results are consistent with the concept of hypothesis. The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs.

Arithmetic mean and standard deviation was used to calculate the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs can base in the table below.

| Table 3. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs |
|---|---|---|---|---|
| Coaches | 2.17 | 0.10 | 0.70 | 0.00* |
| Athletes | 2.18 | 0.09 | |

*P < 0.05
As the table 3 shows that, the mean score of coaches 2.17±0.10 and karate athletes 2.18±0.09 are correlated r=0.70, p<0.05 and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs. The researcher interpreted that there is a significant correlation between coaches and athlete in Kirkuk clubs, it was also established that this result is consistent with the concept of hypothesis. The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs.

Arithmetic mean and standard deviation was used to calculate the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs.

Table 4. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs.

<table>
<thead>
<tr>
<th>Statistical Monuments</th>
<th>x̅</th>
<th>S.d</th>
<th>r</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches</td>
<td>2.10</td>
<td>0.13</td>
<td>0.84</td>
<td>0.01*</td>
</tr>
<tr>
<td>Athletes</td>
<td>2.10</td>
<td>0.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < 0.05

As the table 4 shows that, the mean score of coaches 2.10±0.13 and karate athletes 2.10±0.10, are correlated r=0.84, p<0.05 and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs. The research interpreted that there is a significant correlation between coaches and athlete in Sulaymaniyah clubs; it was also found that this result is consistent with the concept of hypothesis.

The results of relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kurdistan region of Iraq karate clubs.

Arithmetic mean and standard deviation was used for calculate the leadership behavior of coaches and emotional intelligence of karate athletes in karate clubs in the Kurdistan region of Iraq can see in the table below.

Table 5. Relationship between the leadership behavior of coaches and emotional intelligence of karate athletes in Kurdistan region

<table>
<thead>
<tr>
<th>Statistical Monuments</th>
<th>x̅</th>
<th>S.d</th>
<th>r</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches</td>
<td>2.17</td>
<td>0.17</td>
<td>0.88</td>
<td>0.02*</td>
</tr>
<tr>
<td>Athletes</td>
<td>2.16</td>
<td>0.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < 0.05
As the table 5 shows that, the mean score of coaches 2.17±0.17 and karate athletes 2.16±0.14, are correlated r=0.88, p<0.05 and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in clubs Kurdistan region of Iraq karate clubs, this means there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes at Kurdistan region of Iraq karate clubs. The research interpreted that there is a significant correlation between coaches and athlete at clubs Kurdistan region of Iraq; it was also found that this result is consistent with the concept of hypothesis.

Conclusion
This study measured the correlation between the leadership behavior of coaches and emotional intelligence for karate players for clubs in the Kurdistan region of Iraq, the total number of all participants of the study was 200. The total for players was 100 and coaches 100, the proportion of players is 50% and coaches 50% in the clubs Kurdistan region of Iraq. All the participants had been selected in the internal hall of the Chamchamal club in Sulaymaniyah for the advanced category in the karate championship. Participants answered the questionnaire of the study; Leadership Behavior scale and Emotional Intelligence scale which was prepared by (Alkawaz, 2010 &Alsaeed, 2012), to collect the data, SPSS statistical methods was used to analyze the descriptive data. The data is given in the appendix related to regional evaluation of the coaches and karate athletes

The results of this study as shown in the table 3, the score of coaches’ 2.26±0.16 and karate athletes 2.24±0.16 and they are correlated (r=0.85, p<0.05) there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of Duhok karate clubs. The result in the table 4, the score of coaches 2.11±0.16 and karate athletes 2.09±0.15, and are correlated (r=0.90, p<0.05) a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of Erbil karate clubs was found. The result in the table 5, the score of coaches 2.17±0.10 and karate athletes 2.18±0.09 and they are correlated (r=0.70 p<0.05) and there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Kirkuk karate clubs. The result in the table 6, the score of coaches 2.10±0.13 and karate athletes 2.10±0.10, and they are correlated (r=0.84, p<0.05) there is a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes in Sulaymaniyah karate clubs.

Palmer and Wales, addressed the relationship between emotional intelligence and effective leadership, the sample consisted of 43 participant, the study results showed that there was a significant relationship between the specific component of the transformational leadership and emotional intelligence, and in particular to encourage the creative individual and appreciation, which are linked to a moral capacity the self-management of emotions and the others (Palmer & Walls, 2001). Also a study by Rode et al., the correlation between emotional intelligence and effective leadership, the results showed that elevated emotional intelligence they have no conflicts, the mood positive activates creativity and contribute positively in solving problems, and that there is a significant correlation between the effective leadership and emotional intelligence (Rode et al, 2007).

Finally, the result of the table 7, the score of coaches 2.17±0.17 and karate athletes 2.16±0.14, and they are correlated (r=0.88, p<0.05) a significant correlation between the leadership behavior of coaches and emotional intelligence of karate athletes of clubs in Kurdistan region of Iraq karate clubs was found. Also a study of Barling et.al, in the relationship between the leadership and intelligence Emotional, and included sample 60 as director, the results show that emotional intelligence is compatible with the three dimensions of leadership Manufacturing the impact of role models, encouraging creative, and attention to individual considerations and that Compatible with one dimension of leadership, reciprocity is the conditional penalty and interfere with emotional intelligence, revealed that there is a significant correlation between the leadership behavior and emotional intelligent(Barling et al., 2000).
Recommendations

Further studies on vision in life is necessary because of the limitations whether it was theoretically or empirically as mentioned above, there is a need for further studies on the elimination of these limitations, we therefore offer our recommendations as follow.

This study focused on the relationship between the leadership behavior and emotional intelligence for coaches and players of karate clubs. We recommend a further procedure to study and investigate the relationship between the leadership behavior and emotional intelligence for coaches and players at others clubs like fighting arts.

References

Alkawaz, O. (2010). Leadership behavior for football coaches from the perspective of the players, Baghdad University.


Trend of Changes in E-learning Role in Identity Changes, Achievement Emotions and Attitude Toward School Between High School Students from Smart and Traditional Schools

Mahdiye Aghababaei 1 and Somaye Ardani 2

1 Lecturer, Payame Noor University, Iran  
2 Lecturer, Payame Noor University, Iran

Abstract

The present paper is aimed at comparing and explaining the differences between smart and traditional schools in terms of variables such as identity style, achievement emotions and attitude toward school and reviewing their trend of changes in three successive years (first grade to third grade). This research project is a kind of descriptive survey research and a sample of 480 school girls from smart and traditional public schools located in Tehran's 4th and 7th regions, were chosen by means of available and objective sampling methods. The revised questionnaire of Berzonsky's identity styles (ISI-G6), the Achievement Emotions Questionnaire (AEQ) and the school Attitude Assessment Scale – Revised (SAAS_R) were used to measure the variables of the research. The obtained data were analyzed by making use of several statistical techniques such as two-factor analysis of variances, Tukey test, Pierson's correlation coefficient and Fischer's Z test and via drawing polygon diagrams. The results indicate that: There is no meaningful distinction between smart and traditional schools in identity styles, achievement emotions and attitude toward school and e-learning doesn’t play an important part in the identity changes of smart school's students. This result implies that educational grades affect the level of positive achievement emotions. However, there is no meaningful distinction between three grades in terms of negative achievement emotions. Besides, there exists a meaningful relationship between identity styles and positive achievement emotions. There is also a meaningful relation between normative and diffuse-avoidant styles and negative achievement emotions. Studying the relationship between identity styles and attitude toward school shows that informational and normative identity styles are correlated meaningfully with attitude toward school in both types of schools. Finally, the obtained results from studying the relationship between achievement emotions and attitude toward school indicate that attitude toward school correlates with negative as well as positive achievement emotions.

Keywords: Received, Accepted, e-Learning, Identity styles, Achievement emotions, Attitude toward school, Smart and traditional schools

1. Introduction

The present era can be the combination of communication and information. The era in which human finds him/herself in need of having information and communicating in order to get needed information. Entering such an era, education is one of the organizations that have been evolved a lot in terms of using facilities and teaching methods. On the other hand learning has been under these changes more than the other educational fields. Information technology has introduced a new way of learning called e-Learning. E-Learning is collection of teaching and learning methods through electronic media, internet, organized networks, satellite broadcasting which presents information and knowledge by simultaneous and asynchronous multimedia environments (Vanderwell, & Boboc, 2013).

Using information technology and communication in education procedure along with changes in teaching approaches all around the world in a broad way has provided a context for smart schools formation. In knowledge oriented societies there is a key need to these school and they follow the improvement of knowledge skill approaches and job provision for students. In these schools improved learning-teaching processes and coordinate communicative environments are provided for promotion in students’ key skills in the knowledge era (Jalali et al, 2010).
The student learning electronically in smart school confront with so many problems. Among them psychological problems have been rarely noticed but they are very important (Ghorbani & Montazer, 2015). Soltani and others (2010) in a study came to conclusion that making an identity and reaching a consistent definition of self is the most important aspect of socio-psychological development in adolescence. Identity in its traditional term appears in opposition of the question “who am I?” and Marcia using Erikson’s Identity definition says that Identity formation is an important event in human personality development. In late adolescence identity stability is the sign for ending of childhood and starting of adulthood (Berzonsky and Kuk, 2005).

Working with Internet, the adolescent is searching for his/her Identity and social communication and is always in search of values and internalizing them. Therefore by using internet and other ICT tools, the adolescent may confront with a big wonderful and different amount of information and may search and form his/her identity through this virtual world. In addition of identity effect, the students in educational situation would experience a broad amount of emotions. The role of these emotions in learning process ( Pekrun et al, 2011 & 2017) and their positive effects on active learning, self-regulation of learning, evaluation of the processing outcome of learning(Efklides, 2017) educational achievement( Pekrun, 2016) and also their negative effects and their positive and negative features( Krapp, 2007) has been considered very important in recent years.

In psychological studies, this increase in paying attention to academic emotions has been to some extent a kind of reaction to publication of Pekrun’s control/value theory( Pekrun, 2006; Pekrun and Linnenbrink-Garcia, 2014) and they have suggested a coordinate format for the study of consequences of emotional experiences related to educational situations( Bernardo et al,2009).

Pekrun(2016) has identified particular emotions related to learning, teaching and educational achievements. He calls these emotions “ achievement emotions”; emotions such as joy, hope, pride, relief, anxiety, shame, disappointment and boredom have a meaningful relation with motivation, cognitive sources, learning guidelines, educational achievements and students’ personal characteristics, also, they have a profound influence on their thoughts and actions.

Beside to achievement emotions; the attitude toward school, teacher and class or school’ goals and students work can be influenced by learning (e.g. Rhema and Miliszewska’s research; 2014). The student who finds class environment, the teacher and school boring and has a negative attitude toward them, may show no motivation and courage to learning and vice-versa. One of the best definitions about attitude that has been presented in this study as a standard definition for attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. In this view, attitude is a consistent organization which includes three components: 1. Affective component: this involves a person’s feelings / emotions about the attitude object. For example: “I am scared of spiders”. 2. Behavioral (or conative) component: the way the attitude we have influences how we act or behave. For example: “I will avoid spiders and scream if I see one”.3. Cognitive component: this involves a person’s belief / knowledge about an attitude object. For example: “I believe spiders are dangerous” ( McLeod, 2014).

Although attitude realm is limitless and includes all aspects of human life, in the present study the attitude toward education (attitude toward school) is considered and studied. McCoach (2003) in response to the question that why some students improve at school while the others won’t have such an improvement, believes that students’ understandings, attitudes and motivations would influence their educational achievement. Hence, it is crucial to pay attention to attitudinal and motivational variables related to educational achievement.

Therefore, effective studies in educational psychology should study students’ attitude toward education and also an extension of different emotion experiences in educational situations with students’ different identity styles. Due to that, in this study the role of achievement emotions in relation with identity and a students’ attitude toward school is going to be studied. Students’ attitude toward school, at first step; is concentrated on a thing or attitude subject. This central subject (i.e. attitude toward school) is surrounded
by elements such as attitudes toward teacher, class and other elements that such cognitions and their relations to their attitude subject are cognitive parts of the attitude. Due to the fact that the attitude channels all social behaviors and more important than that students educational activity in a particular way, we need to get aware of students’ attitudes toward elements of learning and teaching organization especially school, teacher and his/her works in the class and in relation with the students, also we need to find out the effect of these attitudes on teaching and learning activities and their educational achievement.

In previous studies on identity variables, achievement emotions and attitudes toward school have been both studied separately (Zhen et al, 2017& Borzi, 2016) have not studied the relation between these variables simultaneously. In fact, one can say that the previous studies have been concentrated on the student and his/her attitude or achievement emotions and none of them has studied the relations of these variables and e-Learning. Here, by simultaneous study of these variables one the purpose of answering this question is that whether the collected data from existence of the effective role of e-Learning on the researched variables support or not? Or whether in comparison with collected data from smart and traditional schools’ students, there exists a meaningful difference considering identity style, educational emotion and attitude toward school or not?

Also in this study, the trend of identity changes, achievement emotions and attitudes toward school in three different grades of high school is studied and it is to find out whether students of each grade, in traditional and smart schools are different from each other in identity styles, achievement and attitude toward school or not.

On the whole, this study aims to study The Trend of Changes in e-Learning Role in Identity Changes, achievement emotion and Attitude toward School between High School Students from Smart and Traditional Schools. In other words, based on what has been said in introduction and considering the fact that this era is information and communication era in which we need to use information and communication tools and methods especially in education. Also, regarding the fact that the effect of these elements on psychological characteristics have been rarely studied, in the present study the role of e-Learning in students’ identity changes, their attitude toward school and achievement emotions are going to be studied.

2. Method

2.1. Participants

The society studied in this research consists of two groups: 1. first group, girls in governmental smart schools passing all the three grades of high school in 4th and 7th regions of Tehran in smart schools. Totally, among the 19 districts of Tehran’s high schools discerning research conditions (studying the variables on all three grades of high school students) the smart schools should be chosen that 3 years have been passed from their being smart ones. Therefore, due to the information available in Tehran’s Ministry of Education, the governmental schools for girls of 4th and 7th regions have been appropriate to be chosen for the research samples. 2. Second group, consisted of girl students of governmental traditional schools studying all the three years of their high school in Tehran’s 4th and 7th regions in traditional schools. It is essential to mention that in this research physic is considered as a lesson to be studied. Based on statistics by Ministry of Education, the number of girls studying in Tehran’s governmental schools - Mathematics and Natural Science - is about 78894 among which 9600 has been chosen for the present study.

Regarding the fact that this research is a non-experimental research; Cochran formula for sample size determination is used and the sample size has been determined to be 480 people. For each grade 160 students (totally 240 students from governmental schools and 240 students from smart schools) were chosen by means of available and objective sampling methods. From the mentioned samples 32 students have filled the questionnaires incompletely and due to that they were not chosen, therefore 448
questionnaires were studied. Among them 218 people were from smart schools and 230 were from traditional schools. Available and objective sampling method is the sampling method used in this study.

2.2. Materials

2-2-1 Identity Style Inventory (ISI-G6)
To collect data, we used Identity Style Inventory. Berzonsky provided this questionnaire in the U.S to measure Socio-cognitive processes that people use confronting issues related to identity and in 1992 he and Solivan revised that. According to Berzonsky’s idea, people choose four different orientation or identical processing styles. This questionnaire has a 40 self-reported statements that consists of 4 subscales; Three of them are informational, normative, diffuse-avoidant identity styles and the 4th subscale is commitment. The response format consisted of a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). In this inventory, 11 statements are for the informational style, 9 statements are for the normative style, 10 statements for diffuse-avoidant style and 10 statements are for assessing commitment. Each of the four subscales can be scored separately. Berzonsky and Kuk, (2005) reported the Cronbach's alpha coefficient of 0.71, 0.65, 0.75, and 0.78 for informational, normative, diffuse-avoidant, and commitment styles, respectively. In addition, the test-retest reliability coefficient of the scale (within a two-month interval) was reported to range from 0.71 to 0.75. Also, Sheikholeslami and Omranian (2016) have assessed the reliability of this inventory by using Cronbach’s alpha. The coefficients are reported in the table 1.

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational</td>
<td>0.71</td>
</tr>
<tr>
<td>Normative</td>
<td>0.64</td>
</tr>
<tr>
<td>Diffuse-avoidant</td>
<td>0.57</td>
</tr>
</tbody>
</table>

2-2-2 Achievement Emotion Questionnaire
Pekrun and others (2002, 2005, 2011) designed the achievement emotion questionnaire for studying the students’ academic emotions. This questionnaire which is in self-report format is organized in three sections containing the class-related, learning-related, and test-related emotions items. The section related to test emotions was published under the title of Test Emotions Questionnaire (TEQ) which forms a separate section of questionnaire. There are 8 subscales in each section; subscales related to class that have 80 statements and measure the emotion are joy, hope, gratitude, anger, anxiety, shame, disappointment and boredom. The section related to test emotions has 77 statements which consist of those emotions related to joy, hope, gratitude, anger, anxiety, relief, shame and disappointment. Section related to learning in this questionnaire has 75 statements that measures hope, pride, anger, anxiety, relief, shame, disappointment and boredom. Also, in each subscale emotional dimension such as affecting, cognitive, motivational and physiological. In this study subscales related to test-related emotions have not been considered due to some limitations. However, based on Pekrun and others’ idea (2005) this part is a separated one and because of that it won’t make problem in the study. In each part scales related to different emotions can be used according to researchers’ need, and in this study just the emotions related to learning have been assessed. Moreover, due to self-reported tools like the present scale the answers may become biased. Therefore, it is suggested that they would be done voluntarily and the answers without names. In this questionnaire students will range their emotional experiences in a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Reliability of this questionnaire has been gained with Cronbach’s alpha by Pekrun and others (2002). The calculated results from reliability coefficients are reported in table 2. The indexes of reliability coefficients in table 2 show that the achievement emotion questionnaire is reliable enough.
Table 2: Cronbach’s alpha coefficients of Achievement Emotion Questionnaire (learning-related emotions)

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Reliability Coefficient (Pekrun, 2002)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyment</td>
<td>38/3</td>
<td>5/9</td>
<td>0/78</td>
</tr>
<tr>
<td>Hope</td>
<td>23/6</td>
<td>4/1</td>
<td>0/77</td>
</tr>
<tr>
<td>Pride</td>
<td>22/8</td>
<td>4/5</td>
<td>0/75</td>
</tr>
<tr>
<td>Anger</td>
<td>24/1</td>
<td>7/3</td>
<td>0/86</td>
</tr>
<tr>
<td>Anxiety</td>
<td>36/3</td>
<td>7/8</td>
<td>0/84</td>
</tr>
<tr>
<td>Shame</td>
<td>29/4</td>
<td>8/5</td>
<td>0/86</td>
</tr>
<tr>
<td>Hopelessness</td>
<td>25/9</td>
<td>8/5</td>
<td>0/90</td>
</tr>
<tr>
<td>Boredom</td>
<td>30/8</td>
<td>8/7</td>
<td>0/92</td>
</tr>
</tbody>
</table>

2-2-3 School Attitude Assessment Survey-Revised

In this study for assessing students’ attitude toward school, we use McCoach revised questionnaire. This questionnaire first was made by McCoach in 2002 and it aimed to assess related factors related to student’s educational achievement or failure in education. The primary questionnaire form consisted of 45 questions that measured the 4 factors of academic self-perception, attitudes toward school, peer attitudes toward school and Motivation/self-regulation measured. Although the results obtained from factor analysis show that structural coefficients was statistically reasonable and meaningful, the model had not a reasonable fit, so the instrument was revised. Finally, McCoach and Siegle designed 43 statements in the revised form that after the final factor analysis, 35 statements remained and the 5 factors of academic self-perception, attitudes toward school, peer attitudes toward school, Motivation/self-regulation and school goal value were assessed. In this questionnaire for scoring the questions a 7-point Likert-type agreement scale were used. McCoach and Siegle (2003) used the Cronbach’s alpha for studying the reliability of this questionnaire and they orderly reported Cronbach’s alpha coefficients 0.85, 0.89, 0.86, 0.88 and 0.91 for 5 existed factors. The aforementioned questionnaire has got suitable contextual reliability. In McCoach and Siegle study, the final model of this instrument with X²(550) 7/1581= has shown an acceptable goodness of fit.

3.3. Procedure

As discussed earlier, the purpose of this study is to investigate the trend of changes in the role of e-learning in the evolution of identity, achievement emotions and attitude toward high school students in smart and traditional schools. According to the purpose of the research, firstly, the Tehran Education Center was identified and the smart and traditional schools in Tehran were identified and received permit to enter these schools and conduct research. After collecting relevant questionnaires and determining the population and sample size, two smart high schools were selected from among 96 smart high schools in 4th and 7th regions (only two high schools in Regions 4th and 7th were eligible). In the same areas, three public high schools were also selected by available and objective sampling methods. Afterward, according to the sample size (480 students), in each high school, two classes in each grade (6 classes in three grades) were selected through a objective sampling method for distributing questionnaires. Since in high schools, different subjects are taught by teachers in that classroom, we have to compulsorily choose a particular course (Physics lesson) to examine the variables of attitudes toward the school. So in the questionnaire guide, this explanation was added that we mean the physics lesson and the physics teacher. In order to prevent the bias in response to the questionnaire of achievement emotions, the questionnaires were completed voluntarily and without name. After filling out and collecting questionnaires from 480 students, some incomplete filled questionnaires (32 questionnaires) were deleted and 448 questionnaires remained. Finally, data from 218 female students from smart schools and 230 students from traditional schools were analyzed.
4. Results
Table 1 shows the summary of Analysis of variance (ANOVA) between school types (Group) and Grades in Identity style variable.

Table 1

<table>
<thead>
<tr>
<th>Identity Styles</th>
<th>Sources</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informational Style</strong></td>
<td>Group</td>
<td>28/871</td>
<td>1</td>
<td>28/871</td>
<td>1/407</td>
<td>0/236</td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>30/641</td>
<td>2</td>
<td>15/321</td>
<td>0/747</td>
<td>0/475</td>
</tr>
<tr>
<td></td>
<td>Group *Grade</td>
<td>115/960</td>
<td>2</td>
<td>57/980</td>
<td>2/825</td>
<td>0/060</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>8578/576</td>
<td>418</td>
<td>20/523</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>442733</td>
<td>424</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Normative Style</strong></td>
<td>Group</td>
<td>22/144</td>
<td>1</td>
<td>22/144</td>
<td>0/805</td>
<td>0/370</td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>2/547</td>
<td>2</td>
<td>1/274</td>
<td>0/046</td>
<td>0/955</td>
</tr>
<tr>
<td></td>
<td>Group *Grade</td>
<td>223/880</td>
<td>2</td>
<td>111/940</td>
<td>4/071</td>
<td>0/018</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>11493/420</td>
<td>418</td>
<td>27/496</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>322350</td>
<td>424</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diffuse-avoidant</strong></td>
<td>Group</td>
<td>5/726</td>
<td>1</td>
<td>5/726</td>
<td>0/289</td>
<td>0/591</td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>13/397</td>
<td>2</td>
<td>6/698</td>
<td>0/338</td>
<td>0/714</td>
</tr>
<tr>
<td></td>
<td>Group *Grade</td>
<td>71/959</td>
<td>2</td>
<td>35/979</td>
<td>1/814</td>
<td>0/164</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>7815/946</td>
<td>394</td>
<td>19/837</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>265005</td>
<td>400</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Before analyzing the test result, it is necessary to say that in studying the first hypothesis of the research, for each identity styles (informational, normative and diffuse-avoidant) ANOVA was used and in each analysis the effect of type of school (smart and traditional) and educational grades on one of the identity styles have been studied. As one can see in the table 1, students in smart and traditional schools considering identity style won’t have a reasonable and meaningful difference. It should be mentioned that to study the role of e-Learning we considered one of the independent variables in type of school hypothesis and after studying the amount of F ratio in all three identity styles, one can reach the point that e-Learning has not got any influence on students’ identity styles. Considering the interaction between type of school and educational grades, we can imply that the independent variable (e-Learning) and educational grades have not been effective on informational and diffuse-avoidant identity styles. But about normative style such result is not true because F ratio (F= 4.071) in sig=99% (P>0.01) was meaningful and reasonable.

For analyzing the second hypothesis, after doing Levin’s test and interpretation of its result, we used ANOVA whose results are shown in the second table.

Table 2: Summary of Anova results between school types (Group) and Grades in achievement emotions variable

<table>
<thead>
<tr>
<th>Achievement emotions</th>
<th>Sources</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Group</td>
<td>198/595</td>
<td>1</td>
<td>198/595</td>
<td>2/342</td>
<td>0/127</td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>1419/310</td>
<td>2</td>
<td>709/655</td>
<td>8/367</td>
<td>0/001</td>
</tr>
</tbody>
</table>
We can imply from the above results that considering positive and negative achievement emotions, there is no meaningful and reasonable difference between traditional and smart schools’ students. Therefore, we can say that e-Learning has not been influential on students’ achievement emotions. Considering the table data, F ratio in positive achievement emotions (F=8.367) and in sig 99% have been meaningful and reasonable in different educational levels. In other words, the other 3 different educational levels have got a meaningful difference by means of positive achievement emotions and the independent variable of different grades have been influential on students’ positive achievement emotions. Looking at table 2, we can understand that the first grade students of smart schools have got more positive emotions comparing with those in traditional schools. The same result is true about the second grades and the rate of positive achievement is higher among smart school’s students. But among the students of the third grades, this rate decreases and traditional school’s students would have higher positive emotions to education.

After the meaningfulness of positive achievement emotions among different educational grades, Tukey test was used in order to find out which grades are different from each other. A short summary of results can be seen in table 3.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Mean Difference</th>
<th>Std. Deviation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>First</td>
<td>4/58 *</td>
<td>1/121</td>
</tr>
<tr>
<td>Third</td>
<td>First</td>
<td>2</td>
<td>1/117</td>
</tr>
<tr>
<td>Third</td>
<td>Second</td>
<td>2/57</td>
<td>1/10</td>
</tr>
</tbody>
</table>

Regarding the data in the mentioned table, mean difference of positive achievement emotions in educational grades is more in first and second grades and second and third grades.

In order to study trend of changes of identity style among first, second and third high school students, we used polygon diagram.

**Graph 1: Trend of changes of informational identity style**
As we can see in the diagram, the Trend of changes of informational identity style in both smart and traditional schools in all 3 grades has been ascending and descending. Therefore, mean of informational identity style students in smart schools from first to second grade was an ascending trend and from second to third was descending. But about traditional school mean of informational identity style students in smart schools from first to second grade was a descending trend and from second to third was ascending.

**Graph 2: Trend of changes of normative identity style**

Based on this graph, students’ mean with normative identity style in traditional school from one to second has been descending and from second to third grade has been ascending. However this amount in smart school from one to second grade has increased and from second to third grade has decreased.

**Graph 3: Trend of changes of diffuse-avoidant identity style**

As it can be seen in the graph students’ mean with diffuse-avoidant identity style in traditional schools from first to second grades has been ascending and from second to third grade has been descending. But this amount in smart schools from first to second grades has been descending and from second to third grade has been ascending.

To study achievement emotions trend of changes between first, second and third high school students of smart and traditional schools, we used polygon diagram.

**Graph 4: Trend of changes of positive achievement emotions**
As seen in the above graph, positive achievement emotions’ trend of changes in smart schools from first to third grades have been descending but in traditional schools that has been ascending. On the whole, students’ positive achievement emotions in smart schools from first to second grade has been dramatically ascending and from second to third, the same descending rate can be seen. Due to this graph, trend of changes of positive achievement emotions in traditional schools from first to third grades have been ascending.

Graph 5: Trend of changes of negative achievement

As we can imply from the above graph in smart schools, negative achievement emotions’ mean from first to second grade is decreasing but again in third grade it has an ascending trend. This rate, in traditional school from first to third grade is decreasing gradually.

Graph 6 shows the trend changes of attitude toward school among first, second and third high school students in smart and traditional schools.
Based on this graph, with a general look, we can understand that the rate of attitude toward school in traditional schools from first to third grade has been ascending grade while in smart school this trend has been descending.

In order to study the relation between identity style and achievement emotions (positive and negative) in smart and traditional schools, first we use Pearson Correlation test to fine out the relation between the two variables. The results are available in table 4.

Table 4: Pearson Correlation test results for relation between identity style and achievement emotions (positive and negative) in schools

<table>
<thead>
<tr>
<th>Dependent Variables (Type of school)</th>
<th>Positive emotions</th>
<th>Negative emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC</td>
<td>N</td>
</tr>
<tr>
<td>Informational style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smart</td>
<td>**0/332</td>
<td>191</td>
</tr>
<tr>
<td>Traditional</td>
<td>**0/280</td>
<td>199</td>
</tr>
<tr>
<td>Normative style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td>**0/381</td>
<td>193</td>
</tr>
<tr>
<td>Traditional</td>
<td>**0/361</td>
<td>196</td>
</tr>
<tr>
<td>Diffuse-avoidant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td>**0/232</td>
<td>180</td>
</tr>
<tr>
<td>Traditional</td>
<td>**0/238</td>
<td>190</td>
</tr>
</tbody>
</table>

** P<0.01  * P<0.05

As seen in the table, the correlation between normative identity style and negative achievement emotions in traditional schools is reverse, that is to say that students with normative identity style show less negative achievement emotions. Also, diffuse-avoidant identity style has got a reverse relation with positive achievement emotions among traditional and smart schools’ students. This means that the more the rate of positive achievement emotions, the less the rate of diffuse-avoidant identity style among traditional and smart schools’ students. But the relation of informational identity style and positive achievement emotions in those schools, the relation of normative identity style and positive achievement emotions in both schools and the relation of diffuse-avoidant identity style and negative achievement emotions in both schools is a direct one.

After studying the possibility of relation between identity style and achievement emotions variables, in order to find a meaningful correlation difference in both groups we used Fischer’s Z test and its results are available in table 5.

Table 5: Fischer’s Z test results for difference of relation between identity style and achievement emotions (positive and negative) in schools
Negative emotions
Positive emotions

Dependent Variables (Type of school) | Positive emotions | Negative emotions
--- | --- | ---
 | PC | N | Z | Z | PC | N | Z | Z

| Informational style | Smart | 0/332 | 191 | 0/030 | *2/531 | -0/039 | 164 | -0/040 | 0/458
| Traditional | 0/280 | 199 | 0/288 |  | 0/013 | 176 | 0/010 |  |
| Normative style | Smart | 0/381 | 193 | 0/400 | -0/227 | -0/143 | 164 | -0/141 | -1/045
| Traditional | 0/361 | 196 | 0/377 |  | -0/250 | 176 | -0/255 |  |
| Diffuse-avoidant | Smart | -0/232 | 180 | -0/234 | -0/105 | 0/477 | 159 | 0/517 | -0/513
| Traditional | -0/238 | 190 | -0/245 |  | 0/428 | 168 | 0/460 |  |

*P≤0.05

According to the calculations, the only observed Z in the relation between the informational identity styles and positive emotions with amount of 2.531 is meaningful. Due to the fact that the amount of this Z is bigger than 1.96, therefore; the observed differences are reasonable and meaningful. In other components, there are no statistical differences. Thus, we can imply that school types are important in the relation between informational identity styles and positive achievement emotions, and correlation coefficient in smart schools is more than traditional schools.

Also, to study the relation between identity style and attitude toward school in traditional and smart schools, first Pearson Correlation test is used to study the relation between two variables. The results are available in table 6.

Table 6: Pearson Correlation test results for relation between attitude toward school and identity style in schools

<table>
<thead>
<tr>
<th>Dependent Variables (Type of school)</th>
<th>Attitude toward school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC</td>
</tr>
<tr>
<td>Informational style</td>
<td>Smart</td>
</tr>
<tr>
<td>Traditional</td>
<td><strong>0/224</strong></td>
</tr>
<tr>
<td>Normative style</td>
<td>Smart</td>
</tr>
<tr>
<td>Traditional</td>
<td><strong>0/257</strong></td>
</tr>
<tr>
<td>Diffuse-avoidant</td>
<td>Smart</td>
</tr>
<tr>
<td>Traditional</td>
<td><strong>0/323</strong></td>
</tr>
</tbody>
</table>

** P<0.01  * P<0.05

As the result shows the study of the relation of informational identity style and the attitude toward school’s variables in both traditional and smart schools with correlation coefficient is meaningful with the order of 0.241 and 0.224. Totally, in both traditional and smart schools, the correlation between informational and normative style with attitude toward school, and the relation of diffuse-avoidant style with the attitude toward school in traditional schools is a meaningful direct relation. And the increase or decrease in the rate of attitude toward school is along with the increase or decrease of informational identity styles and normative and diffuse-avoidant among students.
In this hypothesis, in order to find a meaningful and reasonable correlation difference in both groups, after studying the possibility of relation between identity style and attitude toward school we used Fischer’s Z test and its results are available in table 7.

Table 7: Fischer’s Z test results for difference of relation between identity style and attitude toward school

<table>
<thead>
<tr>
<th>Dependent Variables (Type of school)</th>
<th>Attitude toward school</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC</td>
<td>N</td>
<td>Z r</td>
<td>Z</td>
</tr>
<tr>
<td>Informational style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td>0/241</td>
<td>169</td>
<td>0/245</td>
<td><strong>-0.155</strong></td>
</tr>
<tr>
<td>Traditional</td>
<td>0/224</td>
<td>170</td>
<td>0/229</td>
<td></td>
</tr>
<tr>
<td>Normative style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td>0/368</td>
<td>170</td>
<td>0/388</td>
<td><strong>-3.137</strong></td>
</tr>
<tr>
<td>Traditional</td>
<td>0/257</td>
<td>169</td>
<td>0/261</td>
<td></td>
</tr>
<tr>
<td>diffuse-avoidant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td>-0/136</td>
<td>165</td>
<td>-0/136</td>
<td><strong>4.172</strong></td>
</tr>
<tr>
<td>Traditional</td>
<td>0/323</td>
<td>164</td>
<td>0/332</td>
<td></td>
</tr>
</tbody>
</table>

*P ≤ 0.05

As we can see in table 7, school type is important in the relation between diffuse-avoidant identity style and attitude toward school and correlation coefficient in traditional schools is more than smart schools.

To study the relation between attitude toward school and achievement emotions (positive and negative) in traditional and smart schools, first Pierson’s correlation test was used to study the relation between the two variables and their results are available in table 8.

Table 8: Pearson Correlation test results for relation between attitude toward school and achievement emotions (positive and negative) in schools

<table>
<thead>
<tr>
<th>Dependent Variables (Type of school)</th>
<th>Positive emotions</th>
<th>Negative emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC</td>
<td>N</td>
</tr>
<tr>
<td>Attitude toward school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td><strong>0/606</strong></td>
<td>168</td>
</tr>
<tr>
<td>Traditional</td>
<td><strong>0/546</strong></td>
<td>170</td>
</tr>
</tbody>
</table>

**P < 0.01 *P < 0.05**

As it is seen in table 8, the correlation between the attitude toward school and positive achievement emotions in both schools is a direct one. But the relation between the attitude toward school and negative achievement emotions in both schools reverse. This means that the more the attitude toward students' school, the less the rate of the negative achievement emotions or if the attitude toward school is lower, the range of negative achievement emotions is higher.

To find a meaningfulness of correlation’s difference in the two groups in this hypothesis, after studying the relation between the identity style and achievement emotions variables we used Fischer's Z test and its results are available in table 9.
Table 9: Fischer's Z test results for difference of relation between attitude toward school and achievement emotions in schools

<table>
<thead>
<tr>
<th>Dependent Variables (Type of school)</th>
<th>Positive emotions</th>
<th>Negative emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PC N Z r Z</td>
<td>PC N Z r Z</td>
</tr>
<tr>
<td>Attitude toward school</td>
<td>0/606 168 0/701 -0/825</td>
<td>-0/469 143 -0/648 -0/410</td>
</tr>
<tr>
<td>Traditional</td>
<td>0/546 170 0/611</td>
<td>-0/517 149 -0/570</td>
</tr>
</tbody>
</table>

* P< 0.05

As it is observed in table 16-4, according to the calculations none of the Z’s observed in the relation between the attitudes toward school and positive and negative achievement emotions are meaningful. Thus it can be implied that the school type doesn’t have any role in the relation between the attitude toward school and positive negative achievement emotions.

5. Discussion and Conclusion

The Findings show that there is no meaningful difference between smart and traditional schools considering identity styles. This means that students studying in smart schools and educational environments equipped with computer and information communication technology tools have a similar identity style in comparison with those studying in traditional schools with common traditional methods. Besides, students in different educational grades with informational, normative and diffuse-avoidant identity style haven’t shown any difference. This finding doesn’t go along with Stefanescu (2007) Ott and Pozzi’s (2010) findings, regarding the fact using the internet and information technology tools doesn’t affect the identity style. These researchers have found that there is a positive meaningful relation between using the internet and identity style and networks can be really helpful for adolescents in search of their identity.

Findings on achievement emotions variable show that there is no special difference between the two schools considering students’ emotions. These findings provide the fact that the students studying in smart schools wouldn’t show that much different positive or negative achievement emotions comparing those studying in traditional schools with traditional methods. But considering the results of the effects of different educational grades on achievement emotions one can see that those grades affect achievement emotions but not on negative emotions. Therefore the second independent variable of the research would be effective not on the negative emotions but on positive achievement emotions. Taken together, the findings reported here principally support the theoretical assumptions of control–value theory (Pekrun, 2006 & Pekrun et al., 2002), as well as the empirical findings from research (Kim & Pekrun 2014; Broadbent & Poon, 2015)

The results of the research for the attitude toward school’s variable show that e-Learning doesn’t have any influence on students’ attitude toward school and students from smart and traditional schools don’t have a meaningful difference. About educational grades one can deduce that the attitude toward school among students from different educational grades won’t differ a lot and the independent variable for educational grades doesn’t have any influence on the attitude toward school. The findings are congruent with extant literature (Tang & Chaw, 2013). Their study shows that student attitude towards technology does not appear to be a key concern. While technology problems, e.g., broadband internet connectivity and computer skills, could be hindrances to the take-up of blended learning.

The findings of the present study affirm that the trend of changes in informational and normative identity style variables among first and second grade of smart schools has got an ascending process and from second to third grade it has got a descending trend. But the diffuse-avoidant identity style has got a
reverse trend and in smart school it decreases in first to send grade and from second to third grade it has an ascending trend. In traditional schools the informational and normative identity styles has got a descending trend form first to second grade and from second to third an ascending trend. Again the diffuse-avoidant identity style has got a reverse process comparing the other identity styles; from first to second it has increased and from second to third it has decreased. The way that positive achievement emotions have changed in smart schools decreased from first to third grade of school but in traditional schools they have got an ascending trend. In traditional schools, the way that negative achievement emotions have changed gradually has got an ascending trend but in smart schools just from first to second it decreases and from second to third they had an ascending trend. On the attitudes toward school trend of changes, one can conclude students’ attitude toward school for first grade to third in traditional school increased but in smart schools it decreased.

It seems that students’ identity style trend of changes in different grades can be due to their acquaintance with the new environment, or the changes happen in students’ communication with their new friends in each grade. Also, the adolescent while working with the internet is searching for his/her identity and social, communication. Due to the fact that he/she wants to internalize those things, through using of the internet and other information communication technology tools would come across with a great and various amount of information and shapes his/her identity by searching such virtual world. Based on what Pekrun (2006) said about the trend of changes in positive and negative achievement emotions, this attractive environment with its peculiar facilities would encourage students’ sensation seeking in order to discover different virtual environments. Today in emotion psychology, the assessments related to person and situation is considered as a vital determination in human’s emotions. On the other hand, it seems that smart schools have not been able to enhance the rate of students’ attitude and form first grade to the third this trend is a descending one.

The findings on the relation of identity style and achievement styles state that all informational, normative and diffuse-avoidant identity styles have a reasonable meaningful relation with positive achievement emotions. But just the normative and diffuse-avoidant identity styles have a reasonable meaningful relation with the negative emotions. In the study on the difference between the two schools considering these relations, it can be deduced that the type of school is just important about the relations between identity style and informational identity and positive achievement emotions. These findings about the possibility of relation between identity and emotions are coordinate with studies like; Alberts and Mere (1998), Azimi (1999), Rahiminejad(2000) and Javanmard (2006). Further, in 2011, Verrochi has done a study on the relation of emotion and social identity and brought about the theory that identities are along with fragmented and separated emotions and this accompaniment causes an increase in appropriate emotional experiences for active identity style. On the relation between identity and achievement emotions Pekrun and Schultz (2007) came to conclusion that educational environments have got a lot of achievement emotion (positive and negative) and these emotions are crucial for development of students’ identity and health. It is essential to say that the difference of the relation between these two variables have not been studied in two different types of environments.

In the study of the relation between the two variables of identity style and the attitude toward school in both schools and the relation between diffuse-avoidant style and attitude toward school in traditional schools is reasonable and meaningful. But in the study of the differences between the relations, just the type of school is important in the relation between diffuse-avoidant identity style and the attitude toward school. This result is related to the meaningfulness of the relation between identity and attitude in accordance with McCoach and Siegle (2003) and Javanmard’s findings. In their researches, they also show that identity and attitude are related to each other.

Studying the relation between achievement emotions and attitude toward school, attitude toward school is related to both positive and negative achievement emotions, but school type doesn’t have any role in this. These results are coordinate with the existence of a relation between attitude and emotion with Sakiz (2007) research. Based on their findings, emotions also have strong effects on human learning, memory,
attention, references, actions and beliefs related to people. In addition, Chatzara et al (2010) in their research about Students Attitude and Learning Effectiveness of Emotional Agents came to conclusion that development of an emotional agent affects the attitude of students towards learning and helps them overcome learning obstacles.

Talking about the differences seen in the present study and most previous studies, it may be said that making smart school projects has started its primary level in a limited quantity. According to the observations, e-Learning tools and instruments in smart schools have been little and small number of students in these schools has got the opportunity to use these advanced electronic facilities in special times. Furthermore, smart schools project in Iran has got a long distance with the defined standards. We cannot expect that the project reaches its remarkable goals in the primary years.

References


It Development In Criminal Process of Switzerland: View From Russia

Serebrennikova A.V.¹, Trefilov A.A.², Soboleva E.A.³, Antonyan E.A.⁴

¹Doctor of Law, Professor, Lomonosov Moscow State University
²Candidate of Juridical Sciences, Senior Staff Scientist of the Department of Foreign Constitutional, Administrative, Criminal Legislations and International Law, Senior Professor of State Legal Course Department of the Institute of Legislation and Comparative Jurisprudence under the Government of Russian Federation
³Assistant of the Department of Criminal Law and Criminology, Lomonosov Moscow state University
⁴Doctor of Law, Professor, Department of Criminal Law and Criminology, Moscow State Legal University of O.E. Kutafin (MGYuA)

Abstract
In this article, the author has analyzed, based on regulatory and doctrinal sources, the main tendencies associated with IT development in the current Switzerland criminal legal proceedings. Transferring to the IT (postindustrial) society, evident in Switzerland much more than in many other European countries, is considered as the main incentive for such development because of their powerful bank industry, high-tech economics, and some other factors. Based on their first and unique Criminal Procedure Code dd. October 5, 2007 (having replaced 26 cantonal codes), the main manifestations of IT development in the criminal proceedings of this country are as follows: 1) using IT technologies for public information about criminal legal proceedings (including presumption of innocence support); 2) development and support of electronic identification systems (when performing criminal registration, creating and processing personal data); 3) development of electronic workflow in criminal proceedings (possibility to file some procedural documents to criminal justice bodies on electronic media); 4) validity of using videoconference communications in some investigative or procedural actions at various stages of criminal proceedings, 5) introduction in the Criminal Procedure Code of Switzerland (as opposed to the RF Criminal Procedure Code) of a new, previously absent in the law investigative action requiring using modern IT technologies, such as monitoring of bank relations (for example, for preventing financing terrorism and money laundering). Besides, some restrictions in the Switzerland criminal proceedings IT development were considered: 1) restrain of photo and video recording in civil, criminal, and other court proceedings (as is the case in USA and several Anglo-Saxon countries); 2) absence of any norm regarding mandatory video recording of investigative or procedural actions with participation of juvenile witnesses and victims; 3) absence of sufficient development, in the doctrine of this country, of the "electronic criminal case" category. Comparatively significant conclusions were made regarding the investigation subject including via comparing positive experience of Switzerland and Russia.

Key words: IT development, IT technologies, criminal process, monitoring of banking relations, Switzerland.

Introduction
Using modern IT technologies in court activities is a world-wide trend that could not be ignored by Switzerland, too. This country's practice may be of interest for analysis since it has advanced bank system, is a host country for many international organizations, both governmental and non-governmental, which stipulates, under the present-day conditions, on the one hand, demand for up-to-date digital IT technologies for the mentioned above institutions and, on the other hand, development of special measures for preventing criminally punishable acts that may be committed with the use of those technologies.

On October 5, 2007, the supreme legislative body of this country adopted, by an overwhelming majority, historically the first and unique Criminal Procedure Code of Switzerland with just insignificant corrections made, in the course of parliamentary debates, to the project prepared by Prof. N Schmid. This has become the one of the most significant criminal processing events of the last time in Europe.
document was published officially in German, French, Italian, and Rhaeto-Romantic (unofficially, also in English). Adoption of this Code required vast efforts for legislation corrections in order to coordinate other laws valid in the Federation and cantons. In a special instruction, it was specified that the Code was planned to be carried into effect since January 1, 2011. Except for a number of transitional provisions, it has been valid already for over seven years. The new, unique, and historically the first Criminal Procedure Code of Switzerland has finally replaced the Federal Criminal Procedure Law (Bundesgesetz über die Bundesstrafrechtspflege) dd. June 15, 1934 (the last edition dd. January 23, 2001) that regulated, previously, separate institutions associated with the judicial system and legal procedure and was a basis of cantonal legislation in the area.

Let us consider the effect of criminal process IT development upon the unique Criminal Procedure Code of Switzerland.

Materials and Methods.
The "IT development" (die Informatisierung) term in the criminal procedure theory of Switzerland has currently at least two meanings. On the one hand, it means some procedure of granting the legal proceeding participants and public with procedurally significant information, while on the other hand, it is the development of new IT technologies to be used by criminal legal proceeding bodies for investigation of criminally punishable acts and court proceedings of various authorities (criminalist and videoconferencing equipment, etc.).

Let us consider the effect of IT development on the criminal process of Switzerland based on current legislative acts of this country (actually, many of them exceed the limits of legal proceedings and are valid also for legal relations regulated by other branches of law).

1) Using IT technologies for public information about legal proceedings. The Law on Publicity Principle in Governance (Bundesgesetz über das Öffentlichkeitsprinzip der Verwaltung) was adopted in Switzerland on December 17, 2004 (as amended on August 19, 2014) which, according to Article 1, is expected to promote transparency regarding tasks, organization, and activities of federal and cantonal institutions. The Law determines a procedure for covering criminal legal proceeding body activities at their sites and in mass media and provides for situations when such information cannot be published (Article 7).

On the contrary, the RF Criminal Procedure Code includes no special norms regulating the procedure of publishing in mass media of any materials regarding criminal legal proceeding body activities. For example, under Part 2, Article 161, "pre-trial investigation data may be published only with permission of the investigator or interrogating officer and only in extent they consider to be acceptable, if the information disclosure does not contradict with the pre-trial investigation interest and involves no violation of rights, freedoms, and legal interests of any legal proceeding participants. At the same time, the procedure itself does not regulate publication of the specified information in the Internet, leaving the issue to departmental normative legal acts (note that in the Committee of Inquiry, Ministry of Home Affairs, Federal Security Service, courts of general jurisdiction various orders are valid regarding the issue).

2) Development and introduction of electronic identification systems. For example, the main legal act in the sphere of fingerprint identification, beyond the scope of the Criminal Procedure Code, is Regulation on Processing Biometric Data for Work-Related Purposes (Verordnung über die Bearbeitung biometrischer erkennungsdienstlicher Daten) dd. December 6, 2013, dd. January 1, 2015.

In the preamble of this Regulation, it is stated that it was adopted for implementation of Article 354 of Criminal code of Switzerland including a provision that "a competent body shall register and save, for its official use, any data collected by authorities of cantons, the Federation, and foreign institutions in the course of a criminal prosecution or when fulfilling other legal tasks, and were transferred to it. This data may be compared, for identification, with data of a person wanted by the police or unknown one".
The above functions are assigned, as appropriate, to the four state bodies:
1) Data Processing Center;
2) Federal Police Department;
3) Border Control Bodies;
4) Canton Police Bodies.

According to Article 2 of this Regulation, registration of biometric data includes:
1) fingerprint data including fingerprints, palm and palm edge prints;
2) fingerprint traces associated with a criminally punishable act;
3) photographs;
4) person descriptions.

In order to implement the Regulation in Switzerland, the Automated Fingerprint Identification System has been just created (automatisierten Fingerabdruck-Identifikationssystem, AFIS). Article 8 of the Regulation defines the information to be written into AFIS:

1) biometric service data collected in the course of person identification in a criminal legal proceeding in compliance with the Criminal Procedure Code, when investigating a criminally punishable act, rendering of legal services by Switzerland or foreign police institutions;
2) biometric service data collected in the course of identification when investigating a death case, identification of persons that cannot provide any information because of age or disease;
3) traces and photos of unknown delinquents;
4) fingerprints of persons asking for political asylum.

The following norm contained in Article 10 of this Regulation is of interest: "The Federation and canton authorities may take fingerprints of their employees whose duties are related to the area of criminalist equipment and collection of evidence, where appropriate, in order to distinguish their traces from other ones fount at the locus of the accident". Evidently, this norm is aimed to protect officials against suspicions, and it would be reasonable to have the same in the Russian legislation.

Regulation on Biometric Data Processing for Official Use thoroughly normalizes deleting fingerprint information acquired in the course of procedural actions and saved in the system. This is based on the following grounds:
1) verdict of not guilty for a person in legal proceedings;
2) death of the person in question;
3) passing 1 year after termination of the criminal case;
4) passing 5 years after infliction a probationary period for the convict;
5) passing 10 years after discharging of the convict, etc.

The list of persons subject to fingerprinting in Switzerland is rather narrow if compared with that of Russia (for example, it commonly does not include officials of public prosecutors’, police, and other defense and law enforcement agencies). In the view of the discussion in the RF State Duma of the draft Federal Law on Total Fingerprint Registration, it is worth to note that currently Switzerland has no such a law.

It is worth to add that in the discussed law and order, supranational databases are also created aimed to simplify forensic identification. This is reflected also in legislations of Switzerland's neighbor countries. For example, according to Part 7, Article 34b of the Liechtenstein Police Law (Gesetz über die Landespolizei) dd. June 21, 1989, as amended on September 1, 2018, data of persons wanted by police may be also processed jointly with Switzerland federal authorities in the automated search registry. The norm reflects...
recognition of joint forth efficiency in counteraction against transnational organized crime under globalization of the modern information society.

3) Development of Electronic Document Management in the criminal processing. According to Part 2, Article 39 of the Criminal Procedure Code, the parties may specify their email addresses with their official cryptographic passwords and declare their consent for electronic communications. In compliance with Part 4, Article 42, in case of electronic delivery, any file containing a legal document and its attachments, shall have a certified electronic signature of the party or its representative. The Federal Court shall define in its Regulations the allowed format for files to be delivered.

At the same time, the main procedural document (order of confinement under guard, letter of accusation, court order of acceptance of a matter for processing, sentence) shall be delivered to the parties concerned in printing form, but then may be placed on the site of a respective criminal legal proceeding body.

The electronic workflow development stimulated the Switzerland legislator to special regulation of the issue of prompt document delivery. For example, according to Part 3, Article 91 of this country’s Criminal Procedure Code, in case of electronic delivery, the term of delivery shall be considered valid if the document has been acquired by the criminal legal proceeding body not later than on the last day of the declared term confirmed by the information system.

So far, the RF Criminal Procedure Code includes no special rules on delivery documents via email. It does not provide for electronic applications to be sent by a suspect, accused, defender. Within the tendency associated with criminal process IT development, it would be reasonable to complement the RF Criminal Procedure Code with the regulations mentioned above and included in Part 2, Article 39 and Part 4, Article 42 of the Switzerland Criminal Procedure Code.

4) Admissibility of using videoconferencing. The current Criminal Procedure Code of Switzerland reflects modern technical achievements and provides public prosecutors’ offices with the possibility to carry out, in a criminal legal proceedings, an interrogation using videoconferencing if the person to be interrogated cannot arrive personally or his/her arrival requires excessive expenses. According to Article 144 of the Criminal Procedure Code, an interrogation with videoconferencing requires using sound and visual content (thus, minimal videoconferencing standards have been stated; otherwise, provision of an investigative action may be complicated and cause violation of criminal legal proceeding directness).

According to Part 6, Article 78, in case of an interrogation using videoconferencing, an oral statement of the interrogated person may be used instead of a paper record, its signing, and sealing.

As we can see, the above norms are similar, in their content, to those contained in the RF Criminal Procedure Code. By the way, currently, among the European countries, it is hard to find a legal order forbidding videoconferencing, since it simplifies the criminal justice, promotes procedural economy and observance of reasonable legal proceeding terms.

5) As opposed to Russia legislation, the Criminal Procedure Code of Switzerland thoroughly regulates such an investigative action as supervision of bank relations. For investigation of crimes or criminal offences, a coercive measure court may, under application of the prosecutor's office, to prescribe monitoring of relations between a defendant and a bank or a similar financial institution. If a coercive measure court grants the application, it instructs the bank or a similar financial institution, in writing, about the documents and information to be provided and measures to be used to protect confidential information.

The bank or financial institution is not obliged to provide information or documents that might be used for committing them to criminal or civil law liability. Persons whose relations with banks have been under such a monitoring may file a complaint to the court. The term of complaining shall be counted since the moment of acquiring the information.

The Switzerland experience in the area might be useful for our country, too, because currently, in Russia, the “bank relation monitoring” may be carried out either via a request directed to the bank by criminal
legal proceeding bodies or in the course of carrying some other investigatory actions (for example, seizure), or else put of the process order (operative crime detection activities, etc.).

In Russian scientific literature specific proposals are already sounding, with emphasis on the positive Switzerland experience, to supplement the RF Criminal Procedure Code with such an investigation action as monitoring of bank relations, first of all, in order to simplify indemnification of damages to a victim (for example, if banks or other credit institutions were obliged to immediately inform an investigator or interrogating officer carrying out the criminal case about transferring any money to the settlement account of the person being monitored or about opening by him/her a new bank account). Within a tendency associated with the IT development of criminal process, the Russian legislator will, most likely, consider such proposals.

Discussion.
Now let us consider the essence of some limitation of the Switzerland criminal process IT development.

1) Prohibition of carrying photo and video in the court (in civil, criminal, and other court trials). In compliance with Part 1. Article 71 of the Criminal Procedure Code, photo and sound recording in a court building, as well as filming procedural actions outside the building, is not allowed (by implication of the law, in no case). Prof. U. Saxer and S. Thurnheer, based on the interpretation of this norm, specify technical devices than may not be used in the court. These are dictaphones, video cameras, cameras, and mobile phones able to perform similar functions.

According to L. Mayer, the former President of the Switzerland Federal Court having visited the RF Supreme Court, "we have a nice search system for finding a required case. However, we are not still using video, and we are very impressed with what we have seen when visiting Russian courts".

2) The Switzerland legislation includes no norms for mandatory taking video of investigative and other procedural actions with participation of juvenile witnesses and victims (as opposed to Part 5, Article 191 of the RF Criminal Procedure Code). At the same time, the legislation of this country includes no prohibition for taking video, and a criminal legal proceedings authority may prescribe the said taking video that will, undoubtedly, create more real picture, as compared with a paper record or an electronic medium, showing perception of the information by a witness or a victim (a video record shows emotions, facial expressions, gestures of the juvenile person, his/her reaction on the asked questions).

3) The category of "electronic criminal case" so far has not been developed in the Switzerland criminal procedure science; it is not used in textbooks, scientific works, legislation comments. Among others, there are two the most detailed comments to the new Criminal Procedure Code of this country. These are Zürich and Basel ones. Every one contains over 2 thousand small print pages. Their authors are over one hundred of scientists and legal practitioners including active judges, public prosecutors, lawyers, higher school professors. Many of them participated in development of the Criminal Procedure Code dd. 2007. The books contain no mentioning of the "electronic criminal case" category.

Results.
Thus, the experience or IT development, considered above, for the modern Switzerland criminal legal proceedings may be useful for further improvement of the Russian legislation and raising its use efficiency, and also for carrying scientific comparative legal researches in this subject.

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Main motives of A. Bakkuev’s lyrics

Rauzat A. Kerimova


Abstract
This article examines the work of the Balkarian poet Arthur Bakkuev, and for the first time this name is introduced into scientific research, which was not previously presented in the framework of academic research.

Purpose of the work is to analyze the poetry works of A. Bakkuev and to reveal the creative individuality of the poet, and also, on the example of his lyrics, to determine the principal features of the poetic flow and to justify the principle of the correlation between the level of continuity and innovation in the work of young authors characterizing contemporary poetry in the region. The special significance of the research consists in revealing the specific nature of A. Bakkuev's poetic ideology, the mechanisms of its transformation; in understanding the significance of this aesthetic category as a semantic and structurizing dominant of the artistic world of the Balkarian poet; in enriching the categorical apparatus and ideas about the content of the concept of poetic ideology and the forms of its representation in lyrical texts.

Keywords: Karachay-Balkar modern poetry, author's self-consciousness, national identity, ethnocultural unity, poetic ideology.

Introduction
The evolution of national literatures in the context of Russian artistic culture is one of the most important scientific tasks of our time. Poetry is the highest form of the national language. Spirit of the people is expressed in the poetic language with the fullest and most concentrated way (Kerimova R.A., 2017).

In connection with this arises the need to consider the main trends in the work of a new pleiad of poets and to reveal the correlation of the national and universal, the general cultural in the framework of national literatures. Targets of the study: to determine the general theoretical positions: the presentation of the conceptual picture of the world; substantiation of national consciousness’s factors of transformation in the aspect of organizing the general literary process.

Materials and Methods
Structural-analytical, synchronous-comparative and system methods were used in the work. The material of the study was the texts of poems written by A. Bakkuev in the Balkar language. The total volume of the analyzed material was 250 pages, while the texts of the originals were translated by the author from the Balkar language. Interlinear translations were made by RA Kerimova.

Despite the increasing popularity of the flexible synthetic forms used by poets and writers of our time, and the appearance in the term «non-radicalism» (Jetkind, 2000), the literary canons prescribed by their predecessors are still relevant to Karachay-Balkar authors. Modern poetry is based on the synthesis of history and the age-old national and cultural traditions of the Karachay-Balkarian ethnos. For the new galaxy of authors, both the development of established artistic images and the improvement and presentation of them in an individual-author's interpretation are actual.
At the same time, the notion of «national character» is still relevant in author's self-consciousness, which includes the definition of the search for meaning in life and spiritual and moral values in society (Tjupa V.I., 1991). Most of the poetic works of contemporary artists of the word are dedicated to the locality in which they lived, its natural landscapes, the parental home. L. Akhmatova «Elim» (My village), «Tautil kiyiz» (Balkarian carpet); A. Bakkuev «Khabazchyla» (Inhabitants of Khabaz), «Jeannette» (Paradise), «Alti ...» (Six); Zh. Appaeva «Birlikde» (Together), «Taulum Men» (I am Balkar), «Taulu kyz» (Balkar); I. Baytuganov «Chegem Taula» (Chegum Mountains). In this case, it would be fair to cite as an example the Dmitriy Likhachev thought, who regards nature as «...an expression of the soul of the people» (Likhachev D., 1987).

Arthur Bakkuev is one of the modern Balkar writers, whose poetry is developing in the mainstream of national traditions. The genre variety of A. Bakkuev's works is represented by philosophical, religious, civil, landscape, love lyrics, miniatures, dedications, sonnets. In the spectrum of the author's poetic reflections there are such problems as spiritual impoverishment, moral degradation, the collapse of the country, the greed of the leaders of the elite, the search for truth of life, patriotism, love for the native land, their people, etc. One of the examples of the glorification of the native land is A. Bakkuev's poem «Zhurtum» («Homeland»):

Tuugan zherim - zhanymy
Elpek zhar ygy,
Juremeni Zhalyynyn
Jouar Zhaqym.
Sezimi bla beyamlydan
Tau arbazyma,
Zhashlygymy ashyrdym
Thur Habazimda:
Atam ishlegen yude,
- Jouyash anama
Kor bolaygen yosdyum men
Taza hawada (Bakkuev, 2007: 76).

Homeland - you are the light of my soul
You will help wash the heart of the soot.
All my feelings are connected with the countryside,
Where the youth spent
In my native Khabaz:
In the father's house,
- Built for the mother.
Fortunately,
- I grew up in the fresh air.
(Constructive translation - K.R.).

The theme of the Motherland for the poet is a point linking the phenomenon of life into a single whole organism, it becomes the bearer of the existential meaning, helping to realize the purpose of man on earth. Modern poets are bold enough in posing actual problems, which are based on a philosophical and sociological analysis of reality. In the work of the younger generation of authors, the themes of social processes, the ideas of justice, come to the fore.
In his poem «Taula tatyu» (Enchanted mountains) A. Bakkuev reveals the connection of the lyric hero with the life of the people in social characteristics, guided by key images and concepts born of the nation's artistic memory:

Tyushgende achyudan zhilyarya,
Ayurveda aureus, kyynalyp,
Bir jokluk umurluk taulagha -
Yerle Janyngy, japsaryp (Bakkuev, 2007: 71).

If you cry from pain,
The heart will be sore hard,
Meet with the eternal mountains -
They will free your soul from sorrow and calm it.
(Constructed translation - K.R).

Here the folkloric orientation of the poem is most clearly indicated, where the connection with the mythological sense of the substantive unity of man with the stone is traced, the mention of his «therapeutic» action at the energy level is traced. To preserve the meaning of the traditions of culture, and not to lose its intellectual potential (Panishhev A.L., 1991), to preserve the spiritual world of the nation has become an important task for national writers.

The creativity of Arthur Bakuev, unlike many young authors, who tend to withdraw into themselves, in their inner world, characteristic artistic understanding and ideological orientation, expressed through the surrounding reality, often affecting social issues. The poet openly declares his negative attitude to the shortcomings of the world order, to the vices of society, for example, in this poem «Tyup boldu kyralym» (Crash of my country):

Seyirmidi Tuugan kyralyn Syugen,
Har Palahyn birgessin kyugen?!.
Tas etmegen kyralymy, journalum,
- Ani chachkhan - halk teoden kutuldu (Bakkuev, 2007: 53).

What's strange is that you love your country,
To grieve for every disaster?
I lost both my country and my homeland,
Destroyed it - went unpunished.
(Constructed translation - K.R).

Sadness and sorrow cause the author not only the socio-political processes that took place at the end of the twentieth century, as a result of which the great power disintegrated, but also the fact that this all led to a spiritual impoverishment of the country's population. He, as a patriot, was hard put up with modern reality.

Socio-philosophical understanding of the interrelations between the individual and society occupy a dominant position in his work. The main subject of the image and the character in A. Bakkuev's poetry is the person. In the poem «Bügünlük» (Modernity), the poet touches on actual problems of reality, frankly discussing the imperfections of the surrounding world, thereby emphasizing the specifics of the time that verifies the person's soul for «strength» (Mamieva I.V., 2017):

Chapdym yorge, enishge,
Kireyim dep bir ishge,
Bohçam kúru bolgany
Zhapdy Biteu zhollany.
Okuu izlep aylanydym,
Borbaylarymdan Talald ...
Kaidan Tabaym Ahcha
Zhatarcha sal agacha?! (Bakkuev, 2007: 44)
All attempts were unsuccessful,
I could not get a job,
The emptiness of my pocket
Has blocked all roads.
(Constructed translation - K.R.).

It is in the last lines of this work that the author's main idea about the truth of modern life is concluded, while some people's riches are appropriated to oneself, while others only have to survive and give up thoughts of a prosperous future.

Analyzing of A. Bakkuev's poetry, we came to the conclusion that his judgments are fairly straightforward and categorical, the thoughts are expressed clearly and distinctly, but at the same time they are not deprived of emotionality: // Birlegė gengiz y zaryk kerekdi, / Birselegge ya - gangyz da salkyn / Birleni jashaulary - elekdi, / Birseni ya - toluu kaarin // (Bakkuev, 2007: 16).
// Who needs only light / Another prefers shadow / For someone life sieve, / For another life full belly.
// Kaysin zhazhan namulany okuima, Seyirsine ayyl soslerin. / Birde - otma, birbirde ua-suma, Koz zhashla agaa kozerimden ... // (Bakkuev, 2007: 16).
// I read Kaysin poems / I do not cease to marvel at the wisdom of his words. / Sometimes - fire, and sometimes - water, / Tears dripping from the eyes // (Our translation is RK).

In the one of A. Bakkuev's poetry, a special place is occupied by the traditions of K.Kuliyev's. Kulievs «I speak with poetry», «Sawed a tree, it fell down ...» and Bakkuev's «And the trees were killed ...», «Wake me up, poetry ...» are spiritually close. Frequent references to the great Balkarian poet in his texts indicate that A. Bakkuev's work has an orientation and a direct connection with the artistic world of K. Kuliev, symbolizing the people's memory of him and the continuity of appeals to his creative heritage of a new generation of artists of the word (Kerimova & Mahieva, 2017).

But this phenomenon does not call into question the individuality of the author - on the contrary this regularity is natural, since this fact refers to one of the literary traditions, where the younger generation comprehends the work of the previous masters of the word, and continuity here is not a copying. Each poet extracts something new from this heritage for himself, while enriching it with individual innovative techniques that are directed towards subjective and authoritative self-expression. The spiritual literature of any people expresses its sacred, deep feelings (Bittirova, 2017). Poets do not exclude from their work an image of historical facts from the life of their nation, for example, the deportation of the Karachay-Balkar people, but, on the contrary, completely bypass the theme of the 1945 Great Patriotic War. This phenomenon is connected, in our opinion, with certain transformations and a crisis in public life, which led to increased attention to the issues of the Motherland and the people, to problems of a national character. At the same time, the main creative and artistic direction of the younger generation of authors consists in the psychological and philosophical analysis of their inner self, in the expression of their own experiences through the use of elements of national archetypes.

Literature has pushed the boundaries and reached a new level, it has become freer, it does not have more than those defined by its predecessors, but in the poetry of Karachay-Balkar authors the traditional communication is not broken, but our review presents a completely new form of artistic thinking and author's self-expression. Here it will not be erroneous to mention Victor Zhirmunsky that: «...any new content inevitably appears in art as a form: content that does not come true in form, that is, has not found
expression in itself, does not exist in art» (Zhirmunskij V.M., 1977). Naturally, the transformation of the
form of versification led to changes in the content of the verse and the very model of the principle of
artistic self-expression of the author.
At the same time, the modern writer is not afraid to be frank and misunderstood by the public in
choosing the acute themes of reality, very often touching the topical problems of mankind, he finds and
proposes ways to solve them.

Results and Discussions
The analysis of various aspects of the latest Karachay-Balkar poetry, made possible to discover and prove
the formation and development of an approved innovative model of author’s ideology and the principle
of artistic representation in the works of contemporary poets. Moreover, with the example of A.
Bakkuev’s lyrics, was possible to highlight the main trends of Karachay-Balkar poetry, as well as to reveal
the connection between national literatures and foreign literature in the context of general cultural
dialogue, interaction and mutual influence. The interpretation of the concept of modern authorial
ideology and the development of a categorical research apparatus determine the theoretical novelty of
this work. Such an approach opens up opportunities for studying Bakkuev’s creativity, on the one hand,
in the unity of his poetic and ideological components, on the other hand, in the interaction of the static
and the dynamics of the emerging modern Karachay-Balkarian poetic trend.

Discussion and Conclusion
In this regard, the newest Karachay-Balkar poetic reality, is characterized by the synthesis of different
artistic traditions, in the same genre movement, current tendencies of the Russian general literary process
are traced, determined by a changing socio-historical context. The inner world, sensations, feelings,
reflections of young authors came to the fore, shading the surrounding reality. Deep philosophical works,
thinking and reflecting the hero with the assertion of the author’s position, reflecting the artistic
interpretation of the transformation of human consciousness determine the specificity of the literary
movement of the Karachay-Balkar poetry of modern times.
Considering the poetry of young artists of the word, we come to the understanding that the character of
their poetic self-expression with respect to subjects and problems is ontological. In the work of the
modern generation of a wide range of authors, philosophical, ethical, and aesthetic problems have
reached their poems are deeply psychological. At the same time, one can clearly see the desire to present
the concept of national history brightly in a broad common cultural context, combining the core of the
ethical and universal principle in the artistic space.
It is important to note that the evolution of Karachay-Balkar poetry is due to the close connection with
Russian and Soviet poetic culture. At the present stage of its development, the modern Karachay-Balkar
poetic trend is characterized not only by the appeal to folkloric images-objects, but rather by an in-depth
understanding of the basic principles of national consciousness. At the same time, in their works it is rare
to find direct use of folklore elements, such as dagger, burka, papakha.

Recommendations
The results obtained in the article can be used in the study of A. Bakkuev’s creativity in the context of
Karachay-Balkari literature. Theoretical and practical conclusions of this article can contribute to further
research of problems in the field of cultural studies and Karachay-Balkar poetry of the end of the XX-th
beginning of the XXI-th centuries. It is also possible to use the lecture course on the history of Karachay-
Balkar poetry and literature of the peoples of the Russian Federation.
References

About the author
Kerimova Rauzat Abdullakhovna, Candidate of Philological Sciences, researcher of the Karachay-Balkar Literature Branch of the Institute for Humanitarian Research - a branch of the Federal State Budget Scientific Institution «Federal Research Center" Kabardino-Balkarian Scientific Center of the Russian Academy of Sciences», Nalchik, Pushkin street, 18, 360000, Russia, k.roza07@mail.ru.
Differentiation of Personal Characteristics of Athletes with Various Educational Levels

Galina M. Biryukova, Alexey N. Kuteynikov, Liudmila G. Tatianina

The Lesgaft National State University of Physical Education, Sport and Health, Saint Petersburg, Russian Federation
North-Western Institute of Management – branch of the Russian Academy of National Economy and Public Administration, Saint Petersburg, Russian Federation

Abstract

The research objective was to determine the correlation between the athletes’ educational level and the socio-psychological patterns of their behavior. Two methods were applied: questionnaire 16-PF by P. Cattell (Form A) and psychogeometrical test by S. Dellinger. The athletes with higher and incomplete higher education are characterized by greater sociability, social activity, curiosity, need for change and high empathy. The athletes with secondary and secondary special education often show leadership behavior, they are more pragmatic, more cynical and conservative, less inclined to trust their intuition, prefer to live in accordance with current circumstances and not to build long-term plans.

Keywords: education, communicative competence, normative behavior, patterns of behavior, nonconformity.

1. Introduction

In the modern scientific literature issues devoted to the problems of sports as well as issues related to the identification of psychological and pedagogical aspects of the preparation of athletes of different sports, ages, social and personal patterns of behavioral manifestations, etc. are repeatedly considered. Despite significant achievements in the analysis and description of numerous aspects of the activities of athletes, in relation to their individual and personal characteristics, almost no work is presented, which would consider the relationship between personal characteristics and educational status of athletes. As a result of the empirical results of the study, the hypothesis of the connection of educational status with such qualities of athletes as emotional stability, practicality-softness and radicalism-conservatism was proved (Tastan & Davoudi, 2015; Tastan & Davoudi, 2017).

2. Materials and methods

The study involved boys and girls aged 17 to 22 years (94 people in total), involved in the school of Olympic reserve number 1, Saint Petersburg.

The respondents were divided into 2 groups by level of education. The first group included respondents with secondary and secondary special education (44 people), the second group—with incomplete higher and higher education (50 people).

As noted above, the study of individual psychological properties of personality was conducted using a questionnaire 16-PF Cattell and R. C. psychogeometrical test by Dellinger (adapted by A.A. Alekseyev and L.A. Gromova).

3. Results and discussion

According to the results of the personal questionnaire by R. Cattell, average psychological profiles of athletes with secondary and secondary special education (group 1) and for athletes with incomplete higher and higher education (group 2) were compiled. Peak performance of the questionnaire scales (Fig. 1) indicates a high / low degree of expression of the poles of the studied personal property. Comparison
of the average psychological profiles of athletes from the two groups reveals that the leading personality traits of the representatives of the groups make them largely similar. Thus, the average profile of the individual in the group of respondents with incomplete higher and higher education demonstrates high values for the following factors: A (sociability), C (emotional stability), G (normativity of behavior), H (courage), Q1 (radicalism-conservatism).

By factors B (intelligence), Q4 (intensity) – the values of the scales are in the register "below average" values. The average profile of a person in the group of respondents with secondary and secondary special education has peak values of scales close to the values of athletes with incomplete higher and higher education, but higher values are obtained by the factor C (emotional stability), H (courage), and Q3 (self-esteem).

Figure 1. Average profiles of personality traits of respondents with different levels of education:
* - average profiles of personal traits of respondents with secondary and secondary special education;
** - average profiles of personal traits of respondents with higher and incomplete higher education status.

To determine the reliability of differences in personal traits in groups of athletes with different educational status t-student test was used and the differences in the profiles of the respondents were analyzed. The results of the comparison are presented in Table 1.

<table>
<thead>
<tr>
<th>Scales 16 PF</th>
<th>t-test value</th>
<th>p-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>-1.30695</td>
<td>0.194</td>
</tr>
<tr>
<td>B</td>
<td>-1.61953</td>
<td>0.108</td>
</tr>
<tr>
<td>C</td>
<td>2.28615</td>
<td>0.024</td>
</tr>
<tr>
<td>E</td>
<td>-1.03222</td>
<td>0.304</td>
</tr>
<tr>
<td>F</td>
<td>0.55855</td>
<td>0.577</td>
</tr>
<tr>
<td>G</td>
<td>-0.58356</td>
<td>0.561</td>
</tr>
<tr>
<td>H</td>
<td>0.79117</td>
<td>0.431</td>
</tr>
<tr>
<td>I</td>
<td>-1.92805</td>
<td>0.05</td>
</tr>
</tbody>
</table>
Thus, the comparison of the average values of the scales in the questionnaire 16-PF revealed statistically significant differences (p ≤ 0.05) between groups of athletes with different educational status on the scales: C – emotional stability (p=0.024), I – practicality-softness (p=0.05), Q1 - radicalism-conservatism (p=0.049).

In the figures 2-4 the graphs of the magnitude of the average values for the selected factors (N, I, Q1) are shown, where the standard deviation of the average values for the two compared groups do not overlap, which visually proves high statistically significant reliability of personal properties differences of athletes depending on the level of education.

![Figure 2](image-url)  
*Figure 2. A scale chart illustrating the significance of differences between groups of athletes by factor C (emotional stability)*

This and the following diagrams on the left side show information about athletes with secondary and specialized secondary education; the right part of the diagram shows the performance of athletes with incomplete higher and higher education. The chart shows the arithmetic mean, the boundaries of the 2nd and 3rd quartiles and the scale. From the diagram presented, we can see that athletes with low educational status are more emotionally stable. This conclusion is unexpected, but only at the first glance. The thing is that athletes with a higher status either combine their studies at the University with sports...
activities, or have just passed through this difficult stage, which was a significant stress for them. Therefore, they are characterized by some unbalance, easier to panic, too worried about their health (because health is a tool for achieving sports results!), are unstable in their own interests.

People with lower educational status have a more realistic view of life and do not set themselves deliberately difficult goals. And this in turn helps them to "get away" from difficulties if necessary. It is quite possible that in case of difficulties in their sports activities, they will be ready to leave the sport.

![Chart of the scale of reliability of differences between groups of athletes on factor I (Practicality-softness)](image)

**Figure 3.** Chart of the scale of reliability of differences between groups of athletes on factor I (Practicality-softness)

As we can see from this diagram, athletes with low educational status are characterized by categorical judgments, practicality in their actions, sometimes even cynicism, they tend to calculate everything.

Athletes with a high educational status are characterized by higher social sensitivity, tolerance to others and high empathy. Sometimes they are characterized by sentimental perception of events and phenomena of reality.
Figure 4. Chart of the scope of the reliability of differences between groups of athletes by factor Q1 (conservatism-radicalism)

This diagram shows us the difference between the representatives of both groups by factor Q1 (conservatism-radicalism). It is shown that members of a group with low educational status are less likely to change their views and social attitudes. Sometimes they’re suspicious of new people. Representatives of the opposite group are more ready to change their beliefs; they strive to be constantly aware of the events and like to critically analyze any new information.

We also analyzed the difference between these two groups of athletes according to the results psychogeometrical test. For this procedure, we have applied the binomial frequency comparison criterion. As a result of processing it was found that persons with higher educational status reliably more often choose a rectangle and a circle. And those with a lower level of education are significantly more likely to choose a triangle. How can we interpret this information? It must be said that psychogeometrical test allows us to identify specific personality traits and their derivatives: a model of behavior and lifestyle.

So, those with lower levels of education, apparently, often claim to leadership, they have a high level of claims, they admit their mistakes difficultly, and to a greater extent rely only on themselves.

Athletes with higher educational status are more likely to perceive changes in their lives. They are characterized by courage and curiosity. But it sometimes gives them such a negative quality as the inability to choose the main direction of the change. They are often in constant search of new experiences or the meaning of life. It can also be assumed that the representatives of this group are focused on good relationships with others and they're pretty good at reading people.

4. Conclusions
Thus, the study showed that athletes with a higher educational status are characterized by greater sociability, social activity, curiosity, the need for change and high empathy.
Athletes with secondary and secondary special education are more likely to claim leadership positions, they are more pragmatic, more cynical and conservative. However, they are less inclined to trust their intuition, prefer to live “today” and not to build long-term plans.

5. References
Developing Positive Attitude Towards Physical Activity In Students in The Framework of Inclusive Higher Education

Irina Y. Burkhanova1*, Elena V. Bystritskaya2, Svetlana S. Ivanova3, Anastasia V. Stafeeva4, Nikolay B. Vorobyov5, Irina V. Volkova6, Danil E. Petin7

1 Department of Physical Culture Theoretical Foundations, Kozma Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia.
2 Department of Physical Culture Theoretical Foundations, Kozma Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia.
3 Department of Physical Education Theoretical Foundations, Kozma Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia.
4 Department of Physical Education Theoretical Foundations, Kozma Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia.
5 Department of Physical Culture Theoretical Foundations, Kozma Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia.
6 Department of Physical Culture and Sport, Nizhny Novgorod State University of Architecture, Building and Civil Engineering, Nizhny Novgorod, Russia.
7 Dinamo Sports Club Nizhny Novgorod, Russia.

*corresponding

Abstract

Students’ physical activity potential within the framework of education process is limited due to a small number of physical education classes which are insufficient to maintain and develop future specialist’s physical efficiency. Students’ extracurricular involvement in the sport clubs activities is scarce as they do not realize the importance of physical activity in both their personal life and career. Students’ sedentary lifestyle, in its turn, causes decrease in academic performance. Meanwhile, this issue bears special significance for the students with special educational needs. The present study aims at considering possible organization of health and fitness and mass sport extracurricular activities for the students completing inclusive higher education programmes as well as elaboration of techniques developing adequate attitude to one’s own health and positive attitude to physical activity. The main method chosen for the investigation is instructional design of a technology aimed at developing an adequate attitude to physical activity in students with distinct educational needs undertaking inclusive higher education programmes. The article outlines the results regarding the investigation of the problem of the development of positive attitude to physical activities in students with distinct educational needs. The present findings might help in the organization of health and fitness and mass sport activities in the institutions of inclusive higher education.

Keywords: inclusion, health and fitness activities, mass sports activities, educational tutorship models, types of inclusion in higher education, positive attitude to physical activity.

Introduction

The problem studied is recognized as an important one as nowadays inclusive education attracts considerable interest both in Russia and all over the world. Inclusive education (from French: inclusif, ‘that includes’) implies development of such a system of general education which has an educational
environment that suits all people no matter their state of health, income, age or individual peculiarities. Among others, this approach allows access to education to people with special needs (Fedorov et al., 2018; Tastan et al., 2018; Zaitsev, 2013).

According to the law, “Inclusive education must provide equal access to education to all categories of students taking into account their special educational needs and individual abilities”. The State provides equal access to education via its education structure that includes various institutions: preschool institutions, primary school, basic general and general secondary education institutions, additional and higher education institutions (About education in the Russian Federation, 2012).

By inclusive education we mean broader integration that provides accessibility of education to everyone and ensures development of general and professional education in terms of adapting it to the needs of various types of students (Yegorov, 2012). The creation of an inclusive education system mainly aims at designing a barrier-free environment for students with health problems (Krasnopevtseva, 2018).

It is known that disabled people often lack certain types of social activity (Volkova, 2017; Filippova, Makhov & Mitin, 2016; Tastan & Davoudi, 2015) including those that may help maintain and improve their health. That is exactly what health and fitness activity aims at as when it is well-organized within the framework of inclusive education, it can increase its efficiency. Mass sports activities mostly focus on including a person into the sport activity environment and motivating special needs people to participate in sport-related communities. (Filippova & Mitin, 2015) This type of activity seeks to ensure a positive attitude to physical activity in general, in terms of its social importance (Lubysheva, 2004).

Inclusive health and fitness and mass sport activities allow to develop students’ intellectual, emotional and personal structures according to J. Locke’s (1981) principle of sensualism, “Reason is enlightened by feelings and the stronger they are, the more it is enlightened” (Locke, 1981). This process is characterized by such triggers as poly-sensor feeling of happiness of movement, emotionally colored results of sport events and competitions, discovered interests in and aptitudes to sports and physical culture in general (Gatilo, Ilyin & Rylsky, 2015).

Methodological Framework

The following terminology is used throughout this paper:

**Special educational needs (SEN)** is used to refer to the need in special conditions required to ensure realization of actual and potential abilities (cognitive, energy-related, emotions and will-related, including motivational ones) of a student with SEN in the framework of education process.

**Instructional design** refers to basic preliminary planning of students and teachers’ future activities.

Instructional design is as important a function for a teacher as the organizational, gnostic (elaboration of the content, methods and means of interaction with a student) or communicative ones.

**Pedagogical technology** is a consecutive and uninterrupted movement of interconnected elements, stages, states of a pedagogical process and the actions of its participants. The pedagogical process is the main object to be designed by a teacher.

The **hypothesis** of the present work maintains that a positive attitude to physical activities in students with special educational needs completing inclusive higher education courses can be developed within the framework of health and fitness and mass sport activity programmes.
Results
In order to determine the need in and possibility of the application of special methods to develop a positive attitude to physical activity in students, standardized questionnaires were made to enquire the students of the Minin University.

The authors determined the indicators of a positive attitude to physical movement and studied the results of the enquiry confirming that special methods are needed to be elaborated and applied to form a positive attitude to physical activity within the framework of health and fitness and mass sport activity programmes. The results of the study are shown in Table 1.

Table 1. The results of the study of the students’ attitude to physical activity

<table>
<thead>
<tr>
<th>Students</th>
<th>Students’ attitude to physical activity</th>
<th>Self-evaluation of one’s own physical activity</th>
<th>Inclusion into physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absence of firmly positive attitude</td>
<td>Latent positive attitude</td>
<td>Positive-active attitude</td>
</tr>
<tr>
<td>Non-SEN students</td>
<td>27%</td>
<td>28%</td>
<td>45%</td>
</tr>
<tr>
<td>SEN students</td>
<td>38%</td>
<td>57%</td>
<td>5%</td>
</tr>
</tbody>
</table>

The results obtained allow to state that disabled people with objectively reduced mobility want to take part in the inclusive physical activities to the fullest.

Due to the abovementioned findings, certain anthropic technologies and inceptive methods aimed at forming positive attitude to physical activity in completely and partially disabled students, were decided to be applied in the framework of physical education in the Minin University.

“Anthropic educational technologies are a complex of pedagogical methods, forms and means of education that ensure continuous self-education, adequate self-evaluation, self-determination, self-actualization and self-realization, as well as a student’s motivated self-development” (Bystritskaya, Neverkovich & Voronin, 2017). S.V. Dmitriyev defined anthropic technologies as “building oneself of oneself” (Dmitriyev & Bystritskaya, 2017).

Anthropic technologies focused on the development of a completely or partially disabled student’s personality and individuality as their social-spiritual self, cause a shift from an educated specialist to a self-educating professional. In the framework of a university physical education for students with complete and partial disabilities, one should shift the focus from the educational activity problems to the motivational, reflexive and rehabilitational ones as the latter possess personal value. That is why, within the framework of the inclusive health and fitness and mass sport activities in university, such anthropic technologies are applied that concentrate on one’s personal and individual development based on theoretical understanding of a subject. Anthropic technologies are based on “the combination of two main functions of a person’s educational development which are transformation of one’s individual
consciousness (self-consciousness, world outlook, spiritual and creative potential) and extended reproduction of culture in activity” (Dmitriyev, 2012).

Such technologies include technologies of investigation activities, reflexive, game-related, problem-solving technologies and some others that often do not expect the student to give the right or wrong answer but rather want them to reflect on, actualize, discuss and correct their individual attitude towards physical activity as a crucial health factor, and thus their personally and professionally important traits of character (Kochetova, Gutsu, & Demeneva, 2017; Ivanova et al., 2017).

Games of skill within the framework of the inclusive health and fitness and mass sport activities in university help to develop educational environment models in completely and partially disables students according to their rehabilitation-related objectives. Games of skill target seek to achieve better understanding of a subject or certain cognitive means, mostly reflexive ones (Neverkovich, Dmitriyev & Bystritskaya, 2012).

Observation and analysis of games of skill process allow to determine the dynamics of the development of motivation and interest towards extracurricular sport activities in completely and partially disabled people (Bogdanova, Bondareva & Ivanova, 2014).

Case-study, a technology used in the inclusive health and fitness and mass sport activities in university, allows to consider individual peculiarities of a completely or partially disabled student as a case. Completely or partially disabled people participating in various types of physical activities in some real pedagogical environment formulate a situational case. As the result of the discussion of the case by the completely or partially disabled people, a range of solutions are suggested thanks to a diversity of approaches to the issue in question. When working on a case, the completely or partially disabled students model their physical activity, evaluate it, determine its course and consider how the situation might develop depending on the development of pedagogical conditions, which ensures more effective educational road-maps for the completely or partially disabled students (Yadryshnikov et al., 2018).

Inceptive methods refer to the methods of anthropic educational technologies that motivate completely or partially disabled people to self-educate (Dmitriyev, 2012). Inceptive methods help to organize and evaluate the process and the result of sport activities and develop a conscious attitude to physical activity. The so-called apologia of a draft technology might be found useful in the inclusive health and fitness and mass sport activities in university, to fix completely or partially disabled students’ individual educational road-maps as well as to create health-improving, rehabilitational and training programmes. This method can fulfill a diagnostic function: the way from a draft to a fair copy is crucial for a teacher to be able to give that same dynamic evaluation declared in the “golden rule of pedagogy” which says, “One may not compare a person to other people but only to themselves the way they were yesterday” (Bystritskaya & Burkhanova, 2015).

Trial method is an inceptive method that helps form a primary idea of an attitude towards various types of physical activity. Trial method is a combination of a problematic situation and a method of psychological analysis or influence. The objective of trial in the inclusive health and fitness and mass sport activities in university for people with complete or partial physical disabilities is actualizing the process of self-determination via specially organized physical culture and sports, jury, volunteer or organizational activities. In regards to the physical culture and sport activities, we should talk about a sport trial method when a completely or partially disabled student has an opportunity to participate in a sport activity they are interested in. Sport trial method allows to achieve an adequate self-evaluation and ensures readiness for various kinds of physical activity as well as broadens the range of one’s physical activity experiences and the experiences in organization and support of inclusive events (Evseyev & Evseyeva, 2016).
Reflexive mirror method is also aimed at forming a reflexive self-evaluation in completely or partially disabled students and permits to see oneself through someone else’s eyes within the system of professional and personal relations on the basis of a creative self-evaluation report that includes the following items:

- *my world*, where a completely or partially disabled student shall list the most significant components of their world outlook and values that have to do with planning, organization and realization of self-motivated physical activity and its place in the integral education system in which the said person is involved;

- *my physical education*, where a disabled student shall present their accomplishments in the area of physical culture and sports, and give their idea of a road-map for their further physical culture and sport self-education;

- *my physical activity*, where a disabled student shall explain their idea of the creative character of their physical culture and sport activity and its trajectory, analyze possibilities and results of their involvement in various kinds of physical activities;

- *my accomplishments*, where a disabled student shall outline their most significant accomplishments in physical culture, sport, educational and other personally important kinds of activities included into the physical culture educational road map and showing personal-reflexive and value-meaning-related aspects of a completely or partially disabled person’s development;

- *mirror portfolio*, where an analysis of the above-listed accomplishment is made from the point of view of the people that are important for the completely or partially disabled student in question, such as their employer, colleagues, students, scientific councilor, parents, future children, etc. (Burkhanova et al., 2017).

Table 2 summarizes the results of the application of the abovementioned methods at various stages of inclusive education.

**Table 2.** Anthropic methods in the technology of development of students’ positive attitude to physical activity.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Methods</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective and meaning oriented</td>
<td>Aporias, portfolio</td>
<td>Understanding of a connection between physical activity and physical and mental health. Determining problematic areas.</td>
</tr>
<tr>
<td>Personality oriented</td>
<td>Dialogue practices, trial method</td>
<td>Understanding their aptitudes, opportunities and motives for physical activity (participation in health and fitness and mass sport activities)</td>
</tr>
<tr>
<td>Individual activity oriented</td>
<td>Cases, apologia of a draft</td>
<td>Physical inclusion into health and fitness and mass sport activities.</td>
</tr>
<tr>
<td>Result and reflexion oriented</td>
<td>Two-tier education system, reflexive mirror, portfolio</td>
<td>Understanding of personal importance of the results of physical activity, sharing and promotion of the results within the study groups.</td>
</tr>
</tbody>
</table>
As shown by the results of the second diagnostics, the abovementioned practices allowed to personify the processes of obtaining and analyzing the results of the inclusive health and fitness and mass sport activities in university in completely or partially disabled students, as well as evaluate the dynamics of personal development and the development of a positive attitude to physical activity being the major factor of health maintenance and improvement. Inclusive health and fitness and mass sport activities including anthropic technologies and inceptive methods help determine a disabled student’s area of development that would reveal itself in the structure of their physical movements when undertaking specialist studies.

**Discussions**

Health and fitness and mass sport activities in university provide many opportunities for students’ informal inclusion and help resolve most of the educational problems (Filippova, 2017). In particular, within the framework of health and fitness programmes, target inclusion takes place, that implies disabled students’ role participation in sport events considered to be of educational value and ensures their feeling of inclusion and involvement into the environment. As a natural man (Rousseau, 1976), a student a priori pursues self-perfection. Participation in such events allows to connect it with their want to self-assimilate physical culture and sport through the feeling of involvement with that area. However, the strict association with the area of physical culture and sports does not decrease but increase its educational value. Another point that proves importance of sports is that the issue is widely addressed by international community (Evseyev, 2016). Thus, people with strictly reduced mobility that participate in the university health and fitness events even only fulfilling some passive tasks, thus get also involved in the events of worldwide significance.

Target inclusion when it comes to mass sport events can assume three forms.

The first one suggests involving disabled people into functional support of an event.

The second form implies their own participation in an event in accordance with their state of health.

The third form is an organization of inclusive health and fitness events.

Partial inclusion that may be realized in many ways within health and fitness and mass sport events implies disabled people’s participation in the competitions for that particular category of people while students of other health categories, including non-SEN ones, participate as tutors, volunteers, members of the jury or take part in exhibition performances. Disabled students, in their turn, can also participate in and help organize sport events for the athletes of their academic group, e.g. during the Universiade.

Full inclusion suggests socialization of disabled people and non-disabled people within society and development of adequate communication between them. This type of inclusion is not limited by preparation of and participation in health and fitness and mass sport events but can also include interactions in their leisure time such as communication or shared pastime (Bystritskaya et al., 2018).

Inclusive sport clubs are an example of the inclusion in health and fitness mass sport activities that works bottom-up or is subject-initiated. Subjects in this case are both disabled and non-disabled people. There is also a top-down mechanism of inclusion implemented via socially important projects. As an example of it, consider the introduction of special norms for disabled people in the Russian national sport complex called Ready for Labor and Defense.

Mutual inclusion can be represented by a tutorship technology implemented within the following models: be the leader, stand by the other, be leaded, be together (Mitrofanov, Logvinova & Yarmoluk, 2016).

According to the study fulfilled, the be together tutorship model is the most influential of all in terms of developing a positive attitude to physical activity in the students of inclusive programmes, as it suggests
that students work and create together as equal participants of the education process, and is often implemented through a shared work on students’ individual educational road maps as well as planning and realization of common projects.

**Conclusion**

The authors singled out main problems of developing a positive attitude to physical activity in students completing inclusive higher education courses. That issue may apply to both special needs and non-special needs students. Among the factors that condition the development of a positive attitude to physical activity, there are positive ones, such as students’ want and ability to cooperate, their desire and ability to develop their creative skills within the framework of physical culture and sport activities, university environment encouraging the organization of health and fitness activities and mass sport events, as well as the variety of the inclusion forms that are proved efficient in a range of studies.

Alongside the abovementioned problems, the authors also determined one that has to do with the decrease in positive attitudes to physical activities in modern students. One should point out that students with disabilities demonstrated a more positive attitude to the inclusive health and fitness and mass sport activities in university than their non-disabled counterparts, though the latter have more aptitude and opportunities for physical activity.

These problems decrease the efficiency of both health and fitness and mass sport activities and university’s academic activity in general, and must be resolved with the help of special methods and technologies aimed at developing a positive attitude to physical activity in all categories of students completing inclusive higher education programmes, no matter the presence or absence of special educational needs.

The main difficulty lay in the fact that the methods effectively applied to disabled people may prove inefficient in sport activities participation motivation, and vice versa.

Moreover, methods of organization of health and fitness activities and especially mass sport events do not allow all categories of students to participate at one and the same time that hinders the solution of inclusive education issues.

The abovementioned problem shall be solved and the models of full and partial inclusion shall by implemented by means of elaboration and application of a special inceptive and anthropic methods complex for the organization of health and fitness activities and mass sport events for inclusive higher education students.

**Recommendations**

Anthropic technologies of organization of health and fitness activities and mass sport events implemented via inceptive methods within the framework of inclusive higher education, stimulate the development of students’ positive attitude to physical activity which is clearly shown in the analysis of the results of the present study. They broadened the inclusion potential of higher education. The anthropic methods used in the organization of inclusive health and fitness and mass sport activities in their subjective representation can be helpful for organizing workshops and professional trainings in the framework of PE teachers’ methodology associations, or discussed at pedagogical seminars. The knowledge obtained should be also considered when it comes to elaborating new education standards and programmes.

The change in content and technology of inclusive physical education in university allows to diversify students’ physical activity experiences and reveal their hidden aptitudes and abilities.
The knowledge of the problems and their solutions obtained by the authors of the present article can help make special educational needs and disabled students’ specialist preparation and their future career more efficient. This knowledge may prove useful for the university teachers that deal with the organization of health and fitness and mass sport activities and students’ preparation at PE lessons. The obtained data can also be used by the teachers of further education courses that have to rearrange the content of their class activity depending on the changes in the contingent to fully meet educational needs of both disabled and no-disabled students.

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Management of Public Employment Service: Russian and Foreign Experience

Evgeniya M. Bronnikova\textsuperscript{1}, Olga S. Kuljamina\textsuperscript{2}, Marina V. Vinogradova\textsuperscript{3}, Daniil V. Volkov\textsuperscript{4}

\textsuperscript{1} Department of Management and Marketing, Institute of Business and Design (B&D), Moscow, Russia.
\textsuperscript{2} Scientific and Research Institute of Prospective Trends and Technologies, Russian State Social University, Moscow, Russia.
\textsuperscript{3} Scientific and Research Institute of Prospective Trends and Technologies, Russian State Social University, Moscow, Russia.
\textsuperscript{4} Scientific and Research Institute of Prospective Trends and Technologies, Russian State Social University, Moscow, Russia.
*corresponding author

Abstract

The relevance of the study due to the fact that the error of scientific analysis of the situation in labor market on the basis of surveys are many reasons for dissatisfaction of recipients of public services. In this regard, this article aims to identify the necessary criteria for improving the level of satisfaction with the quality of public services. Method of group focused interview was chosen as leading method. Its application allowed to identify the main causes and factors of dissatisfaction with the quality of services. The study identified the “image of a good public service” found a way to improve the perception of the quality of public services. The obtained results supplemented the quantitative assessments of sociological surveys and allowed to develop recommendations for improving the work of state and municipal services. The analysis of the results revealed the absence of a clear linear relationship between the growth of satisfaction with the quality of public services and institutional improvements in the performance of services providing public services. An important conclusion of the study was the recognition of the need to support the institutional transformation of number of marketing activities related to social expectations and socio-psychological state of the recipients of different public services. The study is of practical value for organization of functions of public services by employment services, as well as can be used in the educational process.

Keywords: employment Service, labor market, labor market management, labor supply and demand, human capital, public services.

Introduction

In recent years, in the Russian Federation there has been an increasing interest in the problems of employment and improving the efficiency of the employment service. Employment management is a priority area of development in the socio-economic sphere (Rudenko et al., 2015, 2018; Mironova et al., 2017; Tastan & Davoudi, 2015). In today’s economy, there are national labour markets, preferential markets and common labour markets (Mityushina, 2017) when improving the employment management system, it is necessary to focus on international experience, since the Institute for employment promotion has become widespread in foreign countries and is now being actively introduced into the practice of public administration in Russia, taking into account the international experience (Babakaev, Kuljamina & Vinogradova, 2017). Thus, the management of employment processes and the creation of an effective employment service is an urgent task.

Regulation of legal, economic and organizational foundations of state policy of assistance of employment of the population and also the state guarantees on realization of the constitutional rights of citizens of the

The Russian employment service is the successor of the Soviet employment management system. For the Soviet Union is characterized by the goal of full employment in the planning and administrative economy. Full-time employment meant guaranteed employment for the life of the worker, wages and the minimum income necessary to meet the needs of the family. The application of strict administrative measures, state support provided a high level of employment, up to 92-95%, depending on the age group, regardless of gender.

The functions of employment management were performed by the "employment Bureau", which initially existed only in large cities of the Soviet Union. Their main activity was to identify needs of enterprises in the personnel, publication of advertisements in the press and the issuance of directions to enterprises for the employment of candidates without job security. We can say that, basically, information functions were performed.

Enterprises, in turn, appealed to the Bureau in order to find low-qualified candidates for positions with difficult or harmful working conditions. The limited functions and low efficiency of activities have necessitated the transformation of services into a labour distribution body. Was expanded duties and powers of the employment service, division of this service called "State employment agencies and information of the population" (GBTY). Unfortunately, the changes were not effective enough, enterprises and candidates were not interested in its services, and appeals to the service were often fictitious and coercive (Gorina, 2012).

Optimization of the employment service is an important point for the adequate functioning of the state system in the framework of the concept of marginal utility, which is the mainstream in modern conditions.

Literature Review

The degree of elaboration of the research topic is determined by a number of publications of Russian and foreign scientists. For example, foreign authors labour on public services and European law (Craig et al., 2007) suggests that modern global system is based on the detachment of public services from social rules and economic rationality. At the same time, they propose a rethinking of the concept of employment services within three criteria: the first privatization of services, the second implementation of the concept of marginal utility using economization, and the third – focus on social laws. Their colleagues (Sowa, Reims & Theuer, 2015) believes that the orientation should be directly to the employer, which should characterize the concept of marginal utility solely in terms of demand for labor.

Russian authors form their opinion on the development of employment services in Russia mainly through the prism of borrowing the experience of foreign countries. Thus, K.K. Lukyanova (2016), for example, believes that the experience of highly developed countries in solving employment problems is important for the post-Soviet countries, which demonstrates that in a market economy, the viability of enterprises and the effectiveness of solving employment problems were largely due to state regulation. This position is supported by such authors as E.E Gorina (2012), N.A. Zaitseva et al., (2017), S.N. Kozlovskaya and Ya.V. Shimanovskaya (2016) who believes that factors such as the orientation to the level of qualification should form the basis of employment services, as represented in the organization of employment services in the United States; that the Soviet, post-Soviet and modern form of organization of employment services is contrary to the mainstream in the implementation of the concept of marginal
utility; that through the effective work of employment services it is possible to diversify the labor market, providing society with the proper level of development over time, etc.

A review and analysis of the available literature shows that differences in organizational forms can reveal an objective form of management that meets the requirements of the economy. In the formation of the review, the material prepared by the Analytical center under the Government of the Russian Federation and published in 2015 in the issue of the journal "Social Bulletin" on foreign experience in the implementation of active programs to promote employment during the international financial crisis. In the study of the Swedish employment system, the works (Althin et al., 2010).

Methodology

The purpose of the study is to compare Russian and foreign experience in managing the employment service and to consider the possibility of using effective approaches used abroad to support the workforce in the Russian Federation, to determine the possibility of using advanced technologies of foreign experience in managing employment centers.

In accordance with the goal, the following tasks were set:

- analyze foreign experience in managing the employment service;
- identify the features of the organization of the employment service in the USSR;
- to analyze the specifics of the organization of employment service management in modern Russia;
- to consider ways of improving the activities of the employment service in Russia.

The method of analysis, comparison, comparative analysis, comparative analysis is used. The method of analysis, theoretical and empirical method, allows to identify individual elements of the employment management system, structural units of services, their functional responsibilities. The method of comparison involves the establishment of similarities and differences between the existing systems of employment management in different countries. An empirical method to identify differences or commonalities in the management of employment centers in the countries studied.

The method of comparative analysis is a consistent comparison of both the individual properties and characteristics of employment centers, and the dynamics of qualitative and quantitative characteristics of the processes of management of the employment system.

The method of comparative analysis involves the allocation of components and the study of individual components of the employment management process in different countries. The method of comparative analysis of the studied models of employment management revealed the invariant and variable components of the studied systems. Using the method of comparative analysis, the characteristic features of the employment management system in the USA, Canada, Great Britain, Japan, the USSR and Russia were identified, qualitative similarities and differences were revealed.

The methodology of the conducted research work was determined largely by the purpose of the study, including the identification of opportunities for use of advanced technologies of foreign experience of management of the centers of employment of the population.

As objects of research examines the employment service of the United States, Canada, Germany, UK, Sweden and Japan, where it was recorded the highest rates of economic decline during the global financial crisis (2008-2009) and received the most compelling development is the implementation of active programs of assistance of employment of the population. These countries are part of the organization for economic cooperation and development (OECD), which is considered in this section as the main group of leading countries in the world for comparison with the USSR and the Russian Federation.
Results
To achieve the goals of the study, we consider the existing models of employment management in the USA, Canada, Germany, Great Britain, Sweden and Japan, the USSR and modern Russia.

4.1. The American Model of Employment
Professional orientation is a priority for the American employment model. More than 1 million Teens each year pass through the state centers of vocational guidance and professional selection, functioning under the Ministry of labour of the United States. The management of employment in the U.S. is characterized by significant experience in the creation and functioning of the various regional development agencies that are dealing with employment issues. One of the most common forms of regional development agencies is the State investment Corporation, the main activity of which is the management of the policy of concentration of public investment aimed at territorial development (Hägglund, 2011).

It should be noted that the management of the national labor market in the United States is carried out on a decentralized type, which is characterized by the separation of powers between the center and the States. However, despite the management of employment by decentralized type, in the U.S. is Department of labor or the U.S. Department of labor, the Executive body responsible for the state of the labor market and the effectiveness of reforms in the field of employment.

The Ministry of labour monitors the implementation of major Federal laws in the sphere of labour and employment, performs an intermediary function between workers and employers, monitors labour market and introducing economic instruments (Craig et al., 2007) At the Federal level, the employment activities of the state administration are monitored, the amount of funding for employment programmes at the state level is regulated, and the expenditure of funds is monitored on the basis of their purpose (Endres & Fleming, 2002).

At the present stage in the employment policy of the United States becomes popular to stimulate small and medium-sized businesses to create jobs through the introduction of a preferential tax system. In particular, enterprises with fewer than 10 employees are exempt from regular tax audits and certain reporting forms (Lymareva & Talanova, 2015).

In addition to the state employment assistance service in the United States, recruitment agencies are widespread. Private agencies have created competition with the state labor exchanges, taking on mediation in the search for work for such categories of workers as actors, musicians, agricultural workers, some categories of government officials, certain categories of highly qualified specialists (programmers, mountaineers, top management) (Haas, 2008).

4.2. The German Model of Employment
It implies an active employment policy, which includes:
- state encouragement of employers creating new jobs;
- maintenance of the existing level of employment in the modernization of enterprises;
- provision of benefits to enterprises that refrain from mass layoffs.

Most of the state subsidies are directed to enterprises formed on the basis of bankrupt enterprises of the unemployed, who have experience and knowledge in a certain area, but do not have the skills to organize and conduct business. The positive experience of the organizational and management framework for employment regulation in Germany has helped to reduce unemployment by creating new jobs.

The peculiarities of the German legislation on employment include a clear relationship of state policy and measures of economic policy of the state, as well as providing flexibility in accordance with the requirements of the market situation (Morozov, 2011).
In Germany, there is a Federal employment service responsible for employment policy. The structure of the service includes 180 agencies and 600 points subordinated to agencies, there are about 90 thousand employees (International Labour Organization, 2015).

The activity of the Federal employment service is fully automated. In the on-line mode capable of providing information on vacancies and video information about the company and the employer (Lymareva & Talanova, 2015).

In this regard, positions without a long-term contract and with a low salary have become in demand. The number of temporary positions also increased. We can say that the reduction in the unemployment rate was achieved by reducing the social security of the population (Sowa, Reims & Theuer, 2015).

4.3. The Canadian Model of Employment

Canada, which belongs to the Anglo-Saxon model, is characterized mainly by the passive nature of public employment policy with a high share of private enterprises and public organizations in the provision of social services.

Canada applied innovations in the development of active employment policy during the global financial crisis, which were further developed in the post-crisis period. We can say that this model is quite effective (Weishaupt, 2010).

The employment and immigration Commission is responsible for employment policy. The main functions of the Commission are to mediate employment, consult and inform candidates about vacancies.

The structure of the service includes more than 550 offices implementing employment and employment programs. Regional and local authorities are characterized by a flexible response to changing local labor market conditions (Foreign experience in the implementation of active programs to promote employment during the international financial crisis, 2015).

4.4. The Model of Employment in the UK

The UK employment service is represented by the Department of employment. The Ministry’s headquarters, located in London, oversees local offices. It can be said that this employment management structure is of a centralized type. Local offices that know the specifics of the local conditions, labor market and demographic situation are subordinated to the center.

The main functions of the Ministry of employment are:

- mediation in the employment of candidates by providing information about available vacancies on the displays of monitors in the offices;
- to assist in the referral to work in the company, the relevant level candidates;
- development and implementation of labour market intervention and regulation programmes, combined with advice to candidates;
- implementation of programs to adapt the labor force to the requirements of the labor market (Lukyanova, 2016).

4.5. The Swedish Model of Employment

The state employment service of Sweden (Swedish Public Employment Service) operates in 68 labour markets in the regions. This division is effective in view of the regional recruitment preferences of the organizations.

The employment service includes the Department of industry and target groups and the Department of employment support and service. The first Department provides services to particularly important
categories of customers. The activities of the second division are related to the operation of the employment service as a whole (Althin et al., 2010).

4.6. The Japanese Model of Employment
The state employment service of Japan (public Employment service Office - PESO) mediates between employers and the unemployed. Some sectors of the labor market remain under-staffed with the necessary number and quality of the labor force, from which we can conclude that the service cannot cope with the responsibilities. Employers often turn to the media to search for candidates, bypassing the services of the employment service.

The organization of work in the field of employment in the territorial entities of Japan is based on the principle of prefectures. In each Prefecture operate the departments of labor, consisting of two sectors, ensuring employment and job security, respectively. Responsible for the activities of the departments of labor rests with the Governor of the Prefecture. The effectiveness of this structure is quite controversial due to low demand from employers (Terziev & Stoyanov, 2016).

It should be noted that labour legislation provides employment and offers a set of measures to protect the employee and the employer. In particular, assistance is provided to employers in case of forced reduction of production, providing jobs to persons of retirement age. The state also provides assistance to employers providing jobs for persons with disabilities and providing maternity and childcare leave to women (Lymareva & Talanova, 2015).

4.7. Analysis of the Studied Models
Next, it is interesting to present the unemployment rate in the analyzed countries over the past 10 years, which is shown in Fig. 1.
Figure 1. Unemployment rate in Germany, USA, Canada, UK, Sweden, Japan, Russia in 2007-2017 (The calendar of macroeconomic data, 2018).

According to figure 1, the unemployment rate in Germany declined steadily from 8.8% in 2007 to 3.8% in 2017. In the United States within the analyzed period, the values of the unemployment rate ranged from 4.5% in 2007 (the lowest value) to 9% in 20011 the city the highest unemployment rate in Canada was observed in 2009 and amounted to 8.3%, the lowest was recorded in 2007 at 6.1%. In the UK-4.5% in 2017 and 8.1% in 2011, respectively, in Sweden-8.4% in 2010 and 6.1% in 2007, in Japan-5.1% in 2009 and 2.8% in 2017. In Russia, in the analyzed period, the highest value of 8.4% was observed in 2009, the lowest – 5.2% in 2014 and 2017, there is a tendency to reduce the unemployment rate in our country.

In the Russian Federation, quite a lot of experience in employment management, in particular in the USSR, the state set the goal of complete elimination of unemployment as a socio-economic phenomenon. The collapse of the USSR marked changes in the system of employment management. In the early 1990s, an extra-budgetary state employment Fund was established, and an independent Federal state employment service of Russia with its own vertical of power began to operate on its basis. The service includes the Federal center, which is the coordinating body at the Federal level, regional employment services, coordinating bodies at the level of subjects of the Federation, and district employment services that implement local employment policy.

By the 2000s, the system of employment management was reorganized, the transfer of functions to promote employment from the Federal level to the regional level, which led to a violation of clear vertical links of the service (Gorina et al., 2012).

At the present stage, the State employment service, according to the Federal law "on employment in the Russian Federation", includes:

1) The Federal Executive authority authorized by the Government of the Russian Federation (Federal service for labor and employment);

The decree of the Government of the Russian Federation of June 30, 2004 № 324 approved the "Regulations on the Federal service for labor and employment" (Rostrud), according to which the Federal service for labor and employment is a Federal Executive body of Russia under the jurisdiction of the Ministry of labor and social protection.

The Federal service for labor and employment (Rostrud) is a Federal Executive body of Russia, which is under the jurisdiction of the Ministry of labor and social protection.

2) the Executive authorities of subjects of the Russian Federation exercising powers in the field of assistance of employment of the population and the transferred authority on implementation of social payments to the citizens recognized in accordance with the established procedure as unemployed (territorial Administrations of the public employment service);

3) State institutions of the employment service (Iliina et al., 2017). The analysis of the Executive authorities exercising powers in the field of employment promotion in the constituent entities of the Russian Federation showed that in various constituent entities these powers are exercised by various bodies - ministries, departments, committees, departments and agencies (figure 2). At the same time, the type of Executive body does not depend on the number of economically active population in the subject or other indicators characterizing employment in a single subject.
For example, employment issues in 29 regions are within the competence of ministries, both in the republics and in the regions of the Russian Federation. In 20 subjects of the Russian Federation employment issues are within the competence of Departments. These subjects include regions, Autonomous districts, the region, the cities of Moscow and Sevastopol. In 17 subjects (regions, republics, regions) the bodies of the state employment service are represented by various Departments. In 11 regions, employment issues are regulated by Committees. Among such entities include region and Republic, as well as the city and region. In seven subjects, Agencies are the bodies of Executive power performing functions in the field of employment.

Table 1. Differences in the name of public employment service bodies in the subjects of the Russian Federation (compiled by the author)

<table>
<thead>
<tr>
<th>Ministry</th>
<th>Department</th>
<th>Administration</th>
<th>Committee</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>labour and social protection; social development; labour and social development; labour and employment for labour and social protection of the population; the state employment</td>
<td>labour and employment; the state service for labour and employment; the state employment</td>
<td>labour and employment; the state service for labour and employment; the state employment</td>
<td>labour and employment; on labour, promotion of employment and labour migration.</td>
<td>employment; labour and employment; employment and migration policy; for the development of</td>
</tr>
</tbody>
</table>
It should be noted that there is a lack of uniformity in the names and functions of the units. It is revealed that a number of Executive bodies exercising powers in the field of employment promotion, performs the functions of employment management, the rest combine the management of migration policy, health, social protection (Iliina et al., 2017).

It is necessary to highlight the main problems of the state employment service in the modern system of labor relations:

- insufficient service in the provision of public services;
- employment centers do not have a system of promotion of public services among citizens and employers, limited to those who used existing information resources;
- there are no effective mechanisms for working with disabled people, young people, students who want to find a job, graduates of higher and secondary professional educational institutions;
- profiling is not developed, targeting groups are not allocated, existing tools are not used;
- insufficient attention is paid to the introduction of online public services in the field of employment promotion;
- there are significant reserves for employment service bodies to use the system of interdepartmental electronic interaction.
- results of redistribution of powers between the Federal center and Executive authorities of the subjects of the Russian Federation:
  - the position of the employment service is determined by the attitude to this problem of the head of the administration of the subject of the Russian Federation, is not legal, but subjective, personal in nature, which affects the motivation of employees of employment centers, the level of their remuneration, the state of infrastructure;
  - there were contradictions between the employment centers of the population between regional priorities and the solution of Federal tasks to assist unemployed citizens in moving and
unemployed citizens and members of their families in moving to another area for employment and assisting unemployed citizens in moving to another area for temporary employment in their existing profession (specialty), as well as active participation in the far Eastern program;

- a marked decrease in the level of regulation at the Federal level of the employment service of the constituent entities of the Russian Federation on legislative, methodological, training aspects and the introduction of electronic provision of public services, as well as on interdepartmental interaction;

- there was a contradiction between the established standard of the Ministry of labor of the Russian Federation on the minimum number of employees of TSN of subjects of the Russian Federation per 10000 economically active population (it is not carried out in 60% of regions), reduction of number of personnel in the state organizations and the actual number of bodies of employment service;

- the current tools for calculating the number of employees of the employment center, approved by the Decree of the Ministry of labor and social protection of the Russian Federation of October 09, 1995. No. 57-is not actually used in the regions; the specified tools do not fully reflect the specifics of the labor markets of the subjects of the Russian Federation and the district level; administrative methods of regulating the number of CHS in the subjects of the Russian Federation dominate over economic;

- implementation of the Decree of the Government of the Russian Federation of June 27, 2016 № 584 on the mandatory introduction of professional standards for the state employment service until January 1, 2020 is carried out fragmentary, is not regulated at the Federal level, there is no methodological and educational support.

Discussion
Based on the results of the study, we can identify the main advantages and disadvantages of employment management models of the studied countries.

Table 2. Features of employment management abroad (compiled by the author)

<table>
<thead>
<tr>
<th>Country</th>
<th>Type of employment management organization</th>
<th>Employment management policy</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>decentralized</td>
<td>passive</td>
<td>Automated operation of the labour exchanges, with weekly updating of the data Bank</td>
<td>Own employment legislation in each state</td>
</tr>
<tr>
<td>Germany</td>
<td>centralized</td>
<td>active</td>
<td>The activity is automated, on-line: vacancies and video information about the employer</td>
<td>Reduction of social security of the population: reduction of benefits, employment in temporary positions</td>
</tr>
<tr>
<td>Canada</td>
<td>decentralized</td>
<td>passive</td>
<td>High share of private enterprises and public organizations in employment management</td>
<td>A high proportion of private enterprises in the field of assistance of employment of the</td>
</tr>
</tbody>
</table>
With regard to the Russian experience of employment management, it is necessary to say the following. The main results obtained in the course of the study indicate the lack of a clear vertical of power, the disparate functionality of services, in particular, the units perform functions in the field of labor management, employment and social policy, labor migration.

It should be noted the need to improve the existing employment management system in terms of uniformity in the names of departments, the construction of structures, to unify the functions performed. An important problem is the lack of an established system of interaction with enterprises. Currently, most job search is carried out via the Internet using hh.ru, rabota.ru and other sites similar in functionality, with the help of recruitment agencies. Employment centres do not have information on highly paid and skilled jobs. Employers themselves are often biased against candidates who come to work through employment centers, assuming that the candidates are not seriously interested in finding a job. Often, people turn to employment centers in order to avoid a gap in the ore experience, benefits, tax deductions and other state payments, without the purpose of real employment. Another important aspect is the lack of vacancies in the specialty, candidates with the level of education and experience can offer low-paid jobs that do not require qualification (Habirova, 2017).

Based on the analysis, the necessity of reforming the activities of employment centers in several areas. In particular, it should:

- unify the structure of employment centers at the regional level, lead to uniformity of the functions performed;
- attract potential job-seeking candidates;
- establish partnerships with employers;
- create an information base on registered enterprises, new vacancies;
- organize a database of vacancies of highly qualified specialists;
- organize retraining and advanced training on the basis of employment centers;
- to organize interaction with large state employers (Railways, metro, etc.);
- draft a new Federal law on employment of the population of the Russian Federation, including the following conceptual generalizations:
  - clarify the distribution of powers, taking into account the current state of the labour market and management practices;
  - to develop the mission of the state employment service that meets the current variable state of the labor market, emphasizing its economic and social nature, the powers of the service to bring into line with the controlled criteria;
  - to satisfy the needs of the employer not less than the level defined by law in relation to the citizen in need of employment;
To determine the mechanism of influence of the employment service on the employer.

- to approve the standard of the employment service in accordance with the new Federal law on employment and the Federal state standard on the interaction of the employment service with employers; to provide for the participation of employers in the formation of the target figures for admission to secondary vocational and higher education in the framework of the amendment to the Federal law of the Russian Federation of December 29, 2012. № 273-FZ "on education in the Russian Federation";
- amend article 29 Of the decree of the Government of the Russian Federation of August 25, 2015 No. 885 "on the information and analytical system of the all-Russian database of vacancies "Work in Russia", excluding registration in the said system of the employer to be considered as the fulfillment of the legislative requirement on the provision of vacancies in the employment service;
- to prepare the overdue methodological support of employment services of the subjects of the Russian Federation for which to justify common methods:
  - forecasting the demand for human resources;
  - work with employment groups based on profiling results;
  - implementation of professional standards;
  - digital support of the employment service;
  - work with employers.
- renew the regular system of training of employees of employment centers, including the use of distance education technologies. To develop qualitatively new changes in training and two other subjects: citizens interested in finding a suitable job, and employers, taking into account the introduction of the digital economy, automation of the labor market;
  - to implement the electronic provision of public services:
  - assistance to citizens in finding a suitable job, and employers in the selection of necessary employees;
  - promotion of self-employment of unemployed citizens.
- to develop the electronic system of the information portal "Work in Russia", technologically combining its information flows with the systems of other agencies, in particular with the tax authorities.

The result is largely due to the weakening of Federal regulation of the employment service of the Russian Federation on legislative, methodological, training aspects, the introduction of electronic public services, as well as interdepartmental cooperation. Another reason is the transfer of operational administrative functions for the management of employment services to the heads of subjects of the Russian Federation, which sometimes creates a contradiction between Federal and regional priorities.

Conclusion

To improve the efficiency of activities, it is advisable to use foreign experience in employment management. In particular, it is necessary to automate the activities of the service as much as possible (Fartash et al., 2018; Davoudi et al., 2018), to create a Bank of current vacancies and resumes, to increase the popularity of the employment service among the population and employers.

At this stage, the Russian employment service is involved in the reform of the state apparatus as a whole, characterized by the transfer of powers in the field of employment from the Federal center to the regional level. The need to reform, modernize and unify the employment service should be noted. As part of the proposals to reform the Institute to ensure the evolutionary path of development of the service, it is
necessary to strengthen the Department, in particular a return to a clear vertical structure (from local to Federal levels).

References


Assessment of The Potential of Investing In Real Estate Service and Hotel Enterprises of The Russian Federation

Anna A. Larionova¹, Natalia A. Zaitseva², Tatiana V. Degtyaryova³, Olga S. Mysova⁴, Natalia G. Nagay⁵, Natalya T. Oboimova⁶, Nadezhda V. Shcherbakova⁷

¹ Department of Corporate Finance and Corporate Governance, Financial University under the Government of the Russian Federation, Moscow, Russia.
² Department of Hospitality, Tourism and Sports Industry, Plekhanov Russian University of Economics, Moscow, Russia.
³ Don State Technical University, Rostov-on-Don, Russia.
⁴ Institute of Service Sphere and Entrepreneurship of DSTU (branch), Shakhty, Russia.
⁵ Institute of Service Sphere and Entrepreneurship of DSTU (branch), Shakhty, Russia.
⁶ Don State Technical University, Rostov-on-Don, Russia.
⁷ Don State Technical University, Rostov-on-Don, Russia.

*corresponding author

Abstract

The importance of assessing the potential of investing in real estate service and hotel enterprises of the Russian Federation is determined by the needs of the real economy. At present, in the world practice, investments in the hotel business are growing, but at the same time, investors have become more prudent and more demanding in their expectations from investment proposals. The purpose of this study was to identify the main trends in the development of real estate investment in service and hotel enterprises of the Russian Federation, allowing to assess the potential of this type of professional activity as an object of investment. For the analysis of the existing problem, theoretical and empirical methods, methods of quantitative and qualitative analysis, methods of data aggregation, expert evaluation, classification and structuring of information, reference and statistical data, comparison method were used. As a result of the study, both general trends of investment activities in the world and in the Russian Federation, as well as trends in real estate investing of service and hotel enterprises of the Russian Federation, were described. Justification of these trends allows assessing the current and strategic potential of real estate investment in service and hotel enterprises of the Russian Federation. The results of the research of the real estate investing market of service and hotel enterprises in Russia made it possible to formulate trends in the development of the hospitality industry and the dynamics of investments in this sphere, including by regions of the Russian Federation. The article will be useful for owners of service companies and hotel enterprises, real and potential investors in this area of business, educational organizations that prepare students for service and hotel business.

Keywords: investments, hotels, service enterprises, assessment, potential, real estate.

1. Introduction

Assessment of the potential of investing in real estate service and hotel enterprises of the Russian Federation is currently an important object of scientific-theoretical research and socio-economic analysis (French, 2015; Zastupov, 2015; Zaitseva, 2009).

The stabilization of macroeconomic indicators has led to an increase in the attractiveness of Russian assets for investors in terms of the risk-return ratio. After the changes in the economy and the normalization of the main indicators - lowering inflation and the cost of financing, stabilizing the exchange rate, as well as reducing the price indicators of the real estate market (rental rates and asset
values) to a minimum - investors with free cash highly evaluate the potential of investing into real estate services and hotel enterprises. Changes in the strategies of investors have become an important modern trend, an increasing number of investors are taking the ruble as the main currency, reaching a fair valuation of real estate that suits all parties. In addition, given the high share of vacant space on the Moscow office market and low rental rates for warehouse premises, investors are diversifying portfolios. Taking into account the fact that the market is only at the initial stage of recovery, high profitability and potential growth in the value of assets are attractive for investors.

The Russian market offers a significantly higher premium to investors than in many other countries. Therefore, the minimum profitability of Moscow offices, for example, is at the level of 10%, while in European cities this figure is about 3-5% (JLL Russia and CIS Analytical Report, 2018).

Thus, it can be concluded that an attractive segment for investors is investment in real estate, service and hotel enterprises of the Russian Federation. This is due to the fact that the Russian tourism market, and in particular the service and hotel services, is currently showing a steady positive trend. This is primarily due to the reorientation of the majority of clients to domestic tourism (Kabanova et al, 2016), and the inflow of foreign financing in the domestic sector of the hotel service (Andrades & Dimanche, 2017).

Today for a private investor located in Russia there is no opportunity to invest their capital in hotel assets through the open stock market, since there is still no access even for large Russian hotels to this capital market.

2. Methodological Framework
To assess the potential of investing in real estate, service and hotel enterprises of the Russian Federation methods of factor and structural-functional analysis, comprehensive analysis, expert assessment, classification and structuring of information, reference and statistical data, comparison method and others were used.

3. Results

3.1. Evaluation of the Development of Service and Hotel Enterprises of the Russian Federation
Repeated recessions and economic crises, the desire for a developed real estate market are the drivers of the research of the real estate investing potential in service and hotel enterprises of the Russian Federation. Monitoring of the influence of direct and indirect factors affecting the real estate market allows evaluating the prospects of investing in real estate of service and hotel enterprises. We will analyze the dynamics of indicators characterizing the state of the hotel business in the Russian Federation for 2013-2017, presented in Table 1.

Table 1. Indicators characterizing the development of collective accommodation facilities for 2013-2017

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of collective accommodation facilities (units)</td>
<td>14 583</td>
<td>15 590</td>
<td>20 135</td>
<td>20 023</td>
<td>25 291</td>
</tr>
<tr>
<td>Growth rate, %</td>
<td>104</td>
<td>107</td>
<td>129</td>
<td>99</td>
<td>126</td>
</tr>
<tr>
<td>Number of rooms for collective</td>
<td>11 515 623,6</td>
<td>13 130 606</td>
<td>13 343 739</td>
<td>17 844 411,3</td>
<td>19 450 477,5</td>
</tr>
<tr>
<td>accommodation facilities (sq. M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Growth rate, %</td>
<td>114</td>
<td>102</td>
<td>134</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Number of rooms in collective accommodation facilities, units</td>
<td>600 277</td>
<td>670 762</td>
<td>770 353</td>
<td>794 777</td>
<td>884 299</td>
</tr>
<tr>
<td>Growth rate, %</td>
<td>102</td>
<td>112</td>
<td>115</td>
<td>103</td>
<td>111</td>
</tr>
<tr>
<td>Average number of rooms per accommodation facility, units</td>
<td>41,2</td>
<td>43,0</td>
<td>38,3</td>
<td>39,3</td>
<td>35,0</td>
</tr>
<tr>
<td>Average area of one collective accommodation facility (sq. M)</td>
<td>789,7</td>
<td>842,2</td>
<td>662,7</td>
<td>891,2</td>
<td>769,1</td>
</tr>
<tr>
<td>Number of overnight stays in collective accommodation facilities (units)</td>
<td>172630 475</td>
<td>184017 713</td>
<td>212195 339</td>
<td>216 262 388</td>
<td>253 655 067</td>
</tr>
<tr>
<td>Growth rate, %</td>
<td>99</td>
<td>107</td>
<td>115</td>
<td>102</td>
<td>117</td>
</tr>
<tr>
<td>The number of people placed in collective accommodation facilities</td>
<td>42635163</td>
<td>44218887</td>
<td>49284209</td>
<td>54286 739</td>
<td>61 623 206</td>
</tr>
<tr>
<td>Growth rate, %</td>
<td>104</td>
<td>104</td>
<td>111</td>
<td>110</td>
<td>113</td>
</tr>
</tbody>
</table>

Source: Compiled by the authors according to Federal State Statistics Service United Interdepartmental Information - Statistical System (EMISS) https://fedstat.ru/organizations/

Analysis of the data presented in the table. 1, shows that the number of collective accommodation facilities in 2013-2017 increased by 73%, a slight decrease in growth rates is observed in 2016 compared to 2015, but at the same time the area of the number of rooms of collective accommodations increased by 68% and the number of rooms in collective accommodation facilities by 11%.

Competition in the hotel business is increasing, and not only with traditional means of accommodation. Increasingly, mini-hotels and hostels are being built (this confirms the decrease in the average number of rooms per accommodation facility), which attract the most mobile part of the demand - young people and students. This indicates a continuing process of market segmentation, and therefore an increase in competition. A number of hotels and apartment hotels are offered for sale. The main reasons are the withdrawal of owners from non-core assets or the raising of funds for the development of new projects.
The main share (74%) in collective accommodation facilities is accounted for by hotels and similar accommodation facilities. Every year, new hotels and similar accommodation facilities are opened in Russia, as evidenced by the data presented in Figure 1.

![Figure 1](image-url)  

**Figure 1.** Dynamics of hotels and similar accommodation facilities in the Russian Federation and the growth rate of collective accommodation facilities for 2011-2016.

Source: Compiled by the author according to the Federal State Statistics Service https://fedstat.ru/organizations/

During the analyzed period, the hotel market shows a steady growth rate of at least 5% of the annual increase in the number of hotels and similar accommodation facilities.

The market really shows stable growth and this is primarily due to events, including the World Football Championship, which was held in 2018 in Russia.

**Table 2.** Indicators characterizing the activities of collective accommodation facilities in the Russian Federation for 2013-2017.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues of collective accommodation from the provided services without VAT, excise and similar payments, thousand rubles.</td>
<td>305987539,6</td>
<td>326606869,2</td>
<td>371085033,1</td>
<td>418465181,4</td>
<td>485165589,2</td>
</tr>
<tr>
<td>Revenue growth rate in relation to the previous year, %</td>
<td>110</td>
<td>107</td>
<td>114</td>
<td>113</td>
<td>116</td>
</tr>
<tr>
<td>The cost of the collective means of accommodation associated with the production and sale of products (works, services,</td>
<td>293 336 719,8</td>
<td>345202900,7</td>
<td>365 338 743</td>
<td>507551000,8</td>
<td>438899804,4</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Cost growth rate in relation to the previous year, %</td>
<td>107</td>
<td>118</td>
<td>106</td>
<td>139</td>
<td>86</td>
</tr>
<tr>
<td>The average number of employees (without part-time workers and employees of the unscheduled composition) (person)</td>
<td>375,322</td>
<td>399,146</td>
<td>402,577</td>
<td>466,643</td>
<td>493,305</td>
</tr>
<tr>
<td>The growth rate of the average number of employees in relation to the previous year, %</td>
<td>97</td>
<td>106</td>
<td>101</td>
<td>116</td>
<td>106</td>
</tr>
<tr>
<td>Profit (loss) from the sale of services, thousand rubles</td>
<td>12,650,820</td>
<td>-18,596,031</td>
<td>5,746,290</td>
<td>-89,085,819</td>
<td>46,265,785</td>
</tr>
<tr>
<td>Return on sales, %</td>
<td>4,1</td>
<td>-5,7</td>
<td>1,5</td>
<td>-21,3</td>
<td>9,5</td>
</tr>
<tr>
<td>Average income per employee, thousand rubles</td>
<td>815,3</td>
<td>818,3</td>
<td>921,8</td>
<td>896,8</td>
<td>983,5</td>
</tr>
<tr>
<td>The growth rate of the average income per employee, compared to the previous year, %</td>
<td>113</td>
<td>100</td>
<td>113</td>
<td>97</td>
<td>110</td>
</tr>
</tbody>
</table>

Source: Compiled by the authors according to the Federal State Statistics Service Unified Interdepartmental Informational-Statistical System (EMISS) https://fedstat.ru/organizations/

Based on the data presented in Table 2, it can be concluded that the income of the collective accommodation facility from the provided services without VAT, excise and similar payments in 2017 compared to 2016 increased by 16%. The number of people accommodated in hotels and similar accommodation facilities increased by 13% over the same period, while the number of overnight stays in hotels and similar accommodation increased by 17% (data in Table 1). Consequently, revenue growth is more due to the increase in the number of services rendered than the increase in prices.

The indicators characterizing the efficiency of the hotels have a negative trend. Despite the growth in revenues, the growth rate of the cost of collective means of accommodation associated with the production and sale of products (works, services, goods) was three times higher than the growth rate of income, which led to a negative financial result. In the period under review, there was an increase in the average number of employees (without part-time workers and employees of unscheduled staff), but at the same time the value of the indicator of the average annual income per employee decreased, which indicates an inefficient use of labor resources.
Table 3. Reflects the financial results by type of economic activity of hotels and restaurants.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced financial result (profit - loss) of activity, mln. Rub.</td>
<td>10175</td>
<td>12262</td>
<td>10079</td>
<td>-21834</td>
<td>-181340</td>
<td>31675</td>
<td>21835</td>
</tr>
<tr>
<td>The share of unprofitable organizations,%</td>
<td>31.7</td>
<td>28.5</td>
<td>30.5</td>
<td>28.8</td>
<td>39.3</td>
<td>30.1</td>
<td>29.0</td>
</tr>
<tr>
<td>Return on services,%</td>
<td>5.9</td>
<td>5.9</td>
<td>6.0</td>
<td>5.8</td>
<td>2.9</td>
<td>6.1</td>
<td>7.0</td>
</tr>
<tr>
<td>Return on assets,%</td>
<td>3.4</td>
<td>3.2</td>
<td>2.1</td>
<td>-1.6</td>
<td>-12.6</td>
<td>6.1</td>
<td>3.3</td>
</tr>
<tr>
<td>The number of unprofitable organizations</td>
<td>455</td>
<td>413</td>
<td>536</td>
<td>640</td>
<td>374</td>
<td>н/д</td>
<td>н/д</td>
</tr>
<tr>
<td>Amount of loss, mln. Rub.</td>
<td>11069</td>
<td>12782</td>
<td>17958</td>
<td>46135</td>
<td>203772</td>
<td>13549</td>
<td>18072</td>
</tr>
</tbody>
</table>


For the period 2012 - 2015 years, the financial result of the activities of hotels and restaurants had a negative trend. Accordingly, the profitability of services decreased from 5.9% to 2.9%, and the return on assets in 2014-2015 reached a negative value. The share of unprofitable hotels and restaurants for the period under review ranged from 28.5% to 39%.

The main factor that determined the development of negative trends at the beginning of 2014 was the decline in the flow of foreign visitors due to the geopolitical situation, and at the end, a sharp depreciation of the ruble and inflation was added.

In Russia, since 2014, the reorientation from outbound tourism continues, which in 2016 showed the strongest decline in 20 years, to domestic. The structure of the guest flow in 2016 has changed: the number of foreign tourists, especially from Europe and the United States arriving for business purposes, has decreased, but the number of guests from Iran, India, and Korea has increased. Leaders of the inbound tourist traffic are still tourists from China. The key changes in the field of inbound tourism are obvious: the growth of domestic tourism is the main trend of 2016-2017.

The increase in tourist flow had a positive effect on the financial performance of hotels and restaurants, since 2016 there has been an increase in the net financial result (profit), the number of unprofitable enterprises decreased in comparison with 2017 from 2015 by 10%.

Thus, in the analyzed period there is a steady positive dynamics of indicators characterizing the extensive development of collective accommodation facilities: the number of overnight stays in collective accommodation facilities, the number of rooms in collective accommodation facilities, the area of the area of collective accommodation facilities, the income of collective accommodation facilities from services provided without VAT, excise and similar payments, and there has been an increase in indicators of the.
effectiveness of collective accommodation facilities, which has a positive effect on the potential of investing in real estate of service and hotel enterprises of the Russian Federation.

3.2. Main Trends in the Real Estate Investment Market of Service and Hotel Enterprises of the Russian Federation

According to expert estimates, against the background of the Russian economic recovery in 2017, an increase in investment activity in the real estate market of service and hotel enterprises of the Russian Federation is observed.

Figure 2. Investments in fixed capital, aimed at the development of collective accommodation facilities (hotels, other places for temporary residence), million rubles

growth rate, %

Source: Compiled by the authors according to the Federal State Statistics https://fedstat.ru/organizations

According to Figure 2, it is necessary, first of all, to note the positive growth trend in investment in fixed assets from 2016. In particular, for the period 2014 - 1st quarter of 2018, 56 branded hotels with 10349 rooms were opened in Russia (FIFA).

Figure 3 shows the data on the structure of real estate investments by investment objects for 2016 and 2017.
As it can be seen from the presented data, the largest number of transactions in 2016 was noted in the office real estate sector - 56.1% of their total volume, then office property - 13.9%. But in 2017, the situation changed - 33.5% of the total number of transactions fell to investment in office real estate, and 40.3% came from trading. Least of all accounted for multifunction centers (MC) - 1.6% in 2016 and only 1% in 2017. The volume of investment transactions in the Russian real estate market increased by 9% in 2017 compared to 2016 and amounted to 4.6 billion dollars. The main investor is still Russian capital, which accounts for more than 80% of investments, this is due to the fact that Russian investors take all the risks characteristic of the country, respectively, their share in the structure of transactions significantly decreases during the period of economic sanctions. Russian investors are represented by the largest non-public real estate companies, such as O1 Properties, Region Group, Safmar Group, Platforma, Professional Logistics Technologies, and Fort Group.

Among foreign investors in real estate the main investors are the largest funds, including Chinese, American and global investors. Over the past few years, Western investors have left the Russian market due to increased investment risks due to sanctions pressure and reduced economic activity, but at the same time, institutional investors who take risks of the developing Russian market continue to consider investing in real estate. In addition, a significant trend is the revitalization of Asian and Middle Eastern investors (JLL Russia and CIS Analytical Report, 2018).

A characteristic feature of their entry into the Russian market is a partnership with a local player, with management resources, which allows minimizing management and development risks, for example, the Russian-Chinese Investment Fund was formed by two large state funds - the Russian Direct Investment Fund and the China Investment Fund of China Investment Corporation. In Russia, the most common projects of Russian-Chinese cooperation, which are initiated at the state level or with high government involvement. This concerns, above all, various energy and infrastructure projects, and in the real estate sector, large residential or commercial projects. The State Council and the Commission for National Development and Reforms of China in 2017 decided to limit Chinese investments in foreign assets in real estate, sports, hotels, entertainment and polluting industries. Investments in these segments fell into the “limited” category. For the Russian real estate market of service and hotel enterprises, this restriction is...
not significant, since the volume of Chinese real estate investments in Russia is relatively small, and they can be financed from accounts of offshore divisions, and also the return on assets of the Russian real estate market is attractive for Chinese investors.

The next trend in the real estate market is the growing popularity of collective forms of investment. This is due to macroeconomic factors, lower interest rates on bank deposits. Investors use alternative investment instruments with higher returns, closed-end real estate mutual funds, for example, Sberbank Asset Management and VTB Capital Investment Management. Experts predict a significant increase in this investment tool.

Another trend that has long existed on the Russian market is the predominance of investments in the Moscow region, as compared with other regions of the Russian Federation (Figure 4).

![Figure 4](https://example.com/figure4.png)

**Figure 4.** Distribution of investments by region of the Russian Federation for 2016-2017 (Investment property market in Russia, 4th quarter of 2017, 2018).

As can be seen from the data in Figure 4, the main volume of investment in real estate 70-80% of the total volume of transactions falls on Moscow, due to the volume of domestic demand and the prospects for its growth. However, despite the fact that investors are primarily attracted to the capital market, they analyze the local characteristics of the market cycle in individual regional cities, such as: low vacancy rates, low input volumes and, consequently, low risks of increasing competition in medium term. All this led to a revival of investment activity in St. Petersburg in 2017. Among the factors attracting investors to St. Petersburg are a relatively low entrance threshold for investment in high-quality assets, higher profitability, and the difference in the real estate markets in Moscow and St. Petersburg.

**Discussion**

The authors of the article have repeatedly investigated investment issues, including in the service, tourism and hospitality industries (Zaitseva, 2009; Vinogradova et al., 2016; Degtyaryova et al., 2017; Pakhomova, Buryakov & Degtyareva, 2017; Kvon et al., 2017; Zaitseva et al., 2017; Kulgachev et al., 2017). In general, according to the results of the study, it is possible to identify common trends not only for the Russian Federation, but also for other countries, as noted in earlier publications (Bar-On, 1994; Fitzgerald, 1997; Binkley, 2003; Miller, 1997; Rigual & Bustos, 1998; Rushmore, 2002; Raleigh, 2003), and in
publications in recent years (Myachin, Royzen & Pershikov, 2015; Podvalna, 2016). First of all, this refers to the growth of collective investments worldwide in the total number of investment transactions, as well as the predominance of investments in commercial and office real estate compared to investments in service and hotel real estate.

At the same time, Russian authors note a number of features of investment activity in the Russian Federation (Myachin, Royzen & Pershikov, 2015; Ivanov, Mayorova & Nikishin, 2016) associated with the deterioration in the investment activity of foreign funds and corporations after 2015 and the subsequent growth of Russian investments, as well as the strengthening of government support measures for investment activity of Russian enterprises.

In studies devoted to issues of investment in real estate, service and hotel enterprises, the importance of this tool for the development of companies is also noted. That is why in the works of E. Guadalupe-Fajardo (2002), K.M. Haywood (2003), S. Wang, C. Dai and H. Xu (2018) it is noted that investments in this type of business increase the value of real estate of these firms, and the cost of hotel real estate stimulates the growth of value of companies in the market valuable papers. In Russia, the majority of service and hotel enterprises are not open joint-stock companies, therefore their shares are not listed on the securities market. However, in Russia, investment in tourism infrastructure contributes to the development of this sector of the economy, increasing the income of service and hotel enterprises (Andrades & Dimanche, 2017; Zastupov, 2015).

According to the authors of the article, the changes that have been taking place in recent years in the field of real estate investing of service and hotel enterprises of the Russian Federation allow concluding that the investment potential is very high and will not be exhausted not only in the next 5-10 years, but also in a much longer run.

Conclusion
Against the background of economic recovery in Russia, an increase in investment activity in the real estate market is observed. The study of the main trends in the real estate investment market of service and hotel enterprises of the Russian Federation suggests that with the stability of macroeconomic parameters, the potential of real estate investment in service and hotel enterprises will increase. Growing attractiveness in real estate contributes to the recovery of the market and the expectation of lower capitalization rates amid a decrease in the cost of financing. This is confirmed by the interest of investors from the Asia-Pacific and Middle Eastern regions, which will allow to partially replace the "Western" capital. Since these investors are ready to accept the current risk-return ratio, which has changed relative to the pre-crisis period, the difference between the level of profitability of Russian and Western European assets covers the risks associated with the Russian market. We note the diversification in all areas: in terms of segments, investors are more active in considering sectors uncharacteristic for them earlier, as well as expanding the geography of investments, primarily in facilities in St. Petersburg, less often in other regions of the Russian Federation.

The results of a study conducted by the authors of the article may be useful primarily to owners of service companies, hotel and other hospitality enterprises, investors who already have projects related to real estate, service and hotel enterprises of the Russian Federation, as well as those who only views this area as potentially attractive. In addition, research materials can be used in the educational process on training programs for the service and hotel business.
References
The Features of The Marketing Strategies Formulation and Their Application In Hotels (by The Example of Business - Hotels)

Natalia A. Zaitseva1,2, Anna A. Larionova3,4, Olga V. Eliseeva5, Oxana A. Katerynich6, Natalia O. Vikhrova7, Oksana V. Takhumova8, Marina A. Zhukova9

1 Department of Social and Cultural Services, Immanuel Kant Baltic Federal University, Kaliningrad, Russia.
2 Department of Hospitality, Tourism and Sports Industry, Plekhanov Russian University of Economics, Moscow, Russia.
3 Department of Social and Cultural Services, Immanuel Kant Baltic Federal University, Kaliningrad, Russia.
4 Department of Economic Security, Audit and Controlling, The Kosygin State University of Russia, RUSSIA (Technology. Design. Art) Moscow, Russia.
5 Institute of Service Sphere and Entrepreneurship of DSTU (branch), Shakhty, Russia.
6 Don State Technical University, Rostov-on-Don, Russia.
7 Department of Economics, National University of Science and Technology «MISIS», Moscow, Russia.
8 Department of Economic Analysis, Kuban State Agrarian University named after I.T. Trubilina, Krasnodar, Russia.
9 Department of Management in International Business and Tourism Industry, the State University of Management Moscow, Russia.

*corresponding author

Abstract
The purpose of this research work was to study the features of the marketing strategies formulation and their application in hotels (by the example of business hotels). To analyze the existing problem theoretical empirical methods, quantitative and qualitative analysis methods, data aggregation methods, factor and structural-functional analysis methods, expert evaluation methods, information, reference and statistical data structuring and classification methods, comparison method and expert evaluation method were used. As a result of the study, approaches to the "marketing strategy" and "business hotel" concepts were concretized. The assessment of the state and prospects of development of business hotels in the Russian Federation was given. According to the analysis of the hotels activity, the authors concluded that segmentation strategies are often used by business hotels to formulate a development strategy. The authors in the case of the Ibis Kaliningrad Center hotel gave the recommendations for the formulation of the marketing strategy for hotel enterprises. The article will be useful for scientific studies in the marketing strategy formulation of the hotel business and practical value in the marketing strategies implementation in business hotels.

Keywords: marketing strategies, business - hotels, differentiation strategy.

Introduction
The relevance of the study is determined by the high level of competition. In the hotel business, more and more hotel enterprises are entering the services market (Dongsui, 2012; Gronroos, 2011; Pat, 2007; Vikhrova, 2012).

To maintain a high level of competitiveness and achieve set goals, a hotel needs to develop an optimal marketing strategy and implement it effectively.
Despite the presence of a large number of scientific and theoretical researches in the field of marketing in general and marketing strategies in particular, we can say that there are different approaches for understanding the essence of this concept. I.V. Alexeeva (2012) proposes to consider a marketing strategy as a general plan for entering a market with a specific product group, including a combination of the following characteristics: price level, level of sales promotion costs, share in the output structure, distribution channels, focus on certain market segments, competitive advantage, market positioning and market coverage strategy. O.G. Vunik and E.N. Shershenyuk (2009) define the marketing strategy as medium-term and long-term solutions that form the guidelines and guiding actions of the marketing systems to achieve the goals that the company sets in its activities in foreign markets, taking into account its capabilities and market requirements. E.V. Mikhalkina and D.A. Savchenko (2009) hold the same position, giving the definition of the marketing strategy, as a set of integrated management solutions aimed at attraction of a company resources in accordance with the satisfaction of markets needs and achievement of financial purposes by organization. D.A. Lisin and Y.V. Pomonarev (2017) characterize the marketing strategy as a marketing activities directions, which related to the development of competitiveness strategic standards of managed objects on the basis of forecasting needs, strategic market segmentation, the goods and organization positioning, analysis of the competition parameters in the markets of sellers and buyers, management of objects competitive advantages. N.C. Smith (2010) also focuses on the same in his research, describing a marketing strategy as a process, which includes the analysis of the external environment, competitors and business factors affecting the organization, the identification of market opportunities and threats, setting goals and ways to achieve them. V. Gonchar and O. Kalinin (2015) note that the marketing strategy is focused on the long-term company goals, also in their definition indicate the sequence of actions that must be implemented in the process of this type of strategy developing: planning, marketing campaigns that contribute to the achievement of the goals set by the organization for the long term. M. Baker (2009) considers the marketing strategy as a model that reflects the position of the organization in the market relative to the competitors, that contains the definition of the market needs, the objectives to be achieved and the strategy to achieve them, as well as the resources necessary to obtain the desired results. Thus, it is possible to generalize that marketing strategy is mostly understood in modern science as a complex of the strategic management decisions, based on determination of requirements of the corresponding market of goods or services, and also development and implementation of the corresponding marketing actions directed on providing and increasing of enterprises competitive advantages.

The choice of hotel marketing strategy depends largely on the specifics of the enterprise activity, which necessitates the research of the features of the marketing strategies formulation and their application by the example of business hotels.

Methodological Framework

Methods of factor and structural-functional analysis, integrated analysis, expert assessment, classification and structuring of information, reference and statistical data, comparison method and others were used to conduct the study of the development and application of marketing strategies in hotels and identification of features of this activity in business hotels.

Based on the use of theoretical and empirical methods, it was found that one of the ambiguously interpreted in the scientific literature is the definition of the essence of the "business hotel" concepts and its features that must be taken into account when developing a marketing strategy. Therefore, as a part of this study, it was given the task to clarify the definitions of these concepts and to justify the directions of
activities for the development of marketing strategies, taking into account the specifics of this type of hotel enterprises.

**Literature Review**

Considering hotels as an object of research, it should be noted that, for example, a marketing strategy for the city business hotel would be different from a strategy for resort hotel. Since this study focuses on the development of marketing strategies for business hotels, it is necessary to justify the basic scientific and theoretical concepts of "business hotel" and to identify its main features (table 1).

<table>
<thead>
<tr>
<th>Table 1. Main scientific – theoretical approaches to the concepts of «business-hotel»</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>1 Business – hotel is a hotel specialized in business services.</td>
</tr>
<tr>
<td>2 A business hotel is a type of hotel, usually located in the city center or its business district, mainly serving business people. Most business hotels have conference halls, «suites» hotel rooms and banquet halls.</td>
</tr>
<tr>
<td>3 Business hotels are special hotels designed for business customers. Such hotels in most cases are located in favorable places, in the center or near the city center. The business hotel must have an established transport connection with the railway stations and airports, have conference rooms and meeting rooms.</td>
</tr>
<tr>
<td>4 Business hotels are designed for individual businessmen and business delegations arriving for short periods or for longer stays (general hotels, conference hotels.</td>
</tr>
<tr>
<td>5 Business hotels are hotels that serve travelers in business trips. Such hotels must meet the following conditions: the location near the administrative and cultural centers of the city, the predominance of single rooms, the presence of working space in the room, the presence of conference halls and parking.</td>
</tr>
</tbody>
</table>

Based on the opinion of the above researchers, we give a general definition of a "business hotel" concept. The business hotel is a special kind of hotel with the appropriate infrastructure, such as availability of working areas in rooms, availability of conference halls, meeting rooms, parking, etc., focused on accommodation of tourists with business purposes.
Results

3.1. Assessment of the State and Development Prospects of Business Hotels in the Russian Federation

The business tourism market has recently been actively developing around the world, including in the Russian Federation. Figure 1 shows the dynamics of the number of tourists by purpose of travel (Fig. 1.).

![Figure 1. Change in the number of tourists accommodated in hotels and other accommodations on the Russian Federation territory from 2010 to 2015 years, by purpose of travel, thousands of people](https://hotelier.pro/tourizm/item/1842-rosstat)

As can be seen from the data of figure 1, that if from 2010 to 2013 there was a steady increase in the number of tourists with business and professional purposes, in 2014 and 2015 there was a decrease, that was due to political events in the country.

The situation has changed in recent years. Various business events, including international ones, led to a new rise in the business tourism market. For example, if in 2017 the St. Petersburg international economic forum was attended by more than 14 thousand representatives of business, heads of international organizations, officials, experts, scientists, in 2018 there were more than 17 thousand from more than 143 countries.

At the same time, it should understand that such mass events are unique events that ensure maximum occupancy of hotels for certain, short time period. For a stable development, it is important for hotel management to develop a marketing strategy that will ensure sustainable business development and occupancy throughout the calendar year. Therefore, the authors of the article analyzed the most common marketing strategies of business hotels.

3.2. The Main Types of Marketing Strategies Applied in the Hotel Business

According to the results of the study, the authors of the article concluded that segmentation strategies are often used to formulate a development strategy for business hotels. Depending on their own market position, the level of competition and the availability of certain resources, hotels apply one of the following marketing strategies (Korneevets & Semenov, 2008):

1. Undifferentiated marketing strategy.
2. Differentiated marketing strategy.
3. Concentrated (target) marketing strategy.

The undifferentiated marketing strategy. This strategy implies that the hotel does not take into account or ignore the differences between different categories of hotel services consumers. In the development of marketing activities, the emphasis is placed on the factors, that unite the hotel guests, and not on what distinguish them, and therefore, a service focused on meeting the needs of most customers. Using this approach, the hotel saves on additional training for staff, advertising and marketing researches. But, besides the plus, there is a big minus in economy in the form of high competition from other hotels. It is difficult to create a hotel product that could meet the needs of all or at least the majority of consumers without various improvements. The strategy of undifferentiated marketing should be applied with the uniformity of the product produced by the hotel or if consumers are similar in their needs. This is relevant if the hotel offers an innovative product in the market of hotel services. This strategy is usually used at the stage of product launch. However, in the next stages it is necessary to use a differentiated marketing strategy (Dzhasheev, 2016).

Differentiated marketing strategy involves orienting the hotel activities to a certain number of market segments with the development of a separate offer for each of them (different from competitors’ offers) and a marketing strategy. The undoubted advantage of this strategy is that it allows the hotel to sell its product to a large number of consumers, thereby increasing the turnover of the hotel. But there is also a disadvantage, which is that the hotel is forced to develop several marketing strategies, to study several markets, that requires additional costs. With this approach, the hotel has to endure tough competition, as it has a small share of influence in each of the selected markets.

Concentrated marketing (targeted marketing) is particularly attractive for hotels with limited resources. It involves focusing the hotel's efforts on one or more of the few market segments (the most attractive in terms of profitability) and offers hotel services to a specific segment of consumers. When choosing this marketing strategy, the hotel ensures a strong position in the market due to a thorough study of the needs of the selected consumers and the development of proposals that best meet customer needs.

To maintain a competitive position in the market, it is important how the consumer perceives the services of a business hotel, and what place they occupy among competitors. To create a positive image of the hotel product and differentiate it from competitors’ products, business hotels apply a positioning strategy. It is a process of creating an image and value for consumers from the target audience, in such a way, that they understand why there is a company or brand in relation to competitors (Ufimtsev, Vershinin & Mezentsev, 2014).

To gain a strong position in the competition, based on the results of the positioning of its services, the hotel differentiates the characteristics of services that can distinguishes them from competing hotels, i.e. carries out differentiation. Here are examples of areas in which the differentiation of hotel services can be carried out:

- Differentiation by location;
- Differentiation by the material-technical basis;
- Differentiation by concept;
- Differentiation by service level;
- Differentiation by image;
- Differentiation by staff;

The hotel can implement the differentiation of its services in several directions, choosing the most suitable of them.
3.3. Features of Development and Implementation of Marketing Strategies in Business Hotels

Using the results of this study, the authors of the article formulated recommendations for the development of a marketing strategy for hotel enterprises. Given the limited scope of the article, the results of the author's developments for the hotel Ibis Kaliningrad Center, located in Kaliningrad city in Russian Federation, are summarized below.

The Ibis Kaliningrad Center is a hotel chain belonging to the Ibis hotel brand of Accor Hotels Group. This hotel is one of the two hotels in Russia managed by the largest hotel operator Accor. Ibis hotel chain belongs to the international segment of economy and is classified as a brand of business economy, focused primarily on business travelers.

The first step in the development of the marketing strategy for ibis Kaliningrad Center was to identify, assess and rank the factors that influence the development of the marketing strategy of the hotel. For this purpose, the results of the author's research based on the use of the SWOT-analysis method (Table 2).

**Table 2. SWOT-analysis ibis Kaliningrad Center**

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>The significance of the factor in points</th>
<th>Threads</th>
<th>The significance of the factor in points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement of transport accessibility of the region for Russian and foreign tourists due to the reconstruction of the airport and other transport infrastructure</td>
<td>4,5</td>
<td>Low rates of business tourism development in the Russian Federation</td>
<td>4,9</td>
</tr>
<tr>
<td>The increase in the number of foreign business tourists due to the facilitation of passport and visa regime</td>
<td>4,1</td>
<td>Loss of a part of foreign business flows due to the deterioration of the geopolitical situation in the world</td>
<td>4,8</td>
</tr>
<tr>
<td>Increasing the tourist attractiveness of the region after the 2018 FIFA World Cup</td>
<td>4,1</td>
<td>Increase of competition in the regional hotel services market</td>
<td>4,6</td>
</tr>
<tr>
<td>The emerging business activity revival of Russian companies</td>
<td>3,9</td>
<td>The unfavorable economic situation in the country, the decrease in the effective demand of the population</td>
<td>4,5</td>
</tr>
<tr>
<td>Opportunities</td>
<td>Threads</td>
<td>The significance of the factor in points</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The emergence of new hotels of the ibis chain and the growing awareness of the chain among Russian business</td>
<td>Changes in Russian legislation, focus on increasing the tax burden of enterprises and strengthening of the government control measures</td>
<td>3,7</td>
<td></td>
</tr>
<tr>
<td>Convenient location of the hotel</td>
<td>Low popularity of the hotel chain brand among Russian tourists</td>
<td>4,7</td>
<td></td>
</tr>
<tr>
<td>High quality services based on service standards for hotel chain</td>
<td>Small range of additional services in comparison with other hotels</td>
<td>4,6</td>
<td></td>
</tr>
<tr>
<td>Availability of an international guest loyalty program</td>
<td>The high cost of breakfast and additional business services</td>
<td>4,3</td>
<td></td>
</tr>
<tr>
<td>A well-formed and recognizable image of a hotel chain among foreign tourists</td>
<td>The small size of a standard room (13 m2);</td>
<td>4,1</td>
<td></td>
</tr>
<tr>
<td>Availability of infrastructure corresponding to the category of business hotel</td>
<td>Lack of hygienic accessories and slippers</td>
<td>3,9</td>
<td></td>
</tr>
</tbody>
</table>

Based on the analysis of the study, the authors concluded that, despite the obvious weaknesses, ibis Kaliningrad Center has, however, a strong competitive advantages that are not fully used by the hotel management. Therefore, as a basic strategy-direction for this hotel we offer to choose the strategy of market development. This strategy involves not only the company's entry into new market segments, but also the search for new customers in existing segments.

It was proposed to enter the following segments of hotel customers:
1. Individual guests with business purposes (public business);
2. Individual guests for tourism purposes (public leisure);
3. Corporate clients;
4. Agency supplying business (agency business);
5. Agencies supplying tourists (agency leisure);
6. Tourist groups (leisure group);
7. Business groups;  
8. Customers of business events: conferences, seminars, meetings (MICE);  

It was proposed to give priority to the most promising of the presented segments such as individual tourists, corporate clients, group clients and customers of business events. The value of these segments is that they bring the greatest profit to the hotel. It is necessary to develop marketing activities to encourage customers from these segments to make direct reservations, by passing intermediaries.

It is important that for each selected segment it is necessary to develop not only a special offer, but a promotion plan. To do this, it is best to use the strategy of a marketing mix, including the formation of services, its prices, the choice of sales channels and the methods of promotion.

Based on the strengths identified by the SWOT analysis, it is possible to implement the positioning strategy based on the differentiation of the IBIS hotel services in several directions (table 3).

**Table 3. Implementation of the positioning strategy in the IBIS Kaliningrad Center hotel**

<table>
<thead>
<tr>
<th>Positioning direction</th>
<th>It’s expression</th>
</tr>
</thead>
</table>
| Differentiation by location         | - closeness to the main attractions (Kant’s Cathedral, Fishing village, Museum of the world ocean);  
                                      - closeness to South railway station, bus station  |
| Differentiation by service level    | - international standards of service;  
                                      - drinks and snacks 24 hours;  
                                      - extended Breakfast time (from 04: 00 am to 12: 00 PM);  
                                      - there is a program of 15 minutes: if the hotel does not solve the problem during this time, the guest receives a room for free;  
                                      - Le Club Accorhotels loyalty program  |
| Differentiation by concept          | modern design;  
                                      - renovation of public areas (concept "ibis kitchen»);  
                                      - comfortable beds "Sweet bed»;  
                                      - environmental responsibility, following the principles of sustainable development in 7 areas: health, nature, carbon, innovation, solution to problem in the field, employment and open dialogue |
| Differentiation by technical basis  | - 2 conference halls;  
                                      - large secure parking  |
| Differentiation by image            | - management company fame (50 years on the market);  
                                      - good reputation;  
                                      - brand «ibis» - №1 in Europe (more than 1000 hotels)  |

Since the meaning of positioning is to create in the mind of the consumer an image of the service as different as possible from the services of competitors, it is advisable to use those areas of differentiation that are most difficult for competitors to copy. Moreover, to focus the attention of customers on these distinctive features of the enterprise in the promotion of services. Thus, to improve marketing activities, business hotel ibis Kaliningrad Center should adhere to the market development strategy as a general strategy. As functional marketing strategies, differentiated marketing strategy and positioning strategy are the most suitable for the studied enterprise.
Discussions
Previously conducted researches in the field of development of marketing strategy for hotels consider marketing strategy as a set of strategic management decisions based on the identification of the needs of the relevant market of goods or services.

Some of the authors of this article have repeatedly written about the development strategies for the personnel, innovative aspects of the hotels strategies (Zaitseva, 2017a, 2017b).

The approach proposed by the authors is new and is aimed at taking into account the features of a business hotel, that is a special type of hotel enterprise with the appropriate infrastructure, the presence of a working area in the rooms, the presence of conference rooms, meeting rooms, parking etcetera, that is focused on the accommodation of tourists with business purposes.

The study conducted by the authors of this article is fundamentally different from the existing approaches to the development of the marketing strategy for hotels, by the fact that the proposed approach specifies aspects of the development of the marketing strategy for a business hotel and the proposed recommendations are set out in the case of the hotel "IBIS Kaliningrad Center".

Conclusion
The use of the proposed approach to the development and application of marketing strategies in hotels and the identification of the features of this activity in business hotels will provide the hotel business with a promising and effective tool for developing a marketing strategy, will identify the hotel's opportunities to improve competitiveness, determine the most and least effective segments for positioning and adjust the marketing strategy of the business hotel.

The application of the recommendations proposed by the authors of the articles will contribute to the achievement of the results of the development and application of marketing strategies in business hotels. The article provides theoretical value for research in the development of hotel business marketing strategies and practical value in the implementation of marketing strategies in business hotels.

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Network Cooperation as Innovative Component of Spiritual and Moral Development of an Individual

Darzhinova S.V., Belyaeva B.I., Baytumanova Z.N., Kharlaeva D.D., Darzhinova L.V.
Candidate of Pedagogic Sciences, Associate Professor, Department of Psychology, Faculty of Pedagogical Education and Biology, Museum Director, Kalmyk State University named after B. B. Gorodovikov, Elista, Russia
Candidate of Pedagogic Sciences, Associate Professor, Department of Agricultural Engineering, Faculty of Engineering and Technology, Kalmyk State University named after B. B. Gorodovikov, Elista, Russia
Senior Lecturer, Department of Psychology, Faculty of Pedagogical Education and Biology, Kalmyk State University named after B. B. Gorodovikov, Elista, Russia
Adjunct Lecturer, Department of Psychology, Faculty of Pedagogical Education and Biology, Kalmyk State University named after B. B. Gorodovikov, Elista, Russia
MA student in Applied Linguistics, Faculty of Modern Philology and Social Sciences, Institute of Hungarian and Applied Linguistics, University of Pannonia, Veszprém, Hungary

Abstract
The present paper is devoted to the problem of spiritual and moral development of an individual in the current conditions, when within one generation many of the usual attributes and skills of a personal identity in the cultural paradigm may change, and are becoming increasingly important.
Using the example of Kalmyk State University named after B. B. Gorodovikov and the Autonomous Non-profit Educational Organization ‘School League’, the authors describe the network cooperation of the regional higher institution and educational institutions, which is built on the ideology of open learning and education. This network interaction has allowed creating a special space for joint activity, allowing participants to build a trajectory of their own spiritual and moral development, which is considered by the authors as a complex of personal search and experience of participants.
The innovative components of such a cooperation are the educational institutions united by Kalmyk State University. The calendar of activities for all the participants of the network and the content of the network cooperation are located at www.schoolnano.ru.
The systemically important center for this cooperation at the regional level is the Kalmyk State University named after B. B. Gorodovikov, and the Autonomous Non-profit Educational Organization ‘School League’ is at the federal level (St. Petersburg).
Such a network approach to solving the problem of spiritual and moral development of an individual is consonant with the spirit of modern and postindustrial society, since humanity has entered the Fourth Industrial Revolution, a digital era, the age of the information society and nanotechnologies.

Key words: Spirituality, morality, development, network, innovation

Introduction
In the 1990s, global transformations in the Russian sociopolitical system took place. In conditions of transformation of all spheres of public life, the educational functions of the current education system are reduced to a minimum. As a result, the values of the broad masses (including youth) became destructive from a development of personality, family, and country perspective. The conventional views about relationship between knowledge and spirituality are becoming outdated; the ideal of serving humankind is becoming depreciated.
The pursuit of knowledge by young people is viewed not as a source of spiritual growth of the individual, but as a basis for career and consumption growth [7]. Becoming educated in time corresponds in time with the period of the most intensive socialization of the youth, so the weakening of the necessary
correlation between education and spirituality entails serious and socially dangerous violations of the socialization process [10].

Instead of constructive spiritual and moral values and motivational attitudes, nihilistic and even antisocial ideas and behaviors are consolidated, which lead to a decrease in the abilities of an individual, undermine and destroy the moral memory that is the foundation of the intellectual potential of society [14].

The monolith of the mind without cement of conscience breaks up into fragments (blocks). In the view of Viktor Slobodchikov, up to some moment these blocks can remain very large, so the deep destruction of the abilities for genuine creativity, associated with the spiritual and moral state, can occur implicitly [16].

In this connection, spiritual and moral development, promoting morality, sporting activities and a healthy lifestyle among the younger generation matter a lot for Russia. The Russian Federation law ‘On the Education’ and National Doctrine on the Education of Russian Federation consider this kind of solution as one of the priorities for national security of the country, and moral and spiritual development has become one of the most important trends of modern education [21].

However, in practice, educational institutions in most cases, even provided with the required labor force, educational and methodological resources are unable to realize a full spectrum of conditions for the development of an individual living in the context of world culture [15].

Pedagogical support of this process is not always adequate to modern innovative trends in the development of society; many teachers face difficulties in providing spiritual and moral assistance to their students [1].

Moreover, this is understandable, since now the appearance of new cultural patterns, cultural paradigm shift is truly great. Not so long ago parents and children have lived mainly in one cultural environment with shared values, and now there is a distinction, right up to usual life values changing in the period of one generation. At the same time, general education does not pose the problems related to perpetuation of life skills in the cultural paradigm shift [8].

At present, it is not enough to carry out the work which is permeated with the traditions of event mass pedagogy. Spiritual and moral education must resist the main premises in education and should be aimed at educating a person who is a carrier of human nature, the spirit, and not the functionary, the subject of the market [9].

In our opinion, the modern system of education needs a new system of cooperation, resource management, network cooperation, for achieving efficiency in this direction [6].

In this context, the present study is aimed at developing a conceptual approach, organizational and methodological support for activities aimed at the spiritual and moral development of an individual under the circumstances of network interaction, provided that the university fulfills the role of the resource center.

Materials and Methods
To solve the problem of developing conceptual approaches, organizational and methodological support for activities aimed at an individual’s spiritual and moral development in network interaction, in which a university is a regional resource center, the authors utilize the network method that corresponds to the spirit of a post-industrial society and unites the efforts of its all participants to solve an actual problem; design and task-centered approach which allows considering goals, content, technologies of education as a project of innovative activity on an integrative basis.

The definition ‘network’ in Russian pedagogic theory and practice had become broadly used since 70s and 80s of the last century. The method of network planning was borrowed from economic science and has been used extensively in pedagogic science. According to Yu. Konarzewski, the method reveals the time opportunities concealed in the organization of events. It allows seeing a planned process in the angle of parallel implementations, increasing the effectiveness of management activity of educational institution’s executive body, giving an opportunity to keep one’s mind on the crucial points of the
educational process [13]. In essence, network organization is an association of independent individuals, social groups or organizations coordinated in an organized way on continuing basis to achieve the agreed goals, having a common corporate image and infrastructure [4].

At the same time, it should be noted that the network approach is consonant with the spirit of modern and postindustrial society, since humanity has entered the Fourth Industrial Revolution [5], a digital era, the age of the information society and nanotechnologies [20].

Specialized field of expertise, which was relevant at the turn of the 19th and 20th centuries, is gradually disappearing. In the labor market, there is an increasing need for specialists with solid interdisciplinary competence. Besides professional cross-curricula knowledge, core competencies such as interpersonal skills, cooperation, creative and critical thinking are needed [12].

These competencies are also important with regard to spiritual and moral development of a human, which implies comprehension of the surrounding world and their inner self by students, conscious understanding the purpose of life through seeking answers to an eternal questions like what for does the man live; what is truth, good and love [17].

Elaboration of theory and practice of spiritual and moral development requires upbringing as the individual creativeness. It is impossible to do without building the abilities, importance of individual, its subject activity in educational process [19].

As Gisela Trommsdorff and Xinyin Chen, etc. stress, education became a key factor of revival, preservation, and development of spiritual culture and self-awareness. This kind of understanding of phenomenon of spiritual development corresponds with the system of various and multidirectional pedagogical cooperation resulting in formation of integrated personality. Consequently, spiritual and moral development is not only a pedagogical but interdisciplinary phenomenon, and among its main characteristics is integrity [18]. Different approaches to its understanding should be viewed not as mutually exclusive, but complementary, which makes possible to create an integrated concept of this phenomenon.

If the conventional approach provides a researcher with means required for comprehensive scientific and pedagogical analysis of spiritual and moral development, then innovative interdisciplinary approach allows using all the advantages of synthesis on the philosophical-methodological level [3].

In fact, we talk about the interconnected formation and development of various aspects of the personality, able to flexibly adapt to the constantly changing life situations, possessing a developed intellect and morality, spiritual values and responsibility [2].

To achieve this, we need to create favorable prerequisites for the appropriation of creative samples and the transformation of our own creative experience as an important source of personal growth, spiritual and moral development [11].

Results

Thus, due to the network cooperation, an open, flexible, multistage, geographically dispersed networked educational space was organized. A systemically important center for this cooperation at the regional level is the Kalmyk State University named after B.B. Gorodovikov, and the autonomous non-profit educational organization "School League" is at the federal level (St. Petersburg).

The experience of implementing the presented model has shown that the material basis and spatial arrangement of the network subjects are secondary. Human relations are important here, which arise, are supported and able to change spiritually and morally its participants.

At the same time, the network expanded educational potential of each educational institution and participant, equalized opportunities of rural and urban schools. Inclusion the real experience of teachers and students in the content of teaching allowed designing various educational schemes by communication and structure, enabled participants to generate new ideas, to produce individual and collective practices that became basis for spiritual and moral development.
Discussion

As a source of such preconditions, let us consider the model of network interaction of Kalmyk State University named after B. B. Gorodovikov with the autonomous non-profit educational organization School League (St. Petersburg) within the framework of the federal educational program RUSNANO School League, which goal is to promote ideas aimed at the development of modern education, primarily the natural sciences, in the schools of the Russian Federation.

The implementation of this model has begun in September 2012, when Kalmyk State University and School League signed an agreement on the establishment of a regional resource center of the RUSNANO School League program at the University. The operator of this agreement is the University's museum.

The model of network interaction aimed at the spiritual and moral development of the personality consists of the following mechanisms:

- the regional network of educational organizations of basic, additional, secondary vocational education in Kalmykia built by Kalmyk State University named after B. B. Gorodovikov, the regional resource center of the RUSNANO School League program;
- the portal www.schoolnano.ru as the main tool for organizing the activities of the program and the dissemination of information;
- the support on external Internet resources, primarily on the official website of Kalmyk State University named after B. B. Gorodovikov www.kalmsu.ru and in social networks that supplement the activities of the main portal;
- the calendar of activities for all network organizations in implementing the program within the annual key events;
- the Expert Council of the program consisting of federal and regional experts, program leaders, active participants in the modernization of education in Russia;
- the distance learning system for teachers;
- the holiday-period educational programs of additional education Nanograd (for example, holiday-period school Nanograd. Kalmykia);
- the competitive and educational programs of natural science and of nanotechnology and technopreneurship focus (School in the palm of your hand);
- the pedagogical research and development of educational programs, manuals, methods and technologies for general education schools;
- the network creative laboratory of critical thinking for high school students, university students, and teachers of Kalmykia;
- access to the media resources of the educational plan on the website of RUSNANO School League for all participants of the program;
- interaction with business, universities, development and implementation of the joint project All-Russian School Week of High Technologies and Technopreneurship;
- the quality monitoring of the educational results in schools in the field of research and project culture, analysis and processing of information in the educational process;
- organization of self-evaluation and expert evaluation of the activities of educational organizations in the field of more active use of research, project, and case technologies in the educational process, using the potential of E-education;
- scientific and methodological support of educational organizations, individual teachers and students.

The network structure has been built gradually. It should be specially noted that there is no hierarchical dependence of the participants from each other. The regulatory measures of our network activity are not adjusted by the authorities, but appear in the process of network cooperation by themselves. They are based on the real activity organized by each participant. Our educational network can be defined as the community of educational activities created on a voluntary basis. All the participants transfer their educational resources to each other for the purpose of spiritual and moral development of students and improvement the quality of education.
The participants of such a network are united by an event that can be initiated, both inside the network and outside it. The initiators of the event may become carriers of innovative pedagogical technologies (author or group of people). When we talk about an event, we mean a problem or a solution to a problem. Thus, in cooperation with School League, a special space of joint collaborative work was created which allows its participants to build their path of spiritual and moral development.

The communication framework of our network cooperation is the RUSNANO School League program (www.schoolnano.ru), where each participant has his or her own page. The external Internet resources, primarily the official website of Kalmyk State University named after B. B. Gorodovikov (www.kalmsu.ru) and pages in social networks also play an exceptionally important role in providing distant learning for teachers and access to the media resources of the educational component.

It should be noted that the regional network is constantly expanding. At the moment, it includes 29 educational institutions, among which are 12 schools, 10 gymnasiums, 4 lyceums, Little Einsteins Ltd, the Republican Center for Children and Youth Tourism and Local History Studies, and the Kalmyk Medical College named after T. Khakhlynova.

The competitive and educational programs within School in the palm of your hand presented on the portal allow students regardless of their location, having access to the Internet and a computer only, to take part in contests and competitions that significantly equates the opportunities of rural school students with their peers from the city. Annually over 100 school students from Kalmykia receive opportunities for their individual path of spiritual and moral development. Winning these competitions gives students an opportunity to participate in the federal summer schools Nanograd and Artek. The university students participate in contests of the curators for the participants of Nanograd and Artek.

In the context of such a network education, school students and university students present themselves through a text or a product. The examiner does not deal with personal qualities; he or she deals with the qualities of final products. Therefore, the learning outcomes in the network are more objective.

Preceding the federal summer school Nanograd, the third decade of March we annually hold the holiday-period school of additional education Nanograd. Kalmykia, which, like the federal Nanograd, is built on business cases and the general methodology of edutainment, includes not only the educational component, but also the organization of leisure activities and the creation of various sources for the self-realization of participants.

For several days, all participants become residents of Nanograd, listen to lectures of the university professors, and take part in workshops and laboratories. It is also important that business representatives, who accept students as trainees for work, offer them to solve various business cases. In the process of their solution, trainees master modern business technologies, develop creative and critical thinking, learn to present the results of their activities and defend before the Expert Council and work in a team. Participating in the contests of School in the palm of your hand, the holiday-period school of additional education Nanograd. Kalmykia, the federal summer school Nanograd, students receive the experience of self-knowledge, self-determination, interaction and cooperation, thereby gaining deeper knowledge in the chosen field of study. They learn how to integrate knowledge of core subjects, to realize projects considered in theoretical and applied ways.

The calendar of activities of network participants includes the following events: NANOnew YEAR; Week of regional studies; the republican business game-contest Journalist; scientific lectures; discussion club Round Table; outbound educational trips; the republican conference of the tourist and regional studies movement BichknTorskm (My Little Homeland); all-Russian Week of High Technologies and Technopreneurship; interregional videoconference "Network Interaction of Higher Educational Institution and School in the Regional Education system"; scientific and practical museum conference "Personality in the Paradigm of Intercultural Communication: Language - Culture - Education - Museum (Theoretical and Applied Problems)"; public hearings of the participants of the federal network educational program RUSNANO School League and much more.
Each of these enriches participants spiritually and morally, help them to make their life fantastically interesting and bright. In our interaction with school and university students we strive to ensure that they have an opportunity to comprehend the activities, and become active “experts”, that is, they could view reality from non-standard perspectives.

At the same time, in the conditions of the ever-increasing volume of scientific information, the intellectual spiritual and moral development of a person is determined not by the amount of knowledge, information held in memory, but by its readiness to select the necessary knowledge through critical analysis, information comprehension, and the ability to make a decision independently.

In this regard, the formation of critical thinking among the participants of the network interaction is particularly important, since it involves the creation of a basic attitude to oneself and the world, that is, a varied, independent, and meaningful view.

This view significantly increases the reliability of education, because it becomes conscious and reflexive and provides the spiritual, moral and communicative potential of an individual. Critical thinking needs to be taught, but not just for the sake of critical thinking. It is important that school and university students can use the skills of critical thinking in specific subject activities, in their spiritual and moral development. Therefore, within the framework of our interaction, in 2015, the Laboratory of Critical Thinking under the leadership of Assistant Professor of Psychology, Museum Director Svetlana V. Darzhinova was created.

It should be noted that the technology of critical thinking is aimed at cooperation between the teachers and their students, the active participation of trainees, as well as the creation of comfortable conditions that relieve psychological stress in the learning process.

Working on the technology of critical thinking, the participants of the laboratory, university and school students of Kalmykia realize their needs and opportunities to learn how to solve problems independently, and also to evaluate and analyze their activities. Various topics are offered for discussion, for instance, ‘A Person in a Global Educational Space’, ‘On the role of Family Education’, ‘On the Reader’s Culture’, ‘Art and Man in the Context of the Analysis of the Novel ‘Portrait of Dorian Gray’ by O. Wilde.’ At the same time, participants use role plays, theatrical performances, presentations, trainings, discussions, conversations, movies, musical compositions, etc.

Creating conditions for the spiritual and moral development of the participants, we included geographic, cultural, ethno-regional features and local experience in the content of the events. For example, within the framework of the project, a business game competition called ‘Journalist’ is held every year, during which participants have the opportunity to be exposed to reality of local manufacturing and science, and then create real journalistic materials. In a sense, the game becomes an occasion for a thoughtful and useful acquaintance of school students with enterprises, professions, social and economic problems of the region and the formation of a personal relationship to them. For today there are games of different subjects such as ‘University through the Eyes of Schoolchildren’, ‘Mirror for the Region’, ‘Is it Easy to be Young?’, etc. They became a mean for the vocational guidance of students of Kalmykia, their study of the educational university space and finding their reference points in it. With the help of the game, the students have an opportunity to study the problems of the region and the youth, learn to project their priorities for the future. While heads of the region, youth leaders, the staff of the university may look at themselves from the outside, through the eyes of students.

We have identified that by offering various network projects, the organizers and participants conduct a large educational work aimed at building a civil society and further developing Russia as a strong state. Different situations like life, social, personal, psychological, age and so on, connected with the history of Russia, topical contemporary problems, which are discussed within the framework of the scientific lecture hall and the discussion club Round Table, and create internal collisions, impulses for personality change. As a result, participants reach a dialogical level of interaction with the world, they have an opportunity to evaluate themselves, choose values, develop meanings, and make their own decisions. It is
this ‘subject’ (the author’s) component that becomes the ‘building material’ for the inner spiritual and moral world of an individual, the condition for the formation of its human integrity.

In the process of shaping the spiritual and moral qualities of participants, their motivation for self-education and self-knowledge of the surrounding world, individual and differentiated approaches are used.

For example, teachers upgrade their qualifications through distance learning programs; have the opportunity to communicate and collaborate with colleagues, and to promote their ideas in the pedagogical environment. They develop and offer to the pedagogical community programs for inter-subject integration, various training and research projects; master new methods and constantly update the content of the educational process.

Meanwhile, university and school students act as moderators and organizers of the events. The participants of the summer school Nanograd in Sochi offered to play jokes in the style of stand up, to hold a dance marathon in the scientific style ‘Dance my PhD’, to tell about their scientific ideas in the science slam style. Students conduct psychological training, act as facilitators, tutors, etc. As a result, they receive invaluable experience of interaction with other people and cooperation with various structures.

All these, of course, is a way to achieve the high personal results. Teacher Tatiana G. Chemidova received the award of the Priority National Project ‘Education’, while teachers Bayrta A. Dzhambysheva, Elena M. Vilkova and Bair M. Kovaeva got the award of the Head of the Republic of Kalmykia. Teacher Chingis G. Sangadzhiev became the winner of the republican contest ‘Teacher of the Year’ in 2018, and teacher Kamila S. Ubushaeva took the second place in the municipal stage of the contest ‘Teacher of the Year.’ The student of Priyutnenskiy lyceum named after I. Karpenko Marina Shaposhnikova received the award of the Priority National Project ‘Education’, and the student of Ketchenerovskaya gymnasium named after Kh. Kosiev Alexander Seldikov became the winner of the award of the Head of the Republic of Kalmykia. The university student Liubov Darzhinova received the scholarship of the President of the Russian Federation and the award of the Head of the Republic of Kalmykia, and Natalia Badmaeva became the laureate of the Head of the Republic of Kalmykia.

Another important aspect of this project is the opportunity for parents to participate in it, who are always interested in increasing the motivation of their children to become educated and choose an interesting profession. While participating in our network events, many parents note that they are pleased with the access of children to the modern high-tech production and scientific equipment of Kalmyk State University. They also point out that the possibility of interaction with their children while participating in the program and formation of a portfolio gives a chance to receive additional points upon admission to the university are the perks of the program.

The students of the psychology major conducted a survey of the parents of our participants about their interest in the project. 23 people took part in it. The results of the survey showed that for parents the greatest value is that participation of their children in the program helps to ensure their employment, creates a psychological readiness to study in the university and develop various competences (educational, research, etc.).

It should also be noted that network interactions have broadened the educational potential of each educational institution and each participant, equalized the opportunities of rural and urban schools. The real experience Inclusion in the content of teaching of the teacher and students allowed the communication and structural design of various educational schemes, provided an opportunity for its participants to generate new ideas, to produce individual and collective practices that became the basis for their spiritual and moral development.

So, there network events were organized, initiated by the participants. Among them are the days of cross-domain integration on the basis of the Russian National gymnasium named after St. Sergius of Radonezh, Festivals of Science, Technology and Art Studios in Secondary School No. 10 of Elista, an out-of-town practice-oriented seminar in the format of the RUSNANO School League in the Priyutnenskiy lyceum named after I. Karpenko.
This format indicates a new quality of network interaction, when participants go beyond the narrow professional approach and can generalize the real facts of educational activity in teaching school and university students from the standpoint of interdisciplinarity, integrativity, meta-subjectivity, which creates new prerequisites and impulses for the spiritual and moral development of an individual.

Conclusion
The realization of network interaction has shown educational institutions are not its important elements, but teams which include students, teachers, parents, business representatives are. In network space, innovation spreads faster; original models, authoring programs, elective courses are born. As a result, such a network helps to design forms and mechanisms of spiritual and moral development of students in regular school.

Overall, the implementation of the network model has shown that such a network is not a hierarchically organized system. It is a self-organizing network in which community is the primary element of the association, therefore, heterogeneity, irregularity, and complexity are inherent in it. As important elements of such a network are not educational organizations, but teams that include university and school students, teachers, professors, scientists, parents, representatives of the business community.

In the course of implementing such an interaction, innovation spreads faster, original models, author programs, elective courses, etc. are created. As a result, the network helps to uncover patterns and design the forms and mechanisms of the spiritual and moral development of students in an ordinary school.

Network interaction can provide the process of formation of a common framework, a common spiritual and moral semantic field in education of youth. The meeting of pedagogical ideas, their juxtaposition and the generation of new meanings are necessary functions that preserve the spiritual and moral essence of the network interaction.

References
Forest Fires in North Cyprus between 2000-2016: The Causes and Prevention

Altay Fırat

1 Department of Geography Teaching, Near East University, Nicosia, Cyprus

Abstract
The Ministry of Forestry of the Turkish Republic of Northern Cyprus has great responsibilities in the fight against forest fires. Among the factors that are effective in the protection of forest within the scope of realization of sustainable forestry activities are fires, animal crush, soil erosion and pestilential. Today, the 5th Regional Directorate of Forestry (Güzelyurt, Lefkoşa, Alevkayası, Girne and Kantara) with the area of responsibility that belongs to the fire lookout and the fire operations center in the center of Nicosia in the Northern Cyprus, immediately report the forest fire that happen in summer and at the earliest time and as a result of this the forest fires are taken under the control by minimizing the damage of the forest fire. Throughout this study, the causes of forest fires (967 fires) in the Northern Cyprus between the years 2000 and 2016, the proportional distribution of forests and private land fires and the distribution of forests and private land fires according to the year and the months have been searched. Based on the results of the analysis, the negligence and carelessness among the causes of the forest fire are ranked in the first place as 62.04%. In terms of the total number of the forest fires, it was observed that the greatest number of forest fires occurred in 2003 between the years 2000 and 2016. It was also observed that the number of forest fire reached to the maximum level in June whereas it went down to the minimum level between December and March. It is noteworthy that the number of the forest fires and the total burning area in private land between 2000 and 2016 is higher than that of forest land.

Keywords: Forest, Forest fire, Sustainable forestry, The North Cyprus Directorate of Forestry

1. Introduction
Forest is a natural existence in certain areas, formed of mainly trees, bushes and other vegetal, animal, and mineral elements, interacted with each other in a system peculiar to them. It is a biological wealth providing forest products and services for human beings (Sarıbaş, 2016). Constituting 1/3 of the land in the world and more than ¾ of the biological mass, forests have a great role in preserving particularly the biological diversity and environmental values (Forestry, 2001). Forests are one of the most important inheritances for the universe and the people as well as one of the circulars of the ecosystem. A Forest is a social unit and an integrity of its own climate and soil conditions forming an anthropogeographic and physical area with trees, shrubs, bushes, hernaceous plants, mushrooms, and other macro and micro fauna and flora living subsoil and on the surface (Genç, 2011).

A forest, as an ecosystem, is a crucial unity formed by physical and anthropogeographical environment interaction. Due to dynamic relations, it secures all physical formations in an order and affects the living creatures and their developments (Forestry, 2000). A forest, as defined in a different way, is a living organism composed of an overpopulation of plants and animals (Turkish Environmental Vakf, 1999).

Forestry, in the broader sense, is a science, arts, and enterprise for the benefits of human beings (Küçük, Ülgen & Flıral, 2008). The Office of Forestry is the competent authority for sustainable forestry activities in TRNC (Turkish Republic of North Cyprus). The Office is firstly responsible for meeting partly raw wood material needs with utmost care in potency and under strict rules so as not to devastate the forest. Preserving forests, aforesting dry and barren areas, developing them, protecting soil, contributing to defence, organizing water supply and protecting the nature, creating a more beautiful scenery, building
national parks and leisure and picnic areas for recreation, preserving and providing sources for the wildlife for tourist attraction are among the responsibilities of the Office of Forestry.

The outlines of such an adapted policy of forestry have the main task in preserving the existence of forests, running the operation within sustainability principles and forest management plans with the forest wealth of the country as the priority. The vision of the Office is to become a respectful unit to the people, the nature, and the environment for sustainable forestry perception to serve the needs of our country. As for its mission, it is responsible for protecting the existing forests within the boundaries of the country against every kind of danger, enlarging forests, and establishing the best management using technological innovations for a sustainable structure (Law of Forestry, 1989, TRNC).

Located in the North-East of the Mediterranean sea, Cyprus is the third biggest island in the 34. -34’. and 35..-41’ northern latitudes and 32..-17’ and 34..-35’ east latitudes (Fırat et al., 2000). %19.69 of the island is covered with forests (65.426 hectares), %39.39 (25.714 hectares) is arable and %60.70 (39.714 hectares) is covered by useless forests (Office of Forestry, 2015, TRNC).

Pinus brutia, Cupressus, Pinus pinea, Ocaliptus, Acacia, Pinus Halepensis, Juniper, Cyprus acacia, pomegranate, olive and sour orange are the most common types of trees in the forests in North Cyprus (www.orman.gov.ct.tr). Pius brutia, Cupressus sempervirens, Pinus pinea, Pinus halepensis, Cetrus libani, Acacia cyanophyyla, Leucaena glauca, Casuarina equistifolia, Melia azaderacih, Nerium oleonder, Ailanthus altissima, Brachychition ssp. And robina pseudoacacia are the types of trees in the areas devastated by fires.

Although forests stand in the first place among our natural wealth and resources, over population and parallel to this urbanization and industrialization activities, fires, as well as animals are the top factors affecting our forests negatively.

North Cyprus is in the Temperate Mediterranean climate zone with hot summer and dry, warm winter seasons, with little rain. Due to meteorological and climatic conditions, humidity is quite low and throughout the year the atmosphere and soil is dry, which is the biggest threat to forest fires.

Forest fires spread sporadically according to climatic and topographic conditions and destroy all living beings and abiotic environment in a forest. In other words, it is a violent event that destroys most of the flora and the organic substances in the soil (Sarıbaş, 2016). Özden, Kılıç & İnan (2012) define forest fires as complicated events that can not or difficult or even impossible to be taken under control because of the combination of several factors.

In fighting forest fires effectively, it is of utmost importance to be well informed about the movements and direction of fire and inflammable substances, topography and weather conditions (Bilgili et al., 2002).

The basics in the management of sustainable forestry activities are forming several resources such as regression, wood fiber, wild life, aesthetics, clean water and other values of ecosystems.

So long as the productive and hardworking forests are managed with the feeling of responsibility, these resources can always be produced (United Nations, 2012).

Forest resources and the areas should be controlled wisely to meet today’s and the future generation’s social, economical, ecological, cultural, and psychological needs such as wood, water, food, feed, shelter, employment, recreation, natural living environment, landscape diversity, carbon pools and reservoir, and other products. In order to maintain multi-sided benefits of forests, necessary measures to prevent air pollution, forest fires, harmful insects and ailment will be taken (United Nations, 1992).
Forest fires do not only destroy trees, but they also harm the ecosystem. The harm given by fires to the ecosystem can be discussed in two groups. The first harm is through the direct impact of fire, in which soil vegetation, seeds and the FAVA is burnt. The second is the indirect negative impact of fires, in which biotic, edaphic and climatic factors change. Parallel to this, is the indirect negative impact of fires on forest ecosystems, various features of the soil, loss of organic substances, soil and water structure, chemical structure of the soil, nitrogen-food substances, other nutrients in the soil, and the reactions of soil (Çepel, 1995).

As an island in the Mediterranean, the country is highly threatened by forest fires in the summer. Several fires destroy considerable amounts of forest land. They have economical, social, and cultural impacts, so it is unavoidable that preventive measures and extinguishing efforts are extremely important in fighting fires. Therefore, all these issues should be analysed and put into statistics in advance.

2. Findings and Interpretation
As it is revealed in Table 1, 967 forest fires were reported between 2000-2016. Among the causes, negligence with a rate of %62.4 is in the first place. Accidental fires are in the second place with %17.68, unknown %14.06, deliberate %4.55, and thunderbolt %1.65. We desperately need to raise people’s awareness, their sensitivity, and consciousness to the top level. Therefore, addressing to every age-level, in formal and universal education, sound steps should be taken in transferring the foundations of sustainable scientific grounds of forestry. The Ministry, at first step, should include the topic in course books. These changes should be adapted in every stage, from primary to higher, of education.

The importance of the issue should be reflected through the media, television programs with other public organizations and the involved to raise awareness. At this point, it is possible to minimize the reasons except thunderbolt through taking responsibilities.

As it can be observed in Table 1 in the appendices, 89 fires (the biggest number) were in the year 2003. The number increased between 2000-2016 due to the rise in heat, dry environment and global warming in which flammability becomes easier.

Figure 1. Causes of forest fires by years

On yearly basis, as shown in Table 2, between the years 2000 and 2016, 967 forest fires were reported, 3 in January, 3 in February, and 11 in March. These numbers increased with 25 in April, 131 in May, 205 in
June, 188 in July, and 133 in August which indicate the maximum number of fires. The number of fires lessened in September (117). The minimum were 92 in October, 50 in November, and 9 in December.

As it can be observed, there is an increase in the number in April and November. There were less fires in July, August, September. Between October and November the number kept decreasing and was at its minimum level in December and March. The reason is that, parallel to the seasonal heat averages, it rises in April. The reason for the maximum level in June and August and the decrease in the following months is because of the evaporation and humidity and dry environment exposed to flammability. In yearly basis, a decrease in the number of fires is observed. This is because the Office of Forestry, TRNC, has overviewed preventive measures and raised people’s awareness.

![Figure 2: Monthly Distribution of Forest Fires between 2000-2016](image)

Figure 2 shows the distribution of number of fires and the area in hectares in State and Private lands. Out of 967 forest fires between these years, 325 (%33.60) (2506.13 hectares, %26.5) were in forest land, 642 (%66.40) (7038.42 hectares) were in private land. A total of 9544.55 hectares were destroyed by fires.
In conclusion, there were more fires on private land because, compared to the measures by the State, the Private sector did not take effective measures for prevention.

3. Conclusion and Suggestions

The types of plants to be planted in areas with fire risks should be strong for extreme conditions to minimize fire risks (Alptekin & Ertaş, 1995).

- The overall bylaw should be rewritten with national consciousness and, if necessary, fine for causing fires should be increased.
- Official, private, and other involved organizations should work together.
- A field-radio station should be operated to take measures in advance to minimize the possible loss, and raise people’s awareness of the dangers and precautions or programs related to forest fires should be broadcasted to support the efforts to minimize dangers and risks.
- People at picnic areas for recreation should be warned.
- Telemonitoring and communication should be modernized.
- Techniques and ways of fighting forest pests in other countries should be adapted.
- The staff should be trained in fighting fires in risky seasons.
- Fire paths should be widen and cleaned.
- Universities should start researches in forest fires.
- All entrances and exits to forests particularly to the areas with high risks of fire should be controlled.
- All the data related to forest fires should be kept at a center as statistical records and be broadcasted at intervals.
- Exchange of information and membership procedures in this issue can be started with other countries.

Appendices

Table 1

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Table 2

The distribution of forest fires by months and years on State and Private land from 2000 up today in TRNC

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Role and Transition Process of the Legislation of Forestry of Northern Cyprus

Altay Fırat

1 Department of Geography Teaching, Near East University, Nicosia, Cyprus

Abstract
The purpose of this study is to analyze the process of legal change of our constitution related with forests due to global warming, environmental problems, physical human conditions as well as the aftermath of the 1974 Peace Operation. The main workload and responsibilities of Forest department which was established immediately after 1974, have continued to increase and it has become inevitable to make changes in constitutional laws and regulations. This study analyzes the changes of constitutional laws and regulations together with historical process starting from Autonomous Turkish Administration, the Turkish Cypriot Federated State and Turkish Republic of Northern Cyprus. In addition to this, activities of the institutions and organizations that play key role in forestry in the TRNC are elaborated and draft of the new organizational law of the TRNC-Forest Department is explained in detail.

Keywords: Forest, Law , Forest Legislation, TRNC-Forest Department

1. Introduction
A forest is a natural existence in a certain area, formed mainly of trees, bushes, and other vegetal, zoological, and mineral elements, interacted with each other in a system peculiar to them. It is a biological wealth providing forest products and services for human beings (Sarıbaş, 2016). Ayanoğlu (1985) defines a forest as a perfect human unity with trees, woods, lifeless surface, microorganisms, wild animals, and vegetation and with positive effects on economical, cultural, and health aspects. According to a definition by Genç (2011), forestry, in the broadest sense, is a social unity and interaction forming an area with a climate peculiar to itself and soil conditions as well as physical areas for the living things, and all other macro and micro fauna and flora on soil and under soil and with trees, shrubs, bushes, herbaceous, mushrooms (Genç, 2011). For Küçük, Ülgen & Finkral (2008), forestry is a science, art and an enterprise for the benefit of human beings. Forestry, in the broadest sense, is a science, art, and enterprise for the benefit of human beings (Küçük, Ülgen & Finkral, 2008). “Law” is originated from Arabic, referring to “rights”, the plural form of the word “right”. As a legal term, it refers to the unity of principles regulating communal existence (Canpolat, 2000). Akıntürk (1994) & Bilge, (2000) define law as a whole of social principles supported by public vigour and regulating people's interaction within the community. The term “Forest Law” is a whole of principles dealing with specifying and officially registering the legal status, extent, and the type of forests as well as the rules of making use of them. “Law of Forestry”, on the other hand, is a whole of principles dealing with preservation, production, construction, transportation, and cadastral activities (Ayanoğlu, 1985). Although Law of Forestry is a branch of law consisting legal arrangements regarding all forestry activities to meet people's needs, forests are public properties and forestry is envisaged as a public service (Birben & Gençay, 2009).

Law is an abstract legal rule adapted by the Assembly reflecting public will. Regulations, on the other hand, are a legal source determining the implementation of law or explaining the orders of law without any opposition. Regulations are a whole of regulations supervising mostly the internal structure and operation systems of various State organizations and institutions.
A Circular is a printed official notice, made on the basis of regulations, on a certain issue and sent to all the involved, consisting the detailed information related to the implementation of the rules and regulations (Yılmaz, 2011). Laws are obligatory, general and continuous written legal arrangements (Bozkutr & İba, 2004). Laws are made under the strict power of Constitution. The Council of Ministers makes regulations defining the scope and implementations of the law without any opposing conditions. The Office of Prime Minister, Ministers and public juristic persons can make regulations complying with the implementations of their internal issues. In practice, the Executive Committee has the authority to draw general, abstract, and objective rules such as decrees, notification, circulars, and instructions (Gözler, 2008). Laws can not be against the Constitution.

In order to maintain sustainability, countries need social behavioral principles (with moral sanctions), to live in prosperity, avoid disorder, and legal written rules with financial sanctions guaranteed by the State. Besides the rules and regulations regarding forestry in terms of making benefits and their preservation, new laws, regulations, circulars and instructions as prescribed in the Constitution are urgently needed. Ownership is the indication of basic structure of power of countries because land and other resources are essential for social structure, cultural identity and economical prosperity (FAO, 2009). When forest ownership is at stake, besides the rights and responsibilities it gives to the possessor, it also limits several rights and authority. Private ownership, common ownership, and public ownership are the most common types of ownership (Birben & Günes, 2015).

%23 of the total area - 3,555km² of TRNC (Turkish Republic of North Cyprus) is covered by forests. The Office of Forestry is under great responsibilities. Five Regional Forest Chieftaincy and a Common Office of Directorate are responsible for the preservation, development, and organization of activities for sustainable forestry (Fırat, 2018). After the Peace Operation in 1974, until February 13, 1975, the Law of Forest adapted by the Autonomous Cyprus Turkish Administration was the Law of the British Administration on the island prior to the establishment of the Republic of Cyprus under the titles of Chapter 60 Law of Forestry and Chapter 61 Preserving Forests Against Arson. Although these Laws in question, were amended for a few times, they fail to respond to today’s prevailing conditions because they are mainly based on the provisions of the British Administration.

In the Constitution of the Turkish Federated State of Cyprus, declared on 13th February, 1975, preservation of forestry fact is not mentioned as a law. However, an item (129) advocating the property right of the Turkish community exists as “Item 129 Property Right of the Turkish Community”. During this period, neither the people nor the politicians were aware of forestry, so no any legal arrangements related to activities to preserve forests were made.

On the declaration of the Turkish Republic of North Cyprus on November 15, 1975, the Constitution came into effect. Despite the lack of a specific decree related to forestry, “Item 129, the Property Rights of the Turkish Community”, as adapted in the Constitution of the Cyprus Turkish Federated State, was in effect. “Item 159 State Property Rights” clearly explains that forests are owned and protected by TRNC and can not be transferred to any real or legal person without considering any other rules in the Constitution. Besides these decisions, there are provisional articles related to forest fields. The main reason for such decisions was because real or legal persons owned forest fields registered in the deed office and used them for agricultural activities during the British Administration on the island.

Legal improvements related to forestry have been observed in the Constitution of TRNC and North Cyprus. Regulations responding to today’s conditions have been prepared under “Chapter 60 Forest Law and Chapter 61 Forest (Fighting Arson)”

Despite the lack of basic rules in the Constitution of TRNC, the rules during the British Administration related to the preservation of vegetation and animals in the forest fields still exist and are in effect. “Chapter 66 Goat Law” and “Chapter 87 Preservation of Sage Leaves”.

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The Office of Forestry, TRNC, is the authorised body in sustainable forestry activities. With utmost care for the production capacity and the sustainability principles of forests, the Office partly meets the need of raw wood material, preserves the forests, turns unproductive forest fields into productive areas, develops them, widens forest areas and afforestation them, protects forest soil, contributes to the defence of the country, arranges water supplies, protects the nature and the beauty of the scenery, builds recreation areas and national parks, improves the resources for the wild life and contributes to the development of tourism sector. The adapted basics responsibilities of such a Forest Policy are preserving forest existence, operating them within forest management plans in terms of sustainability principles and encouraging the development of forest wealth.

The vision of the Office is to prove itself as an organization respecting people, the nature and the environment to raise a sustainable forestry awareness favorable to the climatic conditions of the country. As for its mission, the Office is responsible for the preservation of forests against every kind of danger within the boundaries of the country, widen the existing forest areas, and build a sustainable structure using the technological innovations (TRNC, Forest Law, 1989).

The aim of this study is to investigate all the legal changes with their facts and figures due to global warming, environmental problems, physical and humanity conditions following the Peace Operation in 1974 to the present as well as the Forest Law and regulations shown in the Constitution. In addition to this, the organizational Law of the active participant institutions and organizations and the sub aims of the basics of the recent draft of the Organizational Law of the Office were examined.

2. Method
Parallel to a qualitative research method, a case study was conducted in this study (Fırat & Kiraz, 2014). Books, magazines, official reports, documents, laws, regulations, archive and face-to-face interviews and other computerized resources were the main references in this study.

3. Findings
3.1 Forest and Law of Forestry

Table 1.

| ITEM 159 State Ownership Right | Aim: Specifies forest ownership right |
| Provisional Article 3 Forest Fields | Aim: Specifies ownership of forest fields |

RELEVANT LAW
59/1989 Office of Forest (establishment, tasks, functions)
Aim: Specifies the rules related to forest preservation, development, renewal, making use of forest product, and developing national parks and the environment

Amendments: -28/1994
-70/2005
-23/2009

Chapter 60 (1940) Forest Law
Aim: This is in the responsibility of the Office of Forestry and the relevant Ministry

Amendment: 26/1995
Statutes: Statute of Forest Preservation and reaping the benefits (A.E. 81/1984)
Statute of Fighting and Preventing forest fires (A.E. 460/1992)

Chapter 61 (1946) Forest Law (Fighting arson)
Aim: Specifies steps to be taken against dire-makers
Amendment: Nil

Chapter 63/1949 Protecting Fruit Trees
Aim: Specifies rules to protect fruit trees
Amendment: 18/2004

Chapter 64 (1901) Fire-wood fields
Aim: Specifies rules related to fire-wood fields
Amendment: Nil

Chapter 66 (1913) Law of Goats
Aim: Specifies rules related to pastures, considering the geographical structure of the country, approved by District Officers
Amendment: 53/95

Chapter 82 (1930) Preserving Public Streams
Aim: Specifies the rules, in a decree by the Council of Ministers, and published in the Official Gazette, related to the preservation of public streams as a whole
Amendment: Nil

Chapter 87/1942 Preservation of Sage leaves
Aim: Specifies the rules in a decree to do with preservation and the collection season of sage leaves growing on mountains and forest fields
Amendment: Nil

Chapter 91 (1848) Law of sheep and goats (Authorizing and controlling shepherds)
Aim: Specifies authorizing and controlling shepherds
Amendment: Nil

Chapter 92 (1948) Sheep, Goats and Pig populace
Aim: Specifies the rules related to sheep, goats, and pig populace
Amendment: Nil

Chapter 100 (1948) Planting trees (rural areas)
Aim: Specifies the rules related to areas for planting trees
Amendment: Nil

Decree Decree related to planting trees in the vicinity of Mehmetçik village (Rural areas) (A.E. 359/1988)

Chapter 100 (1936) Resolving crimes without law suit
Aim: Specifies rules to fine criminals harming forest fields, plants or living beings without law suits
6/1979 Fighting land fires
Aim: Specifies rules related to land fires and preserving national resources from fires
Amendment: 58/1988
Statute Statute of fighting and preventing land fires

53/1993 FOREST LAND (LEASING AND MANAGEMENT)
Aim: Specifies rules related to the forest land in the vicinity of Topçuköy
Amendment: Nil
Statute Statute of Forest land (leasing and management) methods and principles
A.E. 342/94

60/1004 Law of Antiques
Aim: Specifies rule related to natural existence and monument trees
Amendment: 13/2001
14/2017
Statute Statute of the Fund for protecting antiques
(A.E. 177/1995)

19/2003 TRANSFER AND LEASING OF MINOR STATE FORESTS
Aim: Specifies rules related to ownership rights, long-term leasing of minor state forests as well as the 709 hecator of minor state forest fields in the vicinity of Bafra-Çayırova villages
Amendment: 67/2003
Statute Statute related to long-term leasing for investment of minor state forests
(A.E. 290/2003)

20/2015 LAW OF HEALTHY PLANTS
Aim: Specifies the rules related to control the plants and vegetal products imported through border gates to TRNC and ban the import of any plants with harmful organisms to prevent its spread to other plants and vegetal products
Law of Forestry in Cyprus can be overviewed in terms of sovereignty periods. The rules known as Chapters prior to 1960 during the British reign, Laws of the Cyprus Republic, 1960, Laws of the Turkish Federated State after 1974, and the current Laws of TRNC.

The Chapters (laws) in the table, ordered according to the numbers, are in effect today. However, they were put into effect on different dates. Within the framework of sustainability principles, these laws were overviewed together with the 6/1950 Laws of Cyprus (New Edition) and were edited in 1949 (Laws of Cyprus, 2001) and their press and issues were changed. For example, when Chapter 60, Forest Law was put into effect in January 1941, it was Section 93, but was amended as “Chapter 60” (6/1950) and was edited in 1949.

Some of the Chapters and Laws of the Turkish Federated State of Cyprus in effect after 1974, were updated under Item “Combining and Translating Laws into Turkish” and the British and other laws were combined and translated into Turkish.

The same system was adapted and followed by TRNC from 1983 onwards. The Chapters in the British reign were overviewed and updated under law 26/1993, “Preparing and Publishing an Overviewed Edition of Cyprus Laws”.

As it can be noted from the Table, the Chapters, laws of 1960s, some of the laws following 1974 and 1983 have been subjected to changes and are in effect today.

Table 1 reveals that property ownership of forests is specified in item 159 of the Constitution of TRNC and the ownership of forest fields is rearranged by a temporary clause in the Constitution (Item 3).

When we overview the relevant law, regulations defining the fundamental priciples of the establishment of the Office of Forestry, forest preservation, development, enlargement, making use of forest products, and improving national parks and the environment are specified in the Law of the Office of Forestry (59/1989). Affiliated to the Law, as a result of social, economical, legal, administrative, and geographical changes and requirements, amendments were also made, (28/1994, 70/2005, and 23/2009).

Chapter 60 (1941) “Forest Law” was amended (26/1995) , to define the functions, authority and responsibilities of the Office of Forestry and the Ministry of Agriculture. With this law, the Rules “Forest Preservation and Utilization”,(1984) the Rule “Preventing and Fighting Forest Fires” (1991) were approved by the Council of Ministers.

Chapter 61 (1946) arranges regulations to fight the responsible person(s) for forest fires (Fighting Arson) and sanctions to be imposed. This law was not subjected to any further amendments.

Chapter 63, amended in 2004, explains measures to be taken in protecting fruit trees.

Chapter 64 (1901), “Law of fire-wood areas”, regulates rules to do with fire-wood areas and was not subjected to any further amendments.

Chapter 66 (1913) “Law of Goats) arranges regulations with geographical characteristics of the island at stake, regarding pastures for goats in villages approved by the District Officials. An amendment was made in this law in 1995.

Chapter 82 (1930) “Protecting Public Streams” arranges regulations, approved by a decree of the Council of Ministers and published in the Official Gazette, related to protection of whole of streams. This law was not subjected to any further amendments.

Chapter 87 (1924) “Protecting sage tea plants” arranges regulations related to protection of sage tea plants on mountains and forests. A decree by the Council of Ministers specifies the season and date(s) of collecting sage tea leaves. This law was not subjected to any further amendments.

CHAPTER ??? “Low of Sheep and Goats” (Authorizing and Controlling Shepherds) is arranged to authorize and control shepherds. This law was not subjected to any further amendments.

Chapter 92 (1948) “Determining the populace of sheep, goats, and pigs” arranges regulations under the authority of the Council of ministers related to the populace of sheep, goats, and pigs. This law was not subjected to any further amendments.

Chapter 100 (1948), “Planting Trees” (Rural areas) arranges regulations related to the areas allocated for planting trees. An amendment was not made later. A decree of warrancy was issued to permit planting trees in the vicinity of Mehmetçik village (Rural areas).

Chapter 152 (1936) “Resolving criminal cases without a law suit” arranges rules to fine the one(s) giving harm to forests, forest plants or animals living in forests, without a law suit.
Chapter 6/1979 “Fighting Forest fires” arranges rules to prevent forest fires and protect national wealth resources from fires. This law was amended in 1988 and the Regulation was approved by the Council of Ministers in the same year.

Chapter 53/1993 “Leasing Forest fields” (Leasing and Management) arranges rules related to the land in the vicinity of Topçuköy. This “Procedure and Fundamental Principles Regulation” (Leasing and Management) was approved by the Council of Ministers in 1994 without any amendments.

Chapter 60/1994 “Law of Antiques” arranges rules related to natural existence and natural archeological sites (monumental trees). An amendment was made in this law in 2001 and 2017. The Regulation “Fund for Preserving Antiques” was approved by the Council of Ministers in 1995.

Chapter 19/2003 “The Law of Transferring Minor State Forests and Leasing” arranges rules related to ownership of minor state forests, long-term leasing, and long-term leasing of minor forest fields (709 hectares) in the vicinity of Bafra-Çayırova villages. This law was subjected to an amendment in 2003. In the same year, the Regulation “Long-term Leasing of Minor State Forests for Investment Purposes” was approved by the Council of Ministers.

Chapter 20/2015 “The Law of Plant Diseases” arranges regulations to control all the plants, plant productions and other items imported through the border gates and bans the import of plants with harmful organisms to prevent from spreading to other vegetal products, carries out controls and studies throughout TRNC, and ensures the exporting procedures to comply with international standards of the laws of the importing countries. This law was not subjected to any amendments.

**Table 2. Societies and Organizations In Forestry in TRNC**

<table>
<thead>
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<th>Name</th>
<th>Grounds for Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediterranean Wind Assoc.</td>
<td>Scientific definition of Environmental (envir., forest) problems by developing projects and organizing activities to activate them</td>
</tr>
<tr>
<td>EPA (Environment Protection Organ.)</td>
<td>Preventing environment pollution, build more green areas, raising environmental awareness and consciousness, and protect environmental health</td>
</tr>
<tr>
<td>Office of Environment Engineers</td>
<td>Finding scientific solutions to environmental problems, helping infrastructural studies related to water and waste water management, waste management, prevention air and noise pollution, widening green and forest areas, and collaborate with local and international organizations</td>
</tr>
<tr>
<td>Environmental Research and Education Center (CERE)</td>
<td>Doing environmental researches and raising awareness of the environment and forest.</td>
</tr>
<tr>
<td>Environment and Energy Association</td>
<td>Developing and practicing societal, environmental, green areas, and forests projects</td>
</tr>
<tr>
<td>Mountain Sports Assoc.</td>
<td>Doing sports, acquiring new environments, participating in social activities, discovering natural beauties such as flora, caves etc.</td>
</tr>
<tr>
<td>Karpas-Friendly Assoc.</td>
<td>Bringing to light and introducing and preserving the natural, cultural, and historical values in Karpas area and contribute to the development of the area</td>
</tr>
<tr>
<td>Cyprus Geographers Assoc.</td>
<td>Introducing Geography and organizing activities to prevent environment pollution</td>
</tr>
</tbody>
</table>
Cyprus Environmental Platform
Fighting for every branch of the environment with the community, putting an end to every prevailing and increasing environmental problems, working in collaboration, and advocate individual environmental rights

Cyprus Turkish Association of Fighting Erosion, Afforestation, and Preservation of Natural Values
Working for a sustainable nature, increase the number of existing trees, preserving wild life and natural existence, providing a healthier nature and a bright future, and becoming a public organization with natural and life principles and have a say in all natural being

Assoc of Cyprus Turkish Biologists, Research and Preservation of Nature
Studying the flora and fauna of Cyprus, detecting biological wealth and carry out studies to protect them, organizing activities to protect people’s health and the environment

Lefke Environment and Introduction Assoc.
Studying to protect (forests) and all the animals facing the danger of extinction, preventing random constructions endangering the balance of nature, the seas and coasts

Chamber of Forest Engineers
Practicing, developing, and coordinating science of forestry, arts and techniques for public benefit

Cyprus Turkish Forestry Association
Raising the problems of Forestry sector and taking active part in activities for sustainable forestry

Permanent Friends Assoc.
Creating a greener, cleaner, and a livable nature

Chamber of City-planners
Developing planning, science, arts and art technique, enabling the effective role of planning social, economic, and political structure of the country, applying it in for the benefit of the public, and widens the green and forest

The Green Peace Movement
Preserving nature, the green and all the living beings, sea and environment pollution, and the coasts

3.2. Office of Forestry (Founding, Duties, Working) Rules
(Amendment) Law Draft Basic Foundlings
Cyprus has a total of 480,740 donums of forest fields. Preservation, development and benefitting from forest products is carried out by the Office staff under Chapter 60 Forest Law and the Law of Office of Forestry (founding, duties, and working rules) (59/1989).

Under this Law, the Office of Forestry:
- Makes afforestation and amenajman plans, and prepares inventories of State and private forests, specifies limitations related to forests and cadastral issues and works on projects with natural and legal persons related to afforestation
- Controls forests, takes necessary technical and legal measures against improper and illegal applications
Arranges existing nurseries to meet people’s forest, young trees, fence, and decorative young trees, builds new nurseries, provides appropriate seed for young trees and afforestation with seeds, takes care of seed gardens, and builds new seed gardens.
Takes and practices necessary technical and administrative measures against vegetal and animal harms and puts in use every possible engineering efforts to minimize erosion helps the best use of forest and industrial products. Prepares and puts in practice necessary studies and projects to meet the raw material needs of forest products industry.

In cities or suburbs, builds green areas such as city forest parks, gardens, and recreation areas, collaborates with involved organizations to take necessary precautions related to protection of natural beauties and monument trees. Builds national parks and develops the environment in order to achieve the above-mentioned aims of the Office of Forestry, sufficient number of technical personnel and experts need to be employed.

The Office of Forestry was established in 1989 under the Law 59/1989 and has not undergone any changes in its present structure up to now. It is legally run by a Director, an Assist. Director, three Central Branches and five Rural Chieftaincy as well as a sufficient number of Managers, General Professional and Technical Service personnel.

This structure has become smaller in years due to retirements or appointments of some staff to other places or Offices with triple decree and the present staff were made to carry out other tasks for the upper staff and different responsibilities besides their own tasks. Failures in promotion within public order affected the performance of the staff negatively. Even more, the cooperation agreements and plans made between the General Directorate of Forestry, Republic of Turkey and TRNC to develop forestry and the forestry applications in the world raised the need for Technical personnel and assistant personnel. Essential attempts in amendments in Organizational Law were a failure as in the past and shortage of personnel became a big handicap in fulfilling the tasks of the Office. It is clear that not much is expected from the remaining personnel.

In this regard, the Office fails to achieve its duties. In order to overcome this dead-end, and adapt the world’s forestry system on the island, some changes in the structure of the Office seems inevitable.

In the light of these realities, the existing structure of the Office has been changed. Although it is not stated in the Fundamental Law, these activities are carried out by the Office of Forestry, Office of Silviculture and Planning, Forest-fighting, Mechanization and Construction, Afforestation, Erosion Control and rehabilitation, Fighting Forest Pests, Preservation, Utilization, Permission and Sharing, Cadastral, Information Systems, Education and External Affairs Branches within the structure of the Office. Permanent staff have been appointed to these Branches and Regional Chieftaincies.

New arrangements have been done for the technical staff, which was a long-term need, to achieve the activities of the Office. Thus, enabling the Office to carry out national forestry activities aiming at reaching the world standards.

The Law amendment justified above for changes is as follows:

3.2.1 Item Justifications

Item 1. Specifies the shortened name of the Law
Item 2. The branches within the Office have been specified according to their field of expertise
Item 3. Functions and authority of the Revolving Fund organizations have been specified
Item 4. Expenses of the Revolving Fund organizations have been specified
Item 5. The shortage of staff in years has been specified in the First Register by employing new staff
Item 6. Parallel specifications in the Second Register were done.

Item 7. Allowances for field workers were specified.

Item 8. A new article was added requiring special clothes (summer/winter) and equipment for the staff in terms of their duties in the Office.

Provisional Article 1. In accordance with the current staff, promotion procedures were not done. Therefore, promotion of the new staff was ensured with the first application rules.

Provisional Article 2. New arrangements were done to enable temporary personnel to adapt to another position.

Item 9. The validity of the Law was arranged (TRNC, Office of Forestry, 2016).

5. Discussion and Conclusion

As a result of social, political, economic, and legal changes following the 1974 Peace Operation up today, as well as global warming and climatic changes had a great role in the increase in the needs in forestry issues. These changes, particularly physical and human, were not considered and measures to be taken were ignored and the forestry activities in North Cyprus were negatively affected.

Particularly the Office of Forestry was under a different Ministry of the party in power and its functions, projects and particularly action plans were negatively affected.

As a result of the action plans made with the General Directorate of Forestry of T.R (Republic of Turkey), an improvement in sustainable forestry, particularly in production, afforestation and maintenance, meeting the needs of vehicles and technical equipment, making use of research and development activities, training the personnel was observed.

In achieving the expectations of the Office of Forestry, TRNC, several legal issues are faced. However, the need for a jurist, one of the most essential needs, has not still been met and this creates serious problems in the applications.

After 1974 up today, the Office has had wider responsibility areas. In addition there has been a greater need for car-parks and the labor capacity has increased. However, shortage of staff has not been solved yet and even worse, the number has decreased. Under these circumstances, it is sad to say that, the financial, legal, and other forest related technical issues are carried out by volunteer forest officers or engineers.

Forestry activities in %24 of the total area of North Cyprus are run by five regional Chiefs (Güzelyurt, Lefkoşa, Alev Kayası, Girne, and Kantara), accountable to the main Office in Lefkoşa. Particularly, with 26000 hectare of responsibility area of the Kantara Regional Chieftaincy necessitates a second Chieftaincy.

In order to fully accomplish the tasks and responsibilities of the Office of Forestry, TRNC, the new Organizational Law K.K.T.C, which is still a draft, but not legalized, should urgently be approved and put into effect.

All the involved Government Offices and Ministries (Ministry of Interior Affairs, Agriculture, Public Works and Transportation and Finance and other Offices such as District Officers, Offices of Forestry, Deeds, Estate and Supplies) are facing serious problems with regards to Cadastral issues. Therefore, all the involved should make use of the innovations in their current geographical systems to establish a new system, and carry out their activities through the same information system.

An archive including all the decisions by the Council of Ministers, TRNC, since 1974 up today on Forests and Forestry activities and practices in North Cyprus should be prepared by the experts in the field on
official internet page. Otherwise, the prevailing situation will cause loss of workforce and time and will create problems and ambiguity.

Chapter 60 (Forest Law), has been implemented since 1960 with errors in it while it was translated from English into Turkish. (e.g: kiosk was translated as kösk). This Law urgently needs to be translated into Turkish again by a committee of certified public translators and forest engineers.

Chapter 60 (Forest Law) should be translated into Turkish rearranged by a committee of Forest Engineers and expert jurists considering today’s conditions. This is crucial because all the regulations to be made will be based on this Law (e.g: For a fully satisfactory outcome from afforestation activities, Forest Registers need to be rearranged. In Turkey, except within amenajaman plans, cutting trees down is strictly banned. Whereas, in Chapter 60, the terms Forest Law, minor/high state forest, national/natural park have not been defined). Th Regulation under Chapter needs to be revised to serve today’s current conditions (e.g: fines, Office Director, and the Minister’s authority).

Chapter 60 Forest Law includes explanations related to applications, but lacks contents to do with preservation and development.

60/1994 the Antiques Law is related with forests and forest trees because it includes arrangements of the Natural existence, natural protected areas, and a century-old trees (monument trees). Although the authority is with the Office of Antiques, it lacks the staff to do specification and make suggestions to the Higher Council of Monuments. Due to the failure in the specification and official registration of such existence to be taken under protecting, the natural beings and monument trees particularly on private properties are gradually done away with. Therefore, such responsibilities can either be on the staff of the Office of Antiques or the involved Offices (Office of Environment Preservation or the Office of Forestry) by amendments in the Law.

Chapter 60 (Forest Law) is totally based on economical functions of forests. It does not specify ecological (national parks, natural parks, protecting and developing wild life, preventing erosion and soil) and social (hydrologic, public health, aesthetics, eco-tourism and recreation) aspects of forests.

Chapter 60 (Forest Law) does not specify the method of operation of State and Private forests, amenajaman plans and the legal status of those plans.

Chapter 60 (Forest Law) does not specify afforestation activities and their legal grounds.

Chapter 60 (Forest Law) does not specify Forest Preservation Activities (Forest pests and fires).

Chapter 60 (Forest Law) does not specify any regulations to do with production and forest care (silviculture).

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Information Systems, Energy, Sustainable Development and their Crossroads on a Small Island

Altay Fırat¹ and Ali Karaduman²
¹Department of Geography Teaching, Near East University, Nicosia
²Tetaş Holding, Istanbul, Turkey

Abstract
The increase on the popularity of renewable energy resources within their low cost, efficiency and environment friendly stats, a lot of developing countries has faced to develop precautions upon the best possible utilization of these resources. Many researches have been claimed upon energy consumption and re-use of energy generated by biomass utilization in several countries. Within the scope of this research, the advantages and disadvantages of biomass energy, along with, environmental and economic factors and the economic and environmental benefits of facilities which will be built upon the factors stated above are brought forward. Also the legal process required for biomass energy facilities are reviewed and included in this research. This research is based upon the project sample "Mor Salkım" which is a forth planned project to be possibly held in Cyprus Island which is stated as a Mediterranean country stated as a developing island country category. Within the project, the role of utilization of geographical information systems upon biomass center configuration and increase of efficiency, and the economic, environmental and sustainability facts are revealed.

Keywords: Biomass, Sustainable energy, Mor Salkım, Geographical, Information Systems

1. Introduction
The progress of rapid industrialization period, volumetric growth of world population, migration from rural regions to bigger city centers have caused an increase in the need of energy for developing countries and led them to focus on different renewable energy resources (Sari, Karaduman, and Fırat (2015)). The critical need of energy resources due to the expanding population of developed and developing countries and volumetric energy consumption, researchers have focused on production of electricity from alternative renewable energy resources (İlkilic and Turkbay (2010), Onat and Ersoz (2011)). On the other hand, the rise of import rates of depleting energy sources (Fossil fuel, petroleum, coal etc.) and the environmental pollution caused by fossil fuel has redirected the developed and developing countries to prefer the use of renewable energy sources for energy production. Biomass energy is stated as one of the energy sources above. Especially in the recent years, developing countries have begun to produce energy from environmental sources in order to meet their needs (İlkilic (2012), Gokcek and Genc (2009), Akpınar (2013), Ucar and Balo (2010)). Some of the countries focused on developing different strategies to make renewable energy resources compatible with economic growth to increase effectiveness and utilization of energy (Afonso, Marques, and Fuiñas (2017)). The law on the utilization of Renewable Energy Sources for the production of electrical energy; includes organic waste, vegetable oil waste, agricultural harvest waste, and also the solid, liquid and gas fuel produced from agricultural and forestry products and side products produced by the process of these products (Sari et al. (2015)) . Biomass is defined as all biological non-fossil organic material mass which is renewable for less than a 100 years period of time such as plants growing on soil and in water, animal waste and food industry waste and forestry sub-products. Energy produced from biomass resources such as vegetal resources, agricultural and animal waste, organic-based urban and industrial waste is defined as biomass energy. Since biomass energy is based on the photosynthesis of plants, biomass energy might be considered as the energy of organic materials which stores solar energy in the form of chemical energy (Celik (2011)). The Biomass Energy
has variety of advantages that exposed and pointed out by different researchers in the literature (Winzer, Kraska, Elsenberger, Ktter, and Pude (2017), Ozturk, Saba, Altay, Iqbal, Hakeem, Jawaid, and Ibrahim (2017), Proskurina, Heinim, Schipfer, and Vakkilainen (2017), Toklu (2017), Akpinar and Komurcu (2012)). These are;

1. Can be produced from commonly growing plants.
2. Is convenient for all scales of energy production.
3. Is efficient between 5-35C degrees.
4. Can be stored.
5. Does not cause acid rains.
6. Has a role in socio-economic development.
7. Is an environmentally friendly energy source for the improvement of negative environmental and atmospheric conditions?
8. Its net Carbon dioxide emission is zero.
9. Nitrous oxide and Sulphur Oxide emission rate is notably low.

Each fact stated above is an advantage of bioenergy stated by different researchers (Souza, Ballester, de Brito Cruz, Chum, Dale, Dale, Fernandes, Foust, Karp, Lynd, Filho, Milanez, Nigro, Osseweijer, Verdade, Victoria, and der Wielen (2017)). The are variety of areas available to produce the biomass energy. Some of the main areas that biomass energy is generated are;

1. Agricultural areas where cultivated plants, grassland, pasture and energy herbs are grown.
2. Classical forest areas and forest areas grown for energy production.
3. Storage areas of plant residue and animal waste.
4. Domestic, urban and industrial waste/sewage, biological sludge.
5. Aquatic ecosystems where species such as algae and seaweed live.

All phytogenetic and animal originated materials containing Carbohydrate compounds are examples of biomass energy resources (Souza et al. (2017)). Phytogenetic or animal-originated biomass energy sources which can be found at Sea and/or on land are stated below;

1. Wood, (lumber waste)
2. Oleaginous Seed Plants
3. Carbohydrate nutrients
4. Fiber Plants
5. Botanical Waste
6. Animal Waste
7. Environmental and Industrial Waste

Apart from these, three basic fuels; bioethanol, biodiesel and biogas can be produced with the utilization of biomass energy sources (Toklu (2017)). Since these renewable energy resources considered as an alternative source of producing electricity, the bio-electricity becomes a demanding field for countries to invest and conduct in dept research on this field. Countreis such as Germany, China, Nigeria, Brazil,
Cuba and Bangladesh focused on renewable energy production through bioelectricity production which also becomes quite popular as an alternative renewable energy resource between many developing and developed countries. The Table 1 below shows the total portion of bio-electricity usage of developed and developing countries from their total electricity consumption (Xiaoping, Gan, Fang, and Zhiwei (2014), Ahmed, Islam, Karim, and Karim (2014), Morales, Oliva, and Velzquez (2014)).

Table 1. World Countries and Bio-electricity Data.

<table>
<thead>
<tr>
<th>Renewable Technologies (%)</th>
<th>Electric Developing Countries</th>
<th>EU25</th>
<th>Germany</th>
<th>China</th>
<th>USA</th>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioelectricity</td>
<td>22.0</td>
<td>10.0</td>
<td>2.3</td>
<td>2.0</td>
<td>7.6</td>
<td>45.0</td>
</tr>
</tbody>
</table>

As it can be seen from Table 1 above, due to its importance and efficiency, bioelectricity is used in both developed, developing countries and worldwide. Especially, developing countries constitute an example for the variety of biomass utilization. This research paper outlines the importance of bioelectricity development and exposes the economic effects of biomass energy. The further section of this research paper proposes a biomass facility installation project called “Mor Salkim” that is deployed in Cyprus in order to produce economical income through this facility that producing biomass energy. The role of utilization of geographical information systems within biomass center configuration and increase in efficiency and the economic, environmental and sustainability facts are revealed with this research study.

2. Biomass Energy for Sustainable Development

Nowadays, the expiring and production processes of effective environmental energy sources are leaving their positions to renewable and minimally effective environment energy sources. Thanks to the biomass-based energy production which is especially becoming more popular in recent days, the aim of reducing environmental damages has come into consideration. This research discusses the environmental and economic sustainability effects of the biomass energy as a sustainable energy source. When the economies of developing countries are examined, it is seen that their economic structure are based on the areas such as Agriculture, Stock breeding and Tourism (Hansen, Nygaard, Romijn, Wieczorek, Kamp, and Klerkx (2017), Barra and Gonzalez (2017), Omwoma, Lalah, Kueppers,Wang, Lenoir, and Schramm (2017), Cobbinah, Erdiaw-Kwasie, and Amoateng (2015)). The energy need of developing countries increases based on these factors. The improvement of ready industrial facilities and active population growth can be given as examples. Sustainability of environmental (organic agriculture and etc.) and economic (agriculture, stock breeding and etc.) fields are possible with biomass energy. According to the research, the most valuable sub-products of biomass process are ash, fertilizer and bio char.

2.1 Economic and Environmental Effects of Biomass Energy

It is considered that biomass energy is not only used for the purpose of producing energy but it is also used for the socioeconomic development and growth of the countries. The waste ashes formed after the burning process in biomass facilities can be used for soil recovery for fertilization as well as an additive material in cement for briquette production. Bio ashes can be a serious income source supporting the main products with a price changing between 40 80 American Dollars per ton and the price of 250 American Dollars per ton for organic fertilizers can be increased with content enrichment by inter processes.

It is expected that, in line with the developments in the world, supporting organic fertilization by regulations within the scope of preventing the excessive and senseless usage of chemical fertilizers will facilitate market growth (Wang, Song, Ma,Raza, Li, Howland, Huang, and Shen (2017)). Considering the
agricultural lands, the fact that the lighting and heating of the garden frames will be supplied by the biofuels produced with biomass energy contributes to economy. As an example, in the period between the production and the supplement to the consumers, especially in the agricultural sector, it is necessary that food-energy balance is preserved and priorities are redefined. Germany is in a position of a country with a foreign trade surplus for biofuels and the total export rate is approximately 3 to 4 billion dollars. Important export markets are the neighbor countries like Netherlands, France, Italy, England and Belgium (Weber and Cabras (2017)).

According to a research conducted in 2011, while total production of bioethanol is 86.1 billion liters, total biodiesel production is 21.4 billion liters. While USA, Brazil, China and Canada are the countries producing the greatest amount of bioethanol; Germany, USA, Argentina, Brazil and France are the countries producing the greatest amount of biodiesel (Liu, Wang, Bhattacharyya, Jiang, and DeVallance (2017)).

The primary direct effects of biomass energy on economics are investigated by different researchers and classified as below (Bilgili, Koak, mit Bulut, and Kukaya (2017), Abdulrahman and Huisin (2017));
1. Land use
2. Greenhouse gas emissions
3. Water utilization
4. Work and labor conditions (the evolution of labor on the market, effects on health)
5. Profit

In South African countries, biomass is used in urban areas as a significant source of energy. The findings of the research exposed that woody biomass is the principal source of energy for heating in most of the African countries (Kimemia and Annegarn (2011)).

The economic assessment of bioenergy is elaborated in details by the researchers (Lee (2017)). The biomass energy consumption can be an efficient policy tool for environmentally sustainable development in developing countries that are willing to strengthen the country economy. As mentioned above, many research have shown that biomass energy is an environmentally renewable energy source. In addition, the conversion of environmental waste into electrical energy makes the biomass energy a completely environmental energy source. It is aimed to avoid the climate changes on the earth with environmental sustainability. As specified in the Intergovernmental Panel on Climate Change, the amount of employment created by the various sources of bioenergy stated by the researchers varies according to the characteristic of its location, amount of plants, mechanization level of raw material production and contribution of exportation to meet the demand. The variations in the type and mechanization level of the product could lead to great differences in employment. Apart from this, researchers exposed a significant influence of technical efficiency on bioenergy production performance and the forecasting analysis of the EU28’s domestic and international bioenergy markets for the period of 2014-2020 demonstrated that biomass harvest and the domestic price in a domestic market have a significant influence on the supply function (Alsaleh, Abdul-Rahim, and Mohd-Shahwahid (2017b,a)). Less soil and water wastes, benefits for micro climate control, absorption of dust and control of erosions and forest fires might be regarded as the other advantages of modern biomass farm and technologies (Bilgili et al. (2017)).

Accretion value and usage areas of organic fertilizers produced by the anaerobic fermentation of agricultural and animal wastes are rather high. One of the biggest disadvantages of this product is that the reactor output mud can be dried in the granular organic fertilizer convenient for packaging and
transportation. Thus, organic fertilization will be achieved instead of chemical fertilization. Environmental sustainability of Biomass is diversified in different areas and classified with examples by researchers as follows (Bilgili et al. (2017), Galal and Moneim (2016), Swain (2017), Parker, Ogden, and Fan (2008)):

1. Climate: The decrease in the amount of damage caused by Green House Gas (GHG) with the production of biofuel.
2. Air Quality: The improvement and maintenance of air quality.
4. Water Quality and Quantity: Enhancement, Preservation and Improvement for water utilization productivity.

Since efficient energy production becomes a key principle for biomass utilization, researchers have focused on different smart energy systems in order to use biomass energy effectively and expand renewable energy economically (Nakagawa, Chisaka, and Notoji (2018)). Apart from the economical aspect of biomass energy system, the environmental perspective can be benefited since it is also known that a forest based bio-economy is an opportunity to develop Mediterranean forest value chains and can expose a new theoretical framework for forest management and reduce wildfire risk (Verkerk, de Arano, and Palah (2018)).

3. Biomass Facility Installation System

The Biomass facility installation requires 3 different steps to be completed for realization of the proposed system which is elaborated in the further sections of this research. The Figure 1 below illustrates the installation steps. These steps are “Investment Determination”, “Licensing Process” and “Investment Realization”.

![Figure 1. Required Conditions of Biomass Facility Installation](image)

3.1 Determination of Investment

During the determination of the investment principles, technology level of the facility which will be installed, energy production facility and the equipment should be taken into consideration. The need for feedstock should be fulfilled, data of required suppliers list and the technical information for the facility to be installed should be provided. Besides, the equipment options and power evaluation of existing
equipment, calculations of long term estimated production values, facility connection paths and infrastructural service data should be taken into consideration. The required financing information and financial analysis should be provided against risks such as economical fluctuations. Technical: The decision of location should be made according to the optimum supply chain structure to actualize and assure the supply with booking notes. Financial: performing spot market estimations for long term. In order to provide examples from the present time, it is indicated that USA, Canada and Sweden are the most investing countries for bioenergy, especially by the year 2000 and research on the development are growing in Finland and Japan (Lee (2017)).

3.2 Licensing Process
The licensing process for facility installation is divided into two parts as license and pre-license. These processes are created by the required companies with the evaluation of environmental conditions according to the facility data. The primarily required subjects for licensing are proprietorship data of construction site, master plan templates, definition and announcement of Environmental Impact Assessment (EIA) report process. The licensing procedures are completed at the end of this period.

3.3 Investment Realization
Fulfillment of the needs is required after the investigations. The estimated financial need must be determined for the investment area. Then, the company in which the construction will be transferred must be chosen by tender offer. During the same time period, the required equipment has to be provided.

4. Potential of Biomass Energy in Cyprus and Proposed “Mor Salkim” Project
Tourism as the main economical income source for Cyprus which is a developing small island country directs the country’s economy. The country has an important position in world tourism with its geographic location and touristic assets. The main touristic attractions of the country are being an island in the middle of the Mediterranean sea, having less clouded days than Middle and Northern European countries, clear and clean coasts, natural beaches, being popular with gambling games. Furthermore, its historical, artistic, archaeological and cultural assets assure the position of the country in the international tourism sector (Sari, Firat, and Karaduman (2016)). As mentioned above, tourism can be stated as the main source of economical income for Cyprus. Projects which can provide labor in economic and industrial sectors while keeping the tourism sector alive in Cyprus are aimed to be carried out. Cyprus as a developing country has begun to seek alternatives for energy production due to the high energy needs. The Mor Salkim Project, which will be shown as a solution for the fulfillment of the needs in this research, will be an example for biomass energy and can be stated as a different energy source. It is aimed to use (wisteria visterya, a.k.a. Japanese Wisteria, Mor Salkim) appropriate resources for the climate of Cyprus. This flower specie has been popular in the tourism sector in only two countries (China / Japan) worldwide(Chen, Wang, Chen, Wang, Diao, yuan Zhang, and Guan (2015), Tachibana, Daniels, and Watkins (2004)).

It is aimed to improve the tourism sector with the same characteristic flower cultivation. An area will be built to support both tourism and bioenergy facilities. Therefore, it is aimed to indicate Cyprus as an example of sustainable energy and sustainable labor policy. Primarily, the gardens will be designed for tourism. The gardens will be transformed into national park and therefore Cyprus will become a more popular and interesting place. The primary reason of the decision on Japanese Wisteria is the low costs for its cultivation.

Within this project, constant business organization is aimed for both tourism and biomass facilities. In the harvest season, the flowers and dried branches will be gathered and sent to biomass facilities. They are processed in the biomass facilities and returned to nature as energy. This process is carried out in both harvest season and special periods. The project, which will cause a loop in nearly all seasons, will keep
both energy and tourism sectors alive. It is known that the distribution of this plant in China has similar characteristics in terms of climate and soil conditions in North Cyprus. The reconnaissance soil map of Cyprus is shown in the Figure 2 and Figure 3 below.

Figure 2: Reconnaissance Soil Map of Cyprus -1 (National Soil Maps, 2015)
Figure 3: Reconnaissance Soil Map of Cyprus -1(National Soil Maps,2015)
4.1 Significance of the Mor Salkim Project
Sustainable energy systems and sustainable labor resources will be possible with this project. It is important for Cyprus as a developing island country to be able to resolve the energy need issue with this project without damaging the ecological balance. It is planned to deliver the flowers and dry branches in the harvest seasons of the Japanese wisteria to biomass centers for the utilization of electric energy production. Therefore, this project is important in order to become a sustainable structure as an energy cycle in both tourism and agricultural sectors. Economic advancement will be achieved with the shops which will be established in the areas.

Photonic Solar Panels are also planned to be placed on the roof of the shops to provide their own electricity within this project. Thus, it will be appropriate for the Green Life standards.

4.2 Planning with Geographical Information Systems (GIS)
A Street has been planned and designed to become a national park. Estimated length: 3 Km, state-owned premises are planned to be used. The whole street will be surrounded with Mor Salkim (Japanese wisteria) flowers. A total number of 10 shop or cafés are planned to be located throughout the street. It is designed with an inspiration from an authentic large garden. There will be only one entrance and one exit. Thus, incoming tourists will visit the whole street. Cyprus will be more recognized and the economy will revive due to the national parks. Geographical Information Systems defined as all software, hardware, personnel, standards and methods used for gathering, storing, query, analysis, presentation and substitution of geographical data (Albuquerque, Costa, and Martins (2017)). Researchers have used GIS technology for different applications such as disaster management, public health, public transportation to expose fastest delivery routes, agriculture sector and especially for tourism management (Keeler and Emch (2017), Lepuschitz (2015), Abousaeidi, Fauzi, and Muhamad (2016), Wei (2012), Valverde-Arias, Garrido, Valencia, and Tarquis (2017)). Apart from the variety of benefits of Geographical Information Systems, it also aims to solve problems with geographical structure and seek solutions for both simple problems stated below and more complex questions such as(Kolpan and Warren (2017))

1. Increases Baud rate.
2. What is the most suitable area for an investment?
3. What is in area X or on spot X?
4. Improves labor productivity.
5. Which areas does a designated path river cover if it brims over?
6. Which area is the most suitable for settlement and agriculture?
7. Which areas will be under the risk of erosion at which rate when it rains?
8. Provides efficient and correct analysis.
9. Data update is simple.

Different functions of the Geographical Information Systems are also provided below (Higgins, Taylor, Francis, Jones, and Appleton (2014));

1. Numeric Data Fit
2. Locational Query
3. Automation
4. Visualization
5. Manipulation
6. Locational Analysis
7. Decisional Analysis
8. Model Analysis

According to the information stated above, with Geographic Information Systems, the productivity data of agricultural areas will be automatically reached to the system with regional inquiry. Thus, the determination of the production area with geographic information systems will be advantageous to know the terms of use of the determined area. The risk of damage to the products will decrease based on the monitoring of environmental data. Transportation opportunities of the terrain and their distance to some surrounding centers can be determined with environmental data. All the conditions of location data will be recorded by this system. With the help Geographical Information Systems in Mor Salkim project:

1. Health conditions of products,
2. Specification of the most suitable way of transportation between the products and facility
3. Specification of the location of buildings and biomass centers according to the nearby centers will be achieved.

It is aimed to collect data in more fields additional to the ones stated above, produce required data, view and store annual and monthly analysis, be able to do the query of the harvest season and achieve faster analysis according to the queries.

Researchers have massively used GIS systems to expose environmental sensitivity for different types of flower cultivation (Machado, Rampazo, Picoli, Miranda, Duft, and de Jesus (2017)). Automatic recording of zoological and agricultural data in the system will both provide insight for the energy portion to be produced and information about the diversity in the economic area. Geographic Information Systems accelerate the flow of information and also provides efficient production and inventory management, improve labor productivity, provide simple data update and prevent waste of time. Likewise the similar studies from the literature, the use of GIS systems can be used for tourism marketing purposes (Albuquerque et al. (2017)). The most suitable area for Mor Salkim Project will be chosen with the help of Geographical Information Systems. The recordings of the annual efficiency improvements of the Mor Salkim flower, the distance to the nearby centers, determination of the suitable soil quality for the flower, faster and accurate land definition will be examined.

4.3 Estimated Project Cost of the Mor Salkim Project

Cyprus hosted 730 thousand tourists in the year of 2013. According to this data, 230,000 of this numbers are foreigners and the rest of 500,000 individuals are citizens of the Turkish Republic. Also, Cyprus has earned 616.1 Million $ tourism income in the same year (Sari et al. (2016), Sari and Akkaya (2016)). Data about the project are provided below in the light of this information. Number of cafes, restaurants or shops will be leased to individuals by the state and the entrance fee is shown in Table 2 below.
Table 2. Total Number of Cafes, Restaurant and Shops leased within the Project.

<table>
<thead>
<tr>
<th>Number of cafes, restaurants or shops</th>
<th>Entrance Fee ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>2.30</td>
</tr>
</tbody>
</table>

1. Construction Cost;
TL/m2; 350,00 TL

In change of the national monetary unit: 152 $

Planned m2 rate of each shop: 50 m2 50*350,00 = 17,500 TL
50*152 = 7,600 $
17,500*10 = 175,000 TL
7,600*10 = 76,000 $

Installation fee for various plants: 4,000 TL

Installation fee for various plants in $: 1,735 $

4,000*10 = 40,000 TL
1735*10 = 17,350 $

2. Mor Salkim Expenses
1 Sapling: 10.50 $
1 Seed: 3.45 $

1000 saplings * 10.50 $ = 10,500 $
1000 seeds * 3.45 $ = 3,450 $

3. Estimated visitation rates and income

Note: 30% of the number of arriving tourists are kept, according to the year 2013 Tourism Data (Sari and Akkaya (2016)).

Total population: 219,000 people

Annual Per Capita Income; 219,000*2.50 = 547,500
Annual Per Capita Income (USD); 219,000*2.30 = 503,700 $

Rental Income (in USD)
10*5000$ = 50,000$

The total estimated monthly expenditures and income of this investment are shown in Table 3 below. It illustrates the monthly income and expenses to expose the profitability of the Mor Salkim Project. The monthly expenses and income table indicates the realization of the project will be profitable based on the current state of the market.
Table 3. Estimated Monthly Expenditure and Income.

<table>
<thead>
<tr>
<th>Mor Salkim Project</th>
<th>Expenditure</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Cultivator</td>
<td>7250$</td>
<td>Per Capita</td>
</tr>
<tr>
<td>Bioelectricity</td>
<td>22.0</td>
<td>Rental Income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10pieces/$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50000$</td>
</tr>
<tr>
<td><strong>#TOTAL</strong></td>
<td><strong>13250$</strong></td>
<td><strong>50000$</strong></td>
</tr>
</tbody>
</table>

5. Discussion and Conclusion

A number of projects and research have been carried out to demonstrate that sustainable energy resources are frequently used as an energy source throughout world and developing countries. This research clarified to what extent biomass energy can be viable and effective in economic, environmental and sustainability issues.

In addition, while economic contributions in tourism area have become possible with the Mor Salkim Project which is designed to constitute biomass energy, the deployment and investment periods of the biomass facilities through Geographical Information Systems are also evaluated in through this research. One of the most significant contributions of the Mor Salkim Projects is that it paves the way for the developing countries with problems of labor employment and funding in terms of unemployment, to create sustainable business districts within guidance of this project or similar projects. Based on the project, while developing countries produce biomass energy, they can simultaneously enter into an economic cycle that could provide labor employment in many other sectors. This study constitutes a unique example for many developing island countries which derive income from tourism and contributes to national economy in the context of sustainability.

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The Process of Changes In The Role of E-learning in Self - regulation Learning Strategies and The Motivation and Attitude of Foreign Language Learning of Secondary Students in Smart and Traditional Schools

Somaye Ardani 1, Mahdiye Agha Babaei2 and Mahnaz Sadat Rezaei3
1 Masters in Educational Psychology, Payam-e-nour Lecturer, Iran
2 Masters in Educational Psychology, Payam-e-nour Lecturer, Iran
3 Masters in Educational Psychology, Iran

Abstract
The title of the present study is “the process of changes in the role of e-learning in self - regulation learning strategies and the motivation and attitude of foreign language learning of secondary students in smart and traditional schools” and its aim is comparing two smart and traditional schools in these variables, as well as studying the process of changes in these variables, during the transition from the first to the third level of secondary school. To this end, 496 high school students in Tehran were selected through targeted and accessible sampling methods. To measure the research variables, the selected students completed the instruments of this study, which included the questionnaire of “Motivated Strategies for Learning Questionnaire (MSLQ)” (Pintrich & De Groot, 1990) and “Attitude/motivation test battery” (Gardner, 1975). Using Cronbach alpha coefficient, two factor analysis of variance, Tukey post hoc test, correlation coefficient of Pearson and Fisher’s Z, the obtained data was analyzed. The results of this study indicate that: Students of two types of schools have a significant difference in usage rate of self - regulation learning strategies and the level of motivation and attitude for learning foreign languages. The process of changes in the use of self - regulation learning strategies in smart schools has gradually slowed down and in traditional schools decreased from first to second grades and increased from second to third. The process of changes in motivation and the attitude of foreign language learning in both types of schools has decreased. The results also show that there is a significant relationship between the self - regulation learning strategies and the motivation and attitude of foreign language learning and the type of school in this regard is influential.

Keywords: E-learning, Self - regulation learning strategies Motivation and attitude of foreign language learning, Smart school, Traditional school

1. Introduction
In recent decades, the world has witnessed rapid technological advances, especially in the field of information and communication. One of the applications of this technology is in education and learning. E-learning is one of the manifestations of the evolution of information and communication technologies that increasingly play an important role in learning and learning. Electronic learning is a broad term and there are various definitions of it. But the major point is that in e-learning, the transfer of content and educational materials takes place through CDs, DVDs, TVs, mobiles, the Internet, intranet, extranet and a variety of internet-based learning networks in the form of text, email, animation, photo, audio, video, tape, video, etc. (Govindasamy, 2002). The widespread use of information and communication technology in the educational process, as well as the evolution of educational approaches in the world, provides the basis for the formation of smart schools. Smart schools are a huge transformation in the educational system through which students use information technology in all fields of study. This change involves management and classroom programming. Some common activities in other schools are reduced by the use of information technology in these schools, the quality and quantity of interactions between students, teachers and parents are improved, and as a result of increasing interactions between these three groups, it is possible to create better conditions in the learning environment provided for
students. Given the growing trend of smart schools and e-learning, the complete assessment of many of the characteristics of these schools and the study of their relationship or their impact on the various dimensions of individual, environmental and motivational variables of students is an irrefutable necessity that should be the focus of attention of researchers in this field (such as: Trung Pham.Q, Phong Tran.T, 2018; Katoua, et al. 2016; Clark.R.C, Mayer.R.E, 2016).

One of these important dimensions is the ability of self-regulation learning of individuals who use these new phenomena. This structure emphasizes the autonomy and accountability of learners in advancing their learning. Autonomy is a valuable process, because it emphasizes how “self”, become the factor of creating learning goals and choosing strategies, and how each person’s perception of himself/herself and the assignment affects the quality of his subsequent learning (Paris, Scott and Winogard, 2003). The importance of autonomy in learning in e-learning environments or ICT environments has been shown in many studies such as Broadbent,J. and Poon,W.L. (2015), Yeh,Y. and Lin,C.F (2015), Kareshki (2008), Lee and Lee (2008), Artino and Stephens (2009), Sunger and Gunggoren (2009), Whip and Chiarelli (2004). Mandinach (1987) also noted that the distinction between successful and unsuccessful individuals in the e-learning environment is spontaneous self-regulation learning strategies (Shahamat et al., 2006).

Students’ motivation and attitude are also other important psychological dimensions that should be considered by educational researchers in using modern educational tools. In particular, the motivation and attitude of learning a second language, as one of the necessary preconditions for using electronic tools in learning is familiarity with the second language. In the field of education, motivation in general is a three-dimensional phenomenon that includes the person’s beliefs about the ability to perform the desired activity, the reasons or goals of the individual to conduct an activity and the emotional response associated with doing that activity (Stapik, 2001; translated by Hassanzadeh and Amooie). But Gardner (1985) specifically points out that motivation is the amount of effort an individual has to learn another language because of the need to learning and satisfaction with experimenting this activity. Researchers such as Yousefi et al. (2009) believe that education should be provided in appropriate space, with appropriate facilities and related to the needs of learners, in order to create the craving and motivation. This means that the proper learning environment influences the desire and motivation. Western studies have also extensively studied the phenomenon of motivation and attitude (ChanMin.K et al. 2014; Rajae Harandi.S, 2015; Bernaus et al. 2009; Chen, 2009; Yang et al., 2006; Selvi, 2010; Chen.K.C and Jang,S.J 2010). Also, in surveys about the relationship between self-regulation learning and motivation and attitude, most studies have affirmed a positive, strong, and significant relationship between self-regulation learning and motivation and attitude (Smith & Chappman, 2003 quoted by Seif and Latifian, 2004; Sobhani Nejad and Abedi, 2006; Torabi, 2006; Taherifar, 2008).

The effects of using e-learning and its tools on psychological, mental and social issues of adolescents, including the variables studied in this research, can have positive or negative effects. Proving the existence or absence of such effects is possible only by comparing the individual and psychological variables of the students of smart schools with traditional school students. Therefore, here we try to answer the questions whether “students who study in smart schools are different in the variables of self-regulation learning strategies and the motivation and attitude of learning foreign languages from students who study in traditional schools” and also, “what is the effect of changing the variables of self-regulation learning strategies and the motivation and attitude of foreign language learning in the first to third grade high school students?”

2. Method

2.1. Participants

The statistical population of the study includes two parts. The first part of the population consists of all female students studying in traditional public schools located in districts four and seven of Tehran who were selected randomly. The second part includes all female students studying in public smart schools.
located in districts four and seven of Tehran. Since only female students of public high schools were sampled in the present study, therefore, based on the fact that the total number of female students of three high school levels in districts four and seven of Tehran is 12089, with using the Cochran formula, the sample size of this study was 496 people. The sampling method in this study is available and purposeful sampling.

2.2. Materials
2.2.1. Motivational strategies scale for learning
This scale is derived from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and De Groot (1990) and includes two levels of motivational beliefs and self-regulation learning strategies. The Motivational Belief Scale consists of three subscales and has 25 questions. Self-regulation learning strategies scale has two subscales: use of cognitive strategies (training, description and organizing strategies) and the use of meta-cognitive strategies (metacognitive strategies and resource management) and has 22 questions. In this study, the scale of self-regulation learning strategies of this questionnaire has been used.

Pintrich and De Groot (1990) studies to determine the reliability and validity of this tool showed that the reliability of two factors of self-regulation learning strategies, i.e.: cognitive and metacognitive strategies, was 0.83 and 0.44, respectively (Kajbaf, Molavi and Shirazi, 2003). In order to test the reliability of the MSLQ questionnaire, Kareshki (2008) used a confirmatory factor analysis and concluded that the fitness indices obtained from confirmatory factor analysis show the correct validity of this tool (RSMA = 0.055, GFI = 0.97, 7512= 767/71 DF = X). Ghadampour (2006) also used factor analysis and Cronbach alpha to assess the reliability of this questionnaire. He obtained the reliability coefficients of two cognitive and meta-cognitive strategies subscales by 0.80 and 0.79, respectively.

2.2.2. Motivation and Attitude to learning foreign language assessment
The first form of Attitude/Motivation Test Battery (AMTB) was originally prepared by Gardner (1958 and 1960) to measure the motivation and attitudes of Canadian English-speaking students who learned French as their second language. As a result, the questionnaire items were about teaching French. In 1972, the collection was revised by Gardner and Lambert. The final version of the motivation and attitude to learning foreign language assessment package was modified, revised and validated in 1975 by Gardner and Smith, and a 104-item questionnaire with 8 factors or subscales was prepared (Gardner, 1985).

Gardner, Smith and Smith (1974) studied the reliability and validity of the AMTB in a broad study in seven regions of Canada, as follows. 914 students in the 7th grade, 1014 students in the eighth grade, 1151 in the 9th grade, 1098 in the 10th grade, and 1010 in the eleventh grade formed the sample of this extensive study. The results of this study were to examine internal consistency, and to use the Cronbach’s Alpha and factor analysis. The internal consistency estimates showed a coefficient of reliability between 0.89 and 0.91. Also, the mean of reliability coefficients in a test-retest with a 6-week lag was reported to be 0.79. These authors ultimately concluded that internal consistency of this tool was high (Gardner, 1985).

In Iran, for the first time, the collection of motivation and attitude to second language learning was translated and reconstructed by Dordi Nejad and Saleh Sedghpour (2010) and its reliability and validity were calculated. After calculations, the number of items in this questionnaire reduced from 104 to 86, and the final reliability coefficient was 0.848. After calculations of factor analysis, seven factors were identified for this questionnaire: attitude about the importance of language learning, language learning anxiety, parents’ attitude towards learning the second language by children, attitudes towards English professor, impulsivity in second language learning, attitude towards native English speaker speakers and motivation tendency for language learning. In another research, Dordi Nejad (2014) developed a short form of the questionnaire that has 37 items and four factors. The reliability coefficient of this questionnaire has been obtained by calculating the Cronbach’s alpha of 0.937. Also, the reliability coefficient of Cronbach’s alpha, which is calculated in this study, is 0.931, which indicates the internal consistency of this set.
2.3. Procedure
The obtained data were analyzed statistically by the use of SPSS and making use of several statistical techniques such as two-factor analysis of variances, Tukey test, Pierson’s correlation coefficient and Fischer’s Z test and via drawing polygon diagrams.

4. Results
Table 1 summarizes the results of the two-factor variance analysis test to examine the relationship between the type of school and grade on the extent to which students use self – regulation learning strategies.

Table 1: Summary of the results of two-factor variance analysis related to the effect of e-learning on the use of self-regulation learning strategies.

<table>
<thead>
<tr>
<th>Change source of</th>
<th>Sum of squares</th>
<th>Freedom degree</th>
<th>Mean of squares</th>
<th>F ratio</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of school</td>
<td>7163.980</td>
<td>1</td>
<td>7163.980</td>
<td>95.067</td>
<td>0.000</td>
</tr>
<tr>
<td>Grade</td>
<td>255.982</td>
<td>2</td>
<td>127.991</td>
<td>1.698</td>
<td>0.148</td>
</tr>
<tr>
<td>Interaction</td>
<td>660.420</td>
<td>2</td>
<td>330.210</td>
<td>4.382</td>
<td>0.013</td>
</tr>
<tr>
<td>Residuals</td>
<td>35342/34</td>
<td>469</td>
<td>75/375</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>43444.59</td>
<td>474</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the information given in the table above, we can conclude that F = 95.067 is significant at a level higher than 99% confidence (P> 0.01), and therefore the type of school (smart and traditional schools) in terms of how students use their self – regulation learning strategies, has a significant difference, and it can be said that independent variable (e-learning) has influenced students’ self-regulation learning. But in the case of educational grades, analyzes showed other results. F = 1.698 was not significant at 95% confidence level (P> 0.05). Students of three educational grades did not have a significant difference in terms of using self – regulation learning strategies. In the case of interaction between the type of school and the educational grade, the analysis showed that F = 4.382 was significant at 99% confidence level (P> 0.01). As a result, the interaction between the educational grades and the type of school showed a significant difference in terms of using self – regulation learning strategies.

In order to examine the relationship between the type of school and the educational grade in motivation and the attitude to foreign language learning, the two factor variance analysis has been used which its results are in Table 2.

Table 2: Summary of the results of two-factor variance analysis related to the effect of e-learning on motivation and attitude to learning foreign language.

<table>
<thead>
<tr>
<th>Change source of</th>
<th>Sum of squares</th>
<th>Freedom degree</th>
<th>Mean of squares</th>
<th>F ratio</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of school</td>
<td>85,848</td>
<td>1</td>
<td>85.848</td>
<td>4.468</td>
<td>0.035</td>
</tr>
<tr>
<td>Grade</td>
<td>218.267</td>
<td>2</td>
<td>109.133</td>
<td>5.680</td>
<td>0.004</td>
</tr>
<tr>
<td>Interaction</td>
<td>18.194</td>
<td>2</td>
<td>9.097</td>
<td>0.473</td>
<td>0.623</td>
</tr>
<tr>
<td>Residuals</td>
<td>9011.49</td>
<td>469</td>
<td>19.214</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9312.82</td>
<td>474</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Table 2, it can be seen that F = 4.468 is significant in the level above 95% confidence (P> 0.05); in other words, two types of schools (traditional and smart) in terms of motivation and attitude of foreign language learning have a significant difference and the independent variable (e-learning)
influenced students’ motivation and attitude toward learning foreign language. But this effect is such that
the average performance of students in smart schools in the motivation and attitude of learning foreign
language (15.74) is lower than the average performance of traditional school students (16.51). The same is
true of the grades of the two schools. F = 5.680 is significant at 99% confidence level (P> 0.01). Therefore,
three educational grades have a significant difference in terms of motivation and attitude of learning, and
e-learning has influenced the motivation and attitude of students to learning the second language. But
descriptive findings have shown that the average performance of the first grade students in motivation
and attitude of learning is 16.99. In the second grade, this average reached 16.10 and in the third grade it
reached 15.42 and decreased.
Concerning the results of this hypothesis, in order to study the equality of means in the grades, Tukey’s
post hoc test was used which its results are summarizes in Table 3.

Table 3: Summary of the results the means equality test in the subgroups

<table>
<thead>
<tr>
<th>Grades</th>
<th>Mean differences</th>
<th>SD</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>First grade – second grade</td>
<td>0.88</td>
<td>0.500</td>
<td>0.182</td>
</tr>
<tr>
<td>First grade – third grade</td>
<td>1.57*</td>
<td>0.492</td>
<td>0.004</td>
</tr>
<tr>
<td>Second grade – third grade</td>
<td>0.69</td>
<td>0.487</td>
<td>0.337</td>
</tr>
</tbody>
</table>

As it is seen in Table 3, the difference between the means in the first and the third grades is higher than
95% confidence level and is not significant in other grades. This result means that the significance of the
mean differences in educational grades is higher than the grades mentioned.

In order to investigate the process of changes in the use of self – regulation learning strategies in the first,
second and third grade students of high schools in smart and traditional schools, and their differences,
we used polygonal distribution diagram.

Diagram 1. The process of changes in the use of self – regulation learning strategies in smart and
traditional schools

The diagram above shows that the process of changes in self – regulation learning in smart schools (blue
line) is such that the average self – regulation learning of the first grade students in smart schools is 66.35.
This amount has not changed in the second grade and is 66.43. But in the third grade, the average
students’ self – regulation learning rate has dropped and reached to 64.65. As a result, the students’ self –
regulation learning level in smart schools has not changed from the first to the second grade, and from
the second to the third grade has had a small decline. According to this diagram, the process of changes
in self – regulation learning in traditional schools (red line) is such that the mean of self – regulation
learning of traditional school students in the first grade is 59.21%. This amount decreased in the second
grade and reached to 55.49. But in the third grade, the average students’ self-regulation learning is 59.34, which is more than the average of the second-year students, and is approximately equal to the average of first grade students. As a result, students’ self-regulation learning in traditional schools, from the first to the second grade has declined, and from the second to third grade has increased. In examining the differences between the two schools in the process of changes in self-regulation learning, it is also observed that students in smart schools have shown a higher performance than traditional school students on each grade.

In order to study the process of changes in motivation and attitude of learning foreign languages in the first, second and third year high school students in smart schools and traditional schools and their differences, we also used the polygonal distribution diagram.

Diagram 2. The diagram of the process of changes in motivation and attitude of learning foreign languages in smart schools and traditional schools

As shown in the diagram above, the process of changes in motivation and learning attitudes in smart schools (blue line) is such that the average motivation and attitude of the first grade students in the smart schools is 16.55. This amount declines in the second grade and reaches to 15.92. But in the third grade, the average students’ motivation and attitude of learning is more than that of the first and second grade students, which is 14.69. As a result, the level of motivation and attitude of students in smart schools has witnessed a decline from the first to the second and second to third grades. According to this diagram, the process of changes in motivation and attitude of learning in traditional schools (red line) is such that the average motivation and attitude of the first grade students in the traditional schools is 17.46. This amount in the second grade decreases and reaches to 16.28. In the third grade, the average students’ motivation and attitude of learning is 15.99, which is lower than the average of the first and second grade students. As a result, the level of motivation and attitude of students in traditional schools has declined from first to second grade and from second to third grades. Also, in examining the difference between the process of changes in motivation and the attitude of learning in the two schools, traditional school students have shown higher performance in motivation and attitude of learning in all three grades.

In order to investigate the relationship between self-regulation learning and motivation and attitude of learning, in the smart and traditional schools, we used Pearson correlation test, the results of which are presented in Table 4.
Table 4. Pearson correlation test for the relationship between self-regulation learning and motivation and attitude of learning, in the smart and traditional schools

<table>
<thead>
<tr>
<th>Dependent variables</th>
<th>Type of school</th>
<th>R correlation</th>
<th>Number of samples</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-regulation learning and motivation and attitude of learning</td>
<td>Smart</td>
<td>0.436</td>
<td>229</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>0.138</td>
<td>246</td>
<td>0.030</td>
</tr>
</tbody>
</table>

As shown in Table 4, the correlation between self-regulation learning and motivation and attitude of learning variables is significant in smart schools with a correlation coefficient of 0.436 at a level higher than 99% confidence. This relationship is also significant in traditional schools with a correlation coefficient of 0.138 at a level higher than 95% confidence. This means that self-regulation learning and motivation and attitude of learning in both smart and traditional schools are significantly related. Also, in order to investigate the difference of this relationship in two types of schools, we used Fisher’s Z test and its calculation results are summarized in Table 5.

Table 5. Fisher’s Z test about the difference of the relationship between self-regulation learning and motivation and attitude of learning in both smart and traditional schools

<table>
<thead>
<tr>
<th>Dependent variables</th>
<th>Type of school</th>
<th>Number of samples</th>
<th>R</th>
<th>Zr</th>
<th>Z</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-regulation learning and motivation and attitude of learning</td>
<td>Smart</td>
<td>229</td>
<td>0.436</td>
<td>0.466</td>
<td>3.516</td>
<td>P&lt;0.05</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>246</td>
<td>0.138</td>
<td>0.141</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the calculations, the observed Z is equal to 3.516. Because the Z value is smaller than 1.96, the difference between these correlation coefficients is significant. Therefore, there is a significant difference between self-regulation learning and motivation and attitude of learning correlation in smart and traditional schools with 99% confidence level. As a result, the type of school has an effect on the relationship between self-regulation learning and motivation and attitude of learning, and in smart schools, the relationship between these two variables is greater than that of traditional schools.

5. Discussion and Conclusion
The findings for self-regulation learning variable indicate that there is a significant difference between two types of smart and traditional schools in students’ self-regulation learning. These findings mean that students who are studying in smart schools use self-regulation learning strategies at higher levels than those who are trained in traditional schools. Therefore, it can be said that studying in an smart school and staying in an educational environment which is based on ICT and e-learning tools is effective in the use of self-regulation learning strategies by students, and thus the independent variable of this study affects the dependent variable of self-regulation learning. This finding is consistent with the findings of Ghenaat Pishe and Salehi (2018), Asna Ashari (2017) and Chen (2009). These studies focused on the amount of self-regulation learning and the use of self-regulation learning strategies (including cognitive and meta-cognitive strategies and resource management) in computer-based, Web-based and smart school environments. All of them, in addition to the present research, strongly emphasize on the
notion that students who study in such environments have high levels of self-regulation learning strategies. The results of the research for the motivation and the attitude of learning variable indicate that there is a significant difference between the two types of smart and traditional schools in students’ motivation and attitude of learning. It means that motivation and attitude of learning in smart school students are at a lower level than traditional schools students. This finding shows that there is a significant difference in these two types of learning environments which is consistent with the findings of Rezaei Raad and Sadati Motlagh (2018), Asna Ashari (2017), Rajae Harandi (2015), Trimmell & Bachmann (2004), Torabi (2005) and Wang and Newline (2000). All of these studies showed that students in smart schools and students in traditional schools have a significant difference in motivation and attitude. However, the present study showed that the motivation and attitude of learning in smart school students is lower than that of traditional school students, which conflicts with findings of Rajae Harandi (2015), Wang & Newline (2000), Trimmel & Bachmann (2004) and Ebrahim Abadi (2008), who concluded that students in smart schools have higher motivation and attitudes.

In interpreting the results of the research, we can present various reasons. Findings show that studying in smart schools increases the students’ use of self-regulation learning strategies. Computer and information technology provides opportunities for students to access information with multiple information sources and to browse information in a variety of ways (text, animation, audio). Salomon (1994, quoted by Torabi, 2006) states that if students are mentally active and engaged in learning in smart environments, they can improve their self-regulation skills (cognitive and metacognitive). Research has also shown that in e-learning environments, students use self-regulation strategies which are environment-friendly and modify self-regulation strategies used in traditional environments such as self-reflection or self-observation (Ghenaat Pishe and Salehi (2018), Asna Ashari (2017). In addition, according to author’s observation, one of the important points that is considered in smart schools is continuous communication with teachers and school officials about students’ academic and moral status. This is done in smart schools by sending continuous e-mails to the students’ parents. In this way, the parents of students are continuously informed about their children’s educational status and this is effective in keeping up with students’ educational issues by parents. This continuous parenting encourages students to go further and spend more on their homework and thus use more effective learning strategies, including self-regulation learning strategies.

It has been argued that computer-based education, through providing immediate feedback, personal attention, attractive viewing and a cheeky atmosphere, motivates students to learn new ways that traditional teaching cannot afford (Hergenhan and Elson, 2005, Translation by Seif, 2008). Also, the use of image, sound and text in computers and computer software has created a very diverse learning environment that can influence the level of interest and motivation of students to learn and increase internal motivation. From the viewpoint of e-learning scholars, the positive attitude, the motivation of learners to learn more and ultimately academic success is one of the functions and achievements of electronic environments for the educational system (Harise, 2000, quoted by Ebrahim Abadi, 2008). Contrary to the views of these scholars, Clark (2000), questioning the results of the aforementioned research, by providing theory of strength and weakness of the media, states: “studies on motivation and attitudes have shown that media is not an independent variable. But our beliefs or values about media are important. Computers can provide virtual environments that are very similar to real-world environments, but cannot afford to provide the enjoyment of being in real environments.” So, in his view, if research shows that benefits can be attributed to the process of teaching through computers, they should not be attributed to the media, but should be linked to individual differences or characteristics of the students. Clark (1994) also says: “Media, not only failed to influence learners, but also did not play an effective role in guiding learning motivation. In this regard, I agree with the viewpoint of Salomon (1984) and other theorists that in their new cognitive view, they believe that the motivation for learning is influenced by the learners’ beliefs and expectations of their reactions to external events.” Kulik (1985, quoted by Clark (1994)) argues that “the results of some studies which show that students who study in
computer-based environments get higher grades of progress than students in traditional environments cannot be attributed to the use of computer. But the reason for the further progress of these students is a different educational approach that is being presented to them.” But the observations and statements of students in this study showed that the teaching method in smart schools does not really differ much from the traditional teaching method, as a lot of the teachers’ teaching process in these schools is done using the lecture method. Therefore, we cannot expect a difference in the level of motivation and attitude of students in these schools.

Also, the process of changes in motivation and attitude of learning in mart schools is such that students in both schools, moving from the first to the third grade, reduce their initial motivation and attitude. Rajaee Harandi.S (2015) have shown that the level of motivation and attitude of students who use computer-based environments increases over time, which their findings is inconsistent with the findings of the present study.

Self-regulation learning and motivation and attitude of learning in two types of schools are significantly related to each other. Also, the calculations show that there is a significant difference between the correlation of self-regulation learning and motivation and the attitude of learning in smart and traditional schools. That is, the type of school is effective in the relationship between self-regulation learning and motivation and the attitude of learning. The result of this study is consistent with the results of Sobhani Nejad and Abedi (2006), which showed that there is a relationship between the use of self-regulation strategies and the motivation to progress. According to Paris, Scott and Winograd (2003), continuous motivation is one of the three most important characteristics of self-regulation learning, because learning requires continuous selection and effort. Increasing the self-regulation of students, in addition to responsibility in the learning process, also facilitates this process. Smith and Chappman (2003) emphasize that learners with adaptive motivational patterns successfully use cognitive and metacognitive self-regulation (quoted by Seif and Latifian, 2004). In explaining the effect of a school type on the relationships between variables, we can use the results of this study. Findings showed that e-learning has an impact on self-regulation learning and motivation and attitudes of learning. Perhaps this is why the type of school has been able to influence the relationship between self-regulation learning and motivation and attitude of learning. The explanation of the differences observed in the results of the present study and the results of previous studies can be stated in such way that, according to the observations, the tools and equipment for e-learning in smart schools are very low and a limited number of students in these schools, have limited access to these advanced electronic features. In addition, the design of smart schools in Iran is still far from the defined standards (Abdollahi Arfae et al. 2018; Razavi et al. 2018). Therefore, we cannot expect that the very goals to be achieved in the very early years of the implementation of the project. This emergence, which may also affect the quality of the implementation of the goals claimed in the establishment of mart schools, has not created a difference in the promotion of students’ positive motivation and attitude.

References


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