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Managing students' independent work at university

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Abstract
The paper is a review of the study undertaken on the premises of Minin University (Nizhny Novgorod) on students' independent work management. The study revealed the essence, content, and features of organizing students' independent work in the context of federal higher education standards and outlined the main characteristics of students' independent work to be taken into account to manage it. Notably, independent work may be of an educational or exploratory nature. The latter makes more sense to encourage students to learn and prepare them for independent professional activity. Based on the study and survey of students and teachers involved in the pilot program, approaches and conditions were identified to organize independent work at university effectively. Most students were found to appreciate the importance of independent work during their professional training. They also prefer active cooperative forms of such work and are willing to do it by way of research and creative projects. The major challenges in managing students' independent work identified during the study were poor self-organized learning (which is evident by underdeveloped independent work and study management skills), inadequate competence in using online sources, and a reluctance to use guidelines on their own while the teacher can be contacted directly. The paper provides and describes a framework of student's independent work at university as a result of the work accomplished.

Key words*:* independent work, management, student, research

Currently, the educational paradigm is changing in Russia. A transition is underway from pure knowledge to cognitive development focused on the knowledgeable, competent, and proactive individual as a benchmark. Within the changing paradigm, particular importance is attached to managing students' independent activities. At a time when new educational and professional standards are introduced, requirements for professional competence are becoming more demanding. Therefore, higher educational institutions should seek to build skills and abilities in students to achieve a competitive advantage on the labor market. This will not be possible unless students' independent work (SIW) is wisely managed.

The current practice of higher education has some inconsistencies in the issues of organizing effective independent work for students:

- between the great role that student's independent work plays to ensure the quality of professional training and underdeveloped mechanisms for managing such work within the educational process;
- the need to have students' independent work effectively managed by teachers and a lack of the teacher's coherent view of most effective ways to organize and manage students' independent work.

In this context, what becomes relevant today is to develop an effective framework to manage students' independent work that would address the needs and interests of students and teachers. This should be preceded by research into methods and forms of organizing independent work that are considered to be understandable, interesting, and effective by students as legitimate agents of the educational process [5,6].

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Description of the study

With a view to developing an effective framework to manage the independent work of students based on their skills and propensities, we have undertaken a study on the premises of Kozma Minin Nizhny Novgorod State Pedagogical University. It purpose was to identify most preferred forms and methods of students' independent work that are reasonably applicable to organize it effectively in terms of students. The objectives were to:

- find out whether the students are interested in different forms of in-class and extracurricular independent activities;
- describe individual modes of independent work;
- provide students' appraisal of the importance of their personal study schedule;
- identify most effective forms of monitoring independent work.

The sample covered 195 full-time undergraduate students aged 18 to 23.

Figure 1 shows an allocation of respondents to their respective years of study.

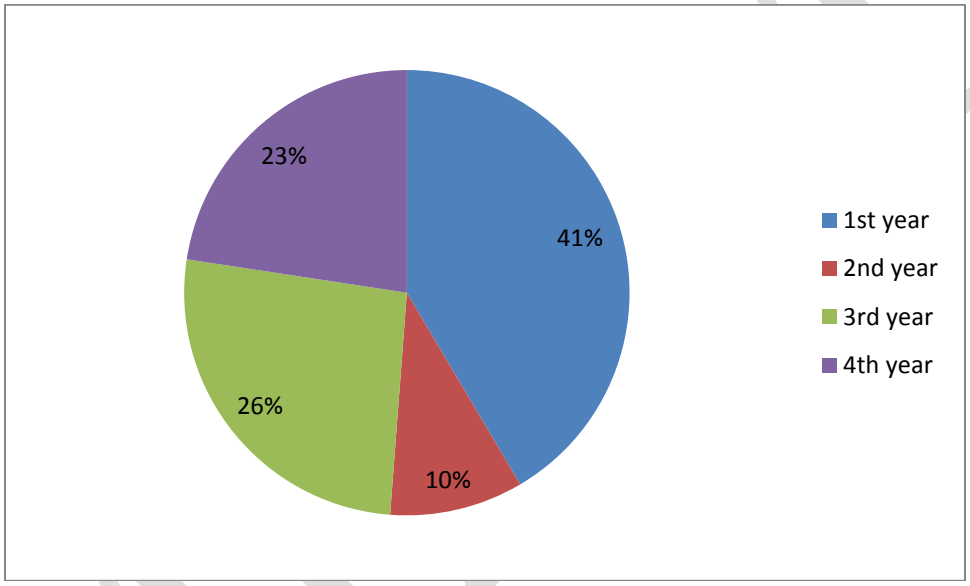

Fig. 1. A sample of university students

It has been found that the most attractive organizational forms of independent work are the following:

1. Working in small groups (5-7 persons)
2. Individual assignments
3. Cooperation (working in a group of 10-15 persons) (Fig. 2)

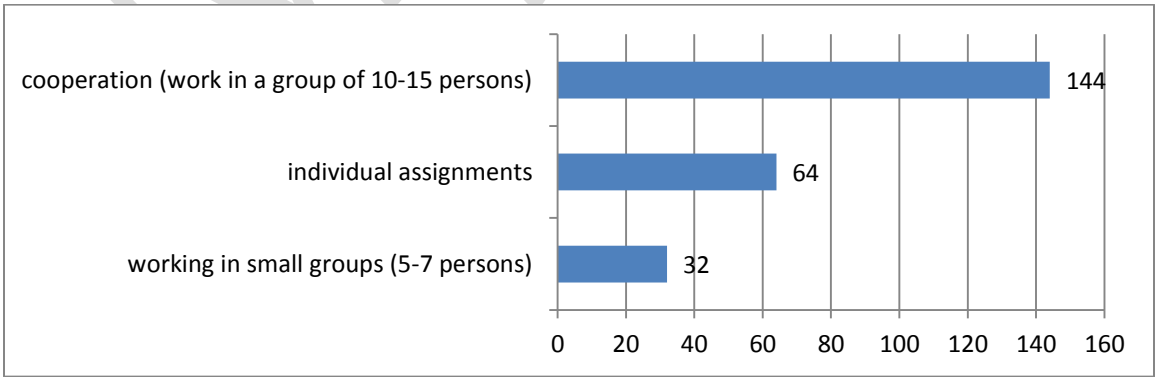

Fig. 2. Attractive organization forms of independent work

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Most of the students surveyed believe that independent extracurricular individual activities should include the following:

- subject test (entry/intermediate/final test) – 61%
- research (projects, student research, papers) – 48.7%
- creative assignments – 46.7%
- essays – 40%
- term/test papers – 38.5%

The following activities should be assigned for independent classroom work (a face-to-face interaction between the teacher and the students):

- practical and laboratory work – 55.4%
- solving standard problems – 40.5%
- business games – 37.9%, etc. (Fig. 3)

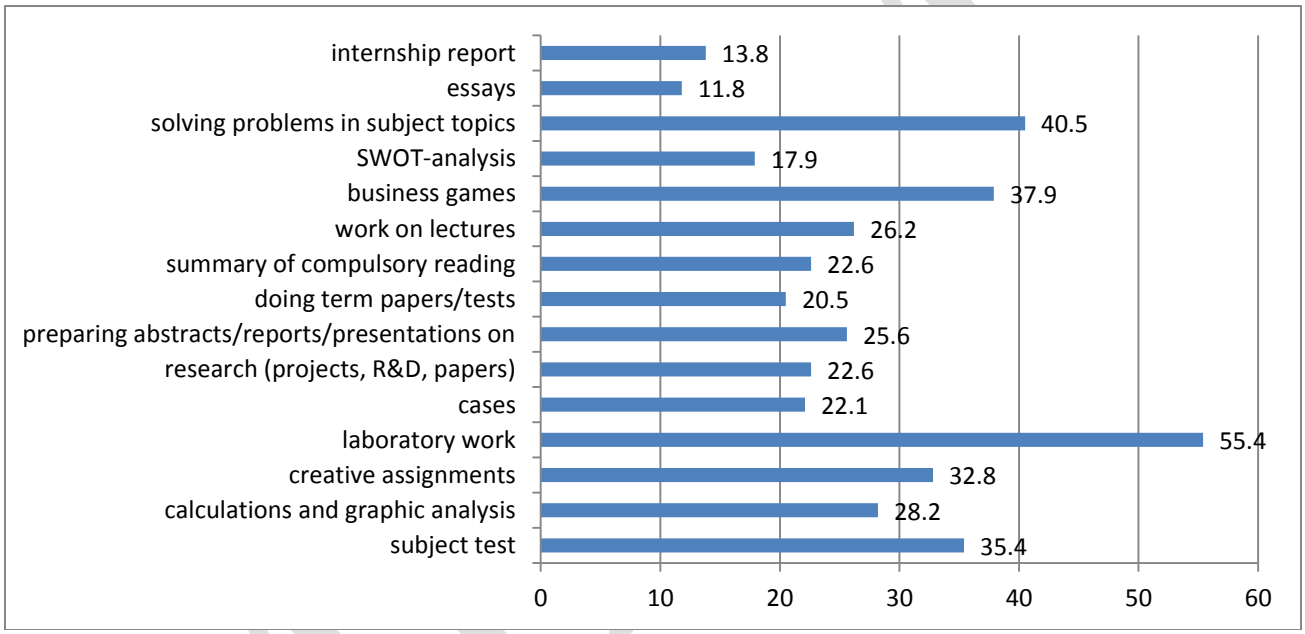

Fig. 3. Activities assigned for independent classroom work

Efforts to organize independent work at a modern university must ensure that it can be done with the resources of an electronic educational environment. For instance, 76.4% of the students use online courses in the Moodle system; 56.3% rely on printed subject-specific aids (textbooks, manuals, etc.); 26.7% utilize electronic library resources, and 23.1% turn to the information posted on teachers' blogs or pages.

A personal study schedule for subjects taught in a department is required by 77.4%, or 151 students. Fig. 4 rates a personal study schedule on a five-point scale and is equal to 3.83 points on average.

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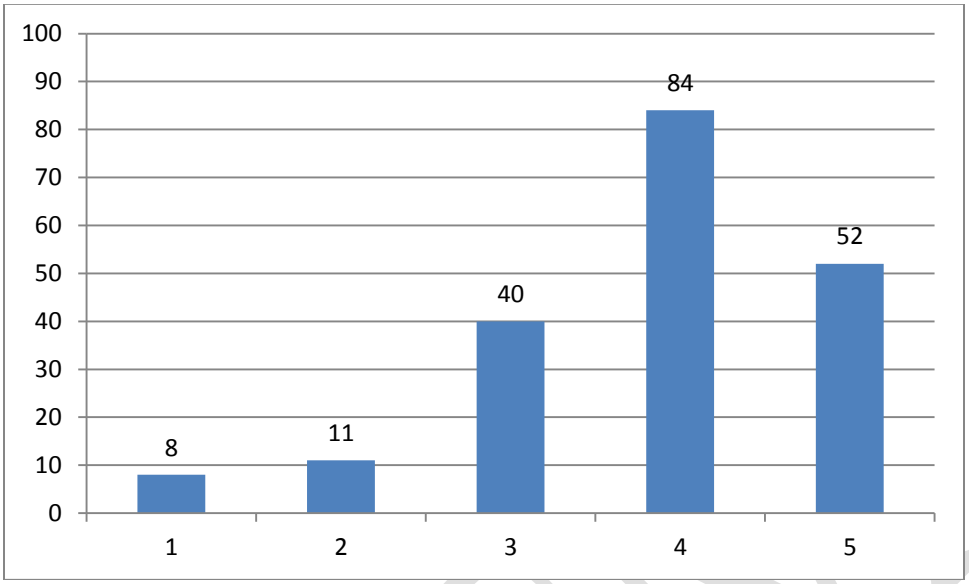

Fig. 4. Rated significance of an available personal study schedule

A personal study schedule suggests that students' independent work can be supervised by teachers. Over 87.2% of the students (170 persons) ask teachers questions related to the completion of assignments. This is because 43.6% (85 persons) find it "easier to ask rather than search on their own"; 36.9% (72 persons) feel that task-specific guidelines "are verbose and too complicated"; 19.5% (38 persons) think that the guidelines provide "very few" explanations for independent work.

When doing independent work, students find it more convenient to:

- do everything at home independently while being able to use live chat consultations (28.2%);
- do everything in the classroom independently (under the teacher's supervision and asking questions in person) (14.9%);
- combine individual homework with tutorials (56.9%).

At the time of the study, only 66.7% of the students (130 persons) had read the content of assignments before they studied course units, while 15.9% of them (31 persons) had not read the content of and procedures for assignments.

Let us address the forms that students think are effective to monitor independent work. The most effective ones include ongoing tests (34.4%, upon completion of units and modules), progress tests (24.6%), term tests (22.1%, at the end of a term), and self-assessment during a term (19%).

A separate set of issues was concerned with specific organization of independent work by students that describe the manner in which assignments are completed.

When doing independent work, most students (63.6%) follow their personal study schedule and submit completed assignments within the specified deadline; 18% complete their assignments immediately before submission; 10.3% complete their assignments ahead of time; 8.1% complete their assignments after the deadline.

The following conclusions may be drawn from the results of the study:

1. Individual homework combined with tutorials is the most effective form of organizing students' independent work. At the same time, students tend to do standard practical and laboratory assignments under the teacher's supervision, contribute to doing group tasks, and are willing to complete creative assignments out of class.
2. It makes sense to conduct independent work using an electronic educational environment and extensive online resources.
3. It is reasonable to plan independent work with a personal study schedule.
4. Guidelines for independent work should be fairly short and concise with specific assignments and recommendations to fulfill them.

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5. Independent work should be monitored while in progress. Monitoring independent work based only on the semester performance considerably discourages timely completion of assignments.

Discussion

In comparing the findings of the study with the theoretical justification of issues involving independent work management, let us first address the essence of independent work.

In the methodological literature, independent work is treated by many authors as an activity aimed at applying students' experience and knowledge to deal with new problems [1, 2].

These authors, however, most closely identify with the definition by I. A. Zimnyaya who views independent work as "a purposeful, self-motivated activity structured by the learner as a set of actions performed and correlated according to processes and results." [3].

This definition isolates motivation and reflection as elements of independent work, its process and result. Singled out as an activity, independent work also includes manifestations of relevant mental processes, such as memory, thought, and creative imagination.

Independent work is a special kind of any learning activity supervised by the teacher but without his or her direct involvement. It has a reproductive nature, which means that students study material on their own using a sample.

In doing independent work, every student represents an active and creative individual who is willing and able to perform various complex tasks.

For independent work to be effective, is it crucial that the "student has a profound understanding of its goals and means and is conscious of his or herself as an individual who directs, organizes, and monitors the learning process".

Independent work is a planned activity that students perform according to the task and under the teacher's guidance but without his or her direct involvement.

Independent work has a variety of purposes:

- learning subject-specific material
- developing independent work skills
- learning to take responsibility, dealing with problems unaided, finding meaningful solutions, resolving critical situations, etc.

Independent work promotes:

• deeper and wider knowledge;
• interest to learn;
• acquisition of cognitive techniques;
• development of cognitive abilities.

Independent work can be an organizational form of teaching, or it could be that a student is seeking a way to achieve a set goal on his or her own; progressing from ignorance to knowledge; building an adequate amount and level of knowledge, abilities and skills on one's own; forming an attitude to acquire knowledge, abilities and skills on one's own; forming an attitude to acquire knowledge, develop skills, and navigate information; acquiring self-organization and self-discipline skills [6].

In this survey, we relied on scientific propositions that define the essence of independent work (I.A. Zimnyaya, V.A. Kozakov, P.I. Pidkasisty, I.M. Platov, G.I. Shchyukina et al.).

Based on the analysis of studies on student's independent work management, the following approaches have been identified:

- exploring students' independent work as independent retrieval of information (S. I. Arkhangelsky et al)
- forms of self-education and self-development (S. I. Zinovyev, V. A. Usov et al.)
- self-organization of learning activity (O. A. Puchkov, N. S. Solopova)
- creative perception and understanding of learning material (V. I. Vaganova, A. G. Molibog et al.)
- a student's manageable independent learning (O. I. Mitusova, R. A. Nizamov et al.)
- managing a student's independent work (A. Belyayeva, L. V. Miroshnichenko, A. A. Tolsteneva et al.)

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Management is a term frequently used in educational situations where the refinement of educational process or a system is meant.

Management of student's independent work is defined as a set of processes implemented by divisions of the University and its academic staff in order to select, systematize and deliver instructional information, and ensure that learners acquire it in face-to-face and extracurricular activities, which facilitates effective development of learners' non-technical and technical competencies [7].

Notably, information and communication technology plays an increasingly important role in managing students' independent work. Studies by E. A. Denisov, S. A. Mavrin, L. V. Nikolayeva, E. N. Pryakhina, L. B. Fomenko et al. [9, 10] are devoted to different aspects of this process.

We have looked into the features of management specific to students' independent work at university, with the above factors considered as a whole. Based on the survey findings, we have developed a framework for students' independent work to be managed at university (Fig. 5).

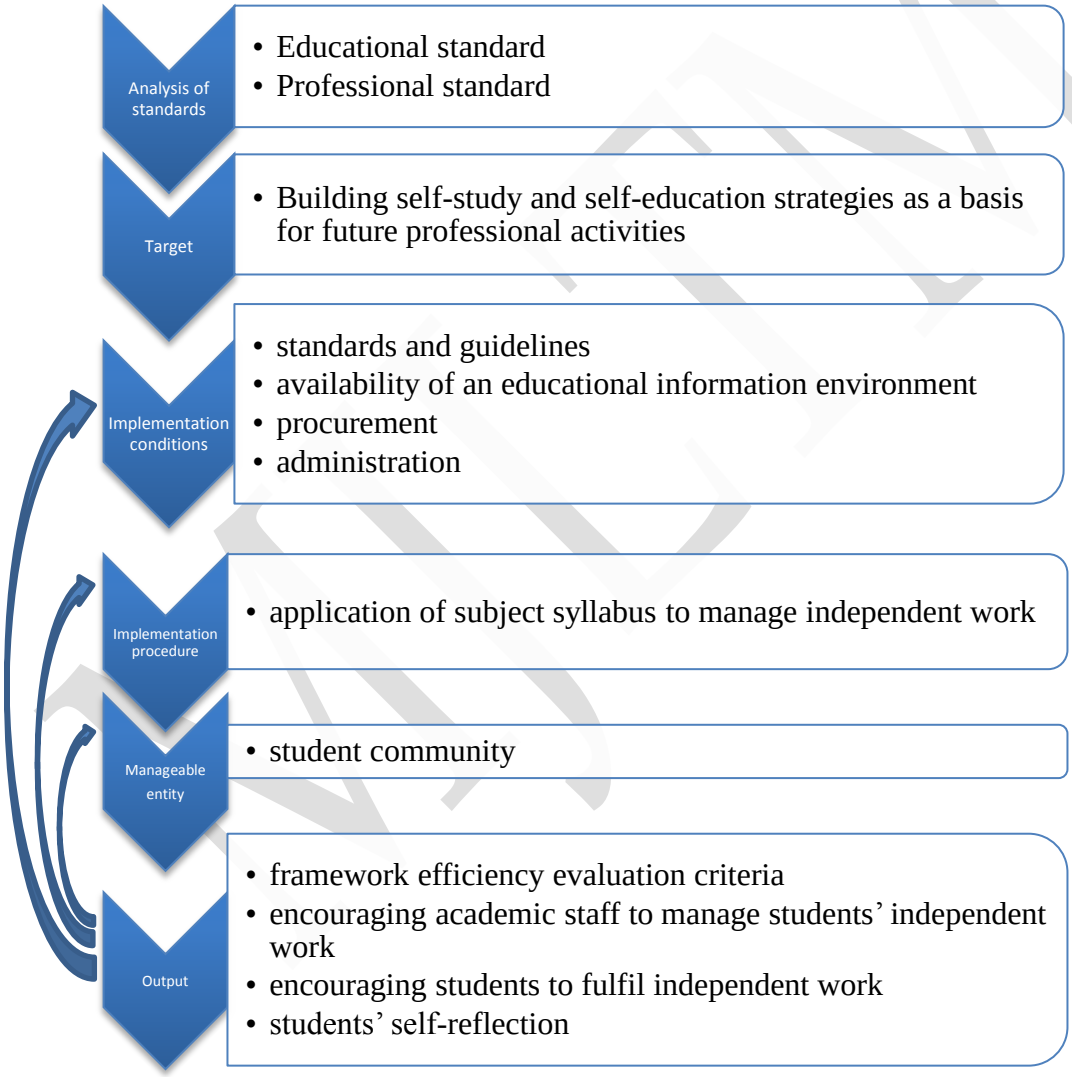

Fig. 5. Students' independent work management framework

During implementation of the SIW it is essential to complete a primary occupational education program, successively develop effective independent professional (applied and academic) activity competencies

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understood as the capacity to use knowledge, abilities, and personal qualities to succeed in a particular field, including general learning activities, such as:

- organizational activities – the ability to set goals and objectives while doing work independently; plan independent work and accomplish it in time; set up an essential environment for the workplace; cooperate to tackle learning tasks; perform tasks both individually and in a group; assess and review one's learning activity independently;
- information activities – the ability to handle sources of educational information, search for and utilize references and additional sources; know the use of information and communication technologies as required; select and sort out information on given topics; make plans of any kind and produce texts of any type; complete reproductive tasks using instructional aids;
- learning and intellectual activities – the ability to analyze, synthesize and summarize information and do other intellectual work independently; select means and methods of solving problems and ways to do work independently; provide detailed answers and argue in favor of one's own view; do independent work, such as academic research and project tasks that give an opportunity to learn something new; deliver the results of one's independent work [7].

The contemporary educational process offers quite a lot of independent student activities which could be divided into the following two large groups.

An academic group encompasses such independent activities as a bibliographic search for learning and scholarly resources; reading and comprehension of written texts; development of instrumental concepts; solving logical problems; doing project tasks; preparing fundamental answers to study-related questions and making academic reports; preparation for academic discussions; elaboration of academic summaries; preparation for seminars; preparation for end-of-term tests and examinations; making presentations.

A research group includes research approaches and procedures; preparing abstracts of academic reports; preparation of scholarly papers; preparing term papers; preparing graduation theses etc. [4].

Individual work is organized in two phases.

Phase 1. Initial organization requires direct involvement of the teacher with students' activities to correct mistakes.

Phase 2. Self-organization requires no involvement of the teacher while students develop their knowledge independently.

Unquestionably, active independent work is subject to students' motivation. In a strong competitive market, students are driven primarily by the need to prepare for further effective professional performance [8].

Factors that encourage students to step up their independent work include:

1. Practical orientation.
2. Creative spirit.
3. Participation in projects.
3. Use of active "instructional platforms" as teaching methods, such as game-based trainings, educational and business games, case technology and simulation games, immersion methods.
4. Use of motivational knowledge assessment: accumulative grades, rating, tests, non-standard examination procedures.

Conclusion

Thus, students' independent work at university is a multidimensional teaching phenomenon that promotes better learning. An analysis of the findings reveals that when properly organized and managed by teachers, independent work helps students learn to search for and make use of instructional information from various sources. It develops an essential ability to plan and organize their learning independently for further self-education. Opportunities become available to take full advantage of and develop personal strengths, to manage time wisely, and choose ways and methods of work.

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City Development And Higher Education:Mutual Influence And Change

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Abstract
The article is devoted to the study of the mutual influence of city development and higher education. Through the example of Kazan –one of the leading University cities of Russia - shows the expansion of the geography enrolled from different regions of the country into the largest University of the Republic. The changing role of universities in socio-economic development of the city was examined. The most significant functions of the education system to the urban economy, including creating jobs, attracting investments, cooperation with enterprises, the attraction of talented young people from other regions were revealed. The increased importance of the relationship of city development and higher education system in the last decade has shown.

Key words : city, education, mobility, urban areas, tourism, sustainable city

Introduction
The modern world is characterized by significant changes of urbanized areas. First, large and major cities are not just retain, but increase its appeal and now more than half the inhabitants of the planet is concentrated in urban areas, which occupy a small area and is placed unevenly. Secondly, high population mobility, including migration and tourism, encourages competition in urbanized areas for residents and tourists. Moreover, according to the world tourism organization of the youth tourism industry is growing faster than the tourism industry as a whole. So in 2010 this segment accounted for almost 190 million international trips per year, and projected all the same the world tourism organization by 2020 this number will increase to 300 million [1]. Low barriers for travelling enable young people greater flexibility to choose places not only for tourism, but then for life and education. International organizations produce rankings of the cities according to their attractiveness to students. So, according to the international rating of QS, for years the leader of the rating becomes Paris [2]. Often the choice of place for education, work and life occurs as a result of the favorable impression produced by the cities at the first visit, which could be tourism or visiting friends and relatives.

Methods
The study used scientific methods of cognition: induction and deduction, the unity of the historical and logical analysis and synthesis, and the system of economic and statistical analysis.

Results and discussion
Education as a condition of providing high quality of life is one of the most important factors in making a person decision on choosing a city for studying and living. The ability of attracting active and ambitious young people make the education system one of the basic spheres of life in the city, given that the quality of human capital is considered in the knowledge economy as a precondition for development. The index of human development takes into account the indicators of income, health and education, and in the jubilee "Report on human development 2010" was used, the expected duration of children's education (instead of gross coverage by education) and the average duration of schooling for adults (instead of the literacy rate of the adult population), which gives, according to the authors, a more complete picture of levels of education [3].
Developed and adopted a long-term "Strategy of socio-economic development of the Republic of Tatarstan till 2030" recognizes as a "core strategy" - a man and three main priorities relate to human capital: "in fact the formation and accumulation of human capital; creation of comfortable space for the development of human capital; creation of social institutions in which human capital demanded by the economy and can function successfully". Among the flagship projects that are directly related to the

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education system are: "Tatarstan is the center of gravity of the population in the Volga region"; "learning region: new economy – new professions and skills"; "Partnership to improve the competitiveness of higher education" [4]. The Republic of Tatarstan is one of the most socio-economically developed regions of the Russian Federation, the leader in the Volga Federal district by the level of GDP. The population is 3,855 million people, including urban – 2,940 million people, according to the Federal state statistics service in early 2015. The urbanization rate is over 76 % [5]. The largest most populous city is the capital of the Republic Kazan, where almost every third resident of the region and the population is 1,206 million people. The youngest is a city Innopolis – satellite city of Kazan agglomeration in the Verkhneuslonsky district, emerging with 2012 around the Innopolis University – "the intellectual core of the new city and a new Russian University, specializing in education and scientific research in the field of modern information technologies" [6]. Historically Kazan is a major industrial and commercial city, having favorable geographical position. The last decade, the city actively develops industry and post-industrial activities, primarily tourism and information technology. The higher education system of the Republic of Tatarstan is represented by a large number of public and private higher education institutions. On the territory of the Republic of Tatarstan in 2014-2015 academic year provides education 71 educational organization of higher education (27 educational institutions of higher education, including 16 state and 11 private (1 religious), 44 branches of educational institutions of higher education) [7]. Kazan is the "city of students", having both Federal University and two national research University. Table 1 presents the dynamics of SFE (summary figures of enrollment) of the leading universities of the city.

Table 1. Summary figures of enrollment of the leading universities of the city on years

№	Name of the University	SFE 2013 year	SFE 2014 year	SFE 2015 year
1	Kazan (Volga region) Federal University	4995	4316	5265
2	Kazan National Research Technological University	3607	3350	4638
3	Kazan National Research Technical University named after A.N.Tupolev	1895	1916	2008
4	Kazan State Power Engineering University	1249	1345	1449
5	Kazan State University of Architecture and Engineering	758	682	757

Based on the data sources [8]

One of the most important events from the point of view of the development of the city was the Universiade-2013. Dorms built for athletes participating in the event, became one of the most significant elements of the heritage of the Universiade for higher education system of the city. "The village of Universiade" was settled a year before the event - the campus, including dormitories high level, a residential district with an area of 274 000 square meters, which has everything you need for a comfortable stay, including sports fields and a stadium with the athletic sector, is able to accommodate more than 7 000 students KFU [9]. Currently there are non-resident students of the two Universities – Kazan Federal University and Volga region state Academy of physical culture, sports and tourism. The presence of such comfortable living conditions, undoubtedly has had a positive impact on the attractiveness of the University for students from other cities and regions. Proof of this, for example, is expanding the geography of new entrants in the first year. Geography enrolled in the first year of the KFU for the number of regions and leading regions in 2015 year are presented on Figures 1 and 2.:

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Figure 1 Population dynamics of the regions of the Russian Federation

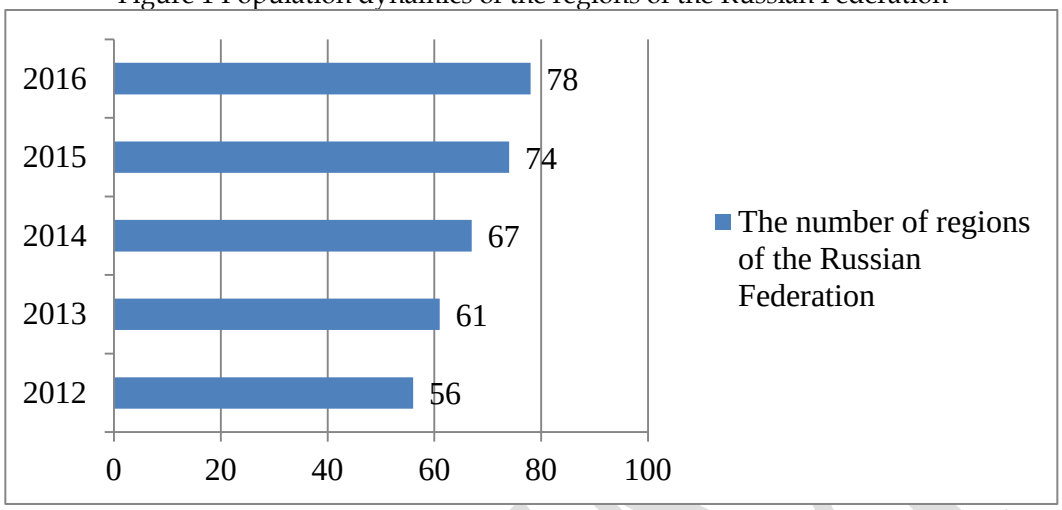
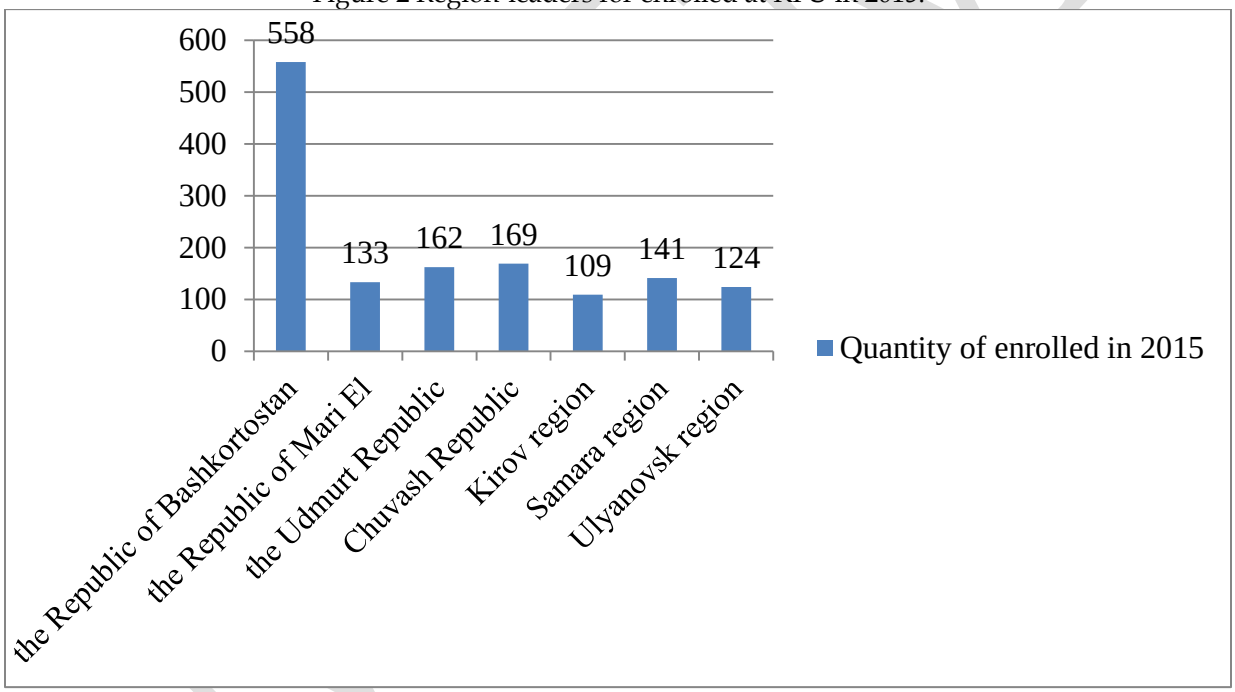


Figure 2 Region-leaders for enrolled at KFU in 2015.



Based on the data source [10].

Data presented in the table demonstrated that the number entering the first year of the KFU from different regions of the Russian Federation is increasing every year. One of the factors contributing to the increase in mobility among entrants to the university is the unified state exam (USE), the introduction of which facilitates the process of admission to another city. The opportunity to submit the results of USE remotely cancels the travel costs for admissions tests and provides a choice of several Universities for admission.

Kazan state University was one of the oldest universities in Russia and one of the largest universities in the city. In 2010, a presidential decree created the Federal state Autonomous educational institution of higher professional education "Kazan (Volga region) Federal University" by changing the type of an existing state educational institution of higher professional education "Kazan state University. V. I. Ulyanov-Lenin" [11]. Today, Kazan Federal University includes 13 institutes, 1 faculty, 3 high school and

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3 branches. The educational system, primarily high, performed in several roles equally important from the point of view of city development. Universities not only serve a social function – education of new professionals for the society, but also become economic actors, providing the city's economy with jobs – from faculty to staff, for example, one of the largest universities Kazan Federal University, provides more than 6,000 jobs [12]. Universities attract investment in the form of grants, agreements, etc. The universities have an influence on migration flows and the system of higher education defined the task of attracting talent in "Strategy -2030": "the Republic should become a place to attract talents from other regions and countries through the system of higher education". In General, the leading role of the entire education system in the long-term socio-economic development is evidenced by the fact that education is recognized as the basis for the development of the Republic and two flagship project of the "Strategy - 2030" directly related to the education system: "the learning region: new economy – new professions and skills" and "Partnership for enhancing competitiveness of higher education" [13].

Significant role of universities in ensuring that the innovation process and the development of the economy of the city. It should be noted that the role for Kazan historical in nature. A vivid example of the company "Nefis cosmetics" which is the "successor" of the first Kazan factory – stearic-chart of the Krestovnikovs ' plant, opened in late 1855. The idea of the brothers of construction of the plant prompted the scientist of Kazan Imperial (now Federal) University of Modest Kittary. And then 150 years of rapid development were directly related to the famous Kazan chemical scientific school, representatives of which helped the company to improve products and increase production efficiency [14].

Incontestable and crucial role of education for sustainable city development, including the formation of training programs in the field of sustainable development in universities and their focus on practical application [15]

Universities change the content of the spatial structure of the city – University facilities attract significant numbers of young people and affect the traffic flows of the city and modern urban infrastructure – bike paths, Wi-Fi, etc.; stimulates the development of the service sector and sports institutions – cafes, clubs, shopping malls, fitness centers etc. In recent years in Kazan develop creative space is actively used by students and young people – time-cafe "Clockface", the residence for the creative industries "Headquarters", Center of contemporary culture "Smena", coworkings and technology parks. Calvert Forum experts in 2014-2015 has developed an interactive map of the "Creative Kazan", which clearly demonstrates the geographic proximity of creative spaces and University facilities in the city centre [16].

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Summary

Universities and University community forms patterns of behaviour, culture and leisure time, and as the result the requests for places and spaces for leisure time; creates fashion to education and personal growth, contributing to the development of various training centers, language schools, etc.

Another important aspect of the interaction of education and urban development is the fact that cities themselves are involved in learning processes. In sufficient detail the process, its opportunities and prospects are described by Tim Campbell [17].

Despite its centrality to urban politics, economies and life, learning remains a neglected and under theorised domain in urban geography [18]. However, as McFarlane pointed out, in economic geography such terms as 'learning regions', 'regional innovation', 'knowledge mobility', 'clusters', 'creative city' and 'smart city' are well researched [19,20,21,22,23,24,25,26,27,28,29,30,31,32].

Due to the fact that high population mobility is a significant feature of the modern world, the education system becomes an important competitive advantage in attracting and maintaining the population of a large city. Developed education system in general, has positive impact on the socio-economic development of the city and significantly transforms as a qualitative characteristic – the urban environment, the general level of culture, the need for additional educational activities, etc., and reflect these changes in the spatial structure of the city.

Conclusion

Kazan is the University city with a developed industry. In the last decade are observed an active and successful attempts of the city to develop post-industrial industry, in the first place, such as tourism, IT-industry and education. The education system reinforces their economic function, as a major employer and center of attraction of investments. The educational system affects the functional structure of the city, and it also acts as a leading factor in attracting active young people in the city, expanding the geography of the regions of students in universities.

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The concept as linguocognitive form of flexible rationality

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Annotation
In this paper we consider the main features of post-non-classical science and a flexible form of rationality inherent in her, taking into account not only logical, but also pre-logical, individually subjective prerequisites for cognition. Based on the conditions of post-non-classical cognition, we analyze this form of thinking as a concept. As a result of the study, we identified the following features inherent in the concept. Firstly, the inseparability of rational and irrational cognition in the concept, and secondly, the concept is a specific synthetic (philosophical, linguistic, psychological, etc.) way of pre-theoretical cognition of reality. The concept is dynamic, it is both a result and the process of cognition, the concept assumes variability, ambiguous determinism, variability of properties of both an object of understanding, and the subject itself. Thus, based on our analysis, we came to the conclusion that it is the concept, due to its essential characteristics, that methodologically replaces the notion and is a linguistic cognitive form that most adequately meets the conditions of post-non-classical cognition.

Key words: concept, notion, metaphor, conceptual metaphor, post-non-classical rationality.

Introduction

The modern stage of the scientific knowledge development is usually referred to as post-non-classical, noting that the fundamental changes have occurred in science in the last decades relating to the nature of scientific activity, methodology, relations between the object and the subject of cognition. In the opinion of a number of researchers [1, 2, 3], a form of flexible rationality formed on the basis of taking into account the features of ontology of the subject of cognition is inherent in the post-non-classical stage of scientific cognition. The main difference is between flexible and rigid, classical, rationality in the awareness of nature of the cognizing subject and its relation to the cognized object. The classical type of rationality presupposes the principles of linearity, unambiguous determinism, objectivity and exclusion of the subject from the process of cognition, an appeal to the formal-logical laws, stable standard rules and methods of scientific activity. The flexible rationality combines, along with the logical and theological prerequisites of cognition, psychological, worldview, value aspects, individual ways and methods of thinking. The subject here also acts as rational, using logical methods of cognition as an instrument, and as an irrational one, possessing prerequisite knowledge, imagination, emotions, cultural and value orientations, etc. Moreover, both aspects of the subject are recognized as essential in flexible rationality, it allows not only to create an integral image of the object under study, but also to understand the very cognizing subject, to take into account his mental experience, from which the image of the world he studies is built, as well as to include the subject himself in this image of the world as its integral and active part.

In this paper, we seek to identify and analyze the essential characteristics of the concept as a form of thinking, due to which, in our opinion, the concept becomes a linguistic cognitive form that most adequately meets the specifics of post-non-classical cognition at the present stage of the science development.

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Materials And Methods

In this study, we relied on the periodization of the history of science developed by V.S. Stepin, in which he distinguishes three stages: classical, non-classical, post-non-classical (modern). Each of the periods has its own types of rationality, theoretical and methodological attitudes, styles of thinking, norms and ideals of scientific research [4].

Also, as a methodological basis of our work, we should point out the experimental approach - a direction in the modern cognitive science, which justifies the legitimacy of movement from studying the linguistic images of the subject's world to reconstructing his conceptual picture of the world. The content of thinking is embodied in the form of various linguistic structures that are correlated with the attitudes of the cognizing subject. Within the framework of the experimental approach, we analyze the experience of human perception of the world, the ways of its conceptualization and embodiment in language [5].

We also used the general scientific methods (traditional for social and humanitarian works) as a method of historical and logical unity in cognition, a systematic approach, as well as the general research methods: analysis, synthesis, classification, comparison and generalization.

Results

The definition of modern scientific rationality as post-non-classical led to a surge of thinking over this form of thinking as a concept, however, it would be erroneous to assume that the interest in the concept and its role in cognition arose only recently. We tend to believe that the prerequisites for the formation of modern views on the concept should be searched in much earlier periods, because "the concept problem is the problem of how people think" [6, p. 70], and the analysis of thinking, in turn, has a tradition in philosophy. In addition, it is historical and philosophical analysis that will allow us to trace the evolution of views on the concept nature and create a holistic view of it.

According to E.A. Izmailova [7], the interest in the concept as a philosophical concept has been already formed in antiquity. The very term "concept" is not used by ancient Greek philosophers, however, it is found the concepts with close content, for example, an "idea" as the meaning of a thing in Plato et al. The use of term "concept" is also found in the texts of late antiquity and the early Middle Ages in Tertullian, Augustine, Boethius.

For the first time, the idea of the concept was developed in the Middle Ages by Pierre Abelard, Gilbert Porretansky, the modists Thomas Aquinas, Duns Scotus et al. in a theoretical way [8, p. 387]. In medieval philosophy, the concept, unlike the notion formed according to the rules of reason and reflecting the language structure, was associated with a speech that was expressed, according to S.S. Neretin: "by the introduction of this term, the Word, which had been single before, was severely divided into language and speech" [9, p. 305]. The concept was understood as subjective, creative in nature, it included individual intonations, values, motives and ideas. According to Abelard, the concept unites in itself three "abilities of the soul": it is turned into the past as an act of memory, it gives an intention for the future as an imagination, but it is directed to expression of here and now as an act of speech.

In the philosophy of the Modern Times, the conceptual acts of understanding were superseded by the concept of a conventionally unambiguous and most successful instrument of scientific cognition. However, some philosophers, while considering the issues of epistemology, nevertheless touched upon the problem of the various forms of "grasping", thereby implicitly, but rather closely approaching the concept idea. One of these approaches can be called the transcendental schemes of I. Kant [10], which form the rules for the formation of "sensory concepts". The transcendental schemes are the mental structures, but at the same time they are connected with sensory data. Such a duality brings them together with the concept, which is also a form of thinking, and includes immediate sensations and impressions. The concept analogies can also be found in the Hegelian "idea", which is an intermediate step of the intelligentsia between contemplation and thought. According to Hegel [11], idea is often confused with concepts, because it also has a common nature, however, it still bears the imprint of subjectivity, non-reflectivity, which makes it precisely similar to the concept.

Speaking about the authors, who have maximally, but not explicitly, approached the concept, it is worth mentioning Frege and his idea as an "associated idea" [12]. Frege also speaks of the existence of a symbol

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(a mathematical symbol, a word, etc.) that is not identical with either its denotatum or the idea meaning. The idea is subjective, based on sensory perceptions, emotions, personal experience, it is dynamic and unstructured.

Let us turn to the researchers, who deliberately analyzed the concept. In the article "Concept and word", Askoldov, analyzing the concept nature as a cognitive agent, comes to the conclusion that its main function is the function of substitution: "A concept is a mental formation that replaces an indefinite set of objects of the same kind,... sides of an object or real actions,... purely mental functions in the process of thought" [13, p. 269]. At first glance, such understanding of the concept brings it closer to the notion, but Askoldov immediately emphasizes that the rudimentary and dynamic nature of the concept is manifested in its duality: the concept is also an act potentially serving as a basis for further thought operations and achieving "specificities", and, at the same time, the subject itself, which is replaced by the concept.

The author considers the concepts of art apart from the concepts of knowledge. The concepts of art, unlike cognitive ones, are mixed with the irrational psychological categories: ideas, feelings, emotions, desires, they are characterized by associativity of the concept elements, and this associativity is individual and non-logical.

It should also be noted that Askoldov speaks of the impossibility of full concept explication in the language sphere: "the author always gives significantly less than he would like to give... not for lack of time or for lack of talent, but because something is an inexhaustible and often even inexpressible possibility in this idea" [13, p. 274].

The way in which the concept is understood in the future, already in modern philosophy, is close to the nature of concepts in Askoldov's understanding in many respects: dynamism, simultaneous representation as a process and its result, illogicality, irrationality, individuality, ineffability.

In turn Hans Blumenberg, the German philosopher, the founder of metaphorology [14], analyzes the metaphorical origins of abstract philosophical concepts. In the interpretation of Blumenberg, the concept is the result of a fusion of metaphor and notion, has flexible, non-static nature.

The French philosophers J. Deleuze and F. Gwattari, asking themselves the eternal question about the essence of philosophy, define it as "a discipline consisting in the creativity of concepts" [15], and thereby put the concept in the center of philosophical problems. Every philosopher, from antiquity to the authors themselves, thinks with concepts - individual, multidimensional, rigidly undefined forms.

In our opinion, the above chronologically and disciplinary broad spectrum of ideas and views on the concept and the forms of thinking identical with only confirm the importance of this set of problems. At the same time, we see that the concept understanding among various researchers is aligned in many respects: the concept is a personal, dynamic collection and reproduction of meanings, values and impressions.

At the same time, putting forward the hypothesis that a "concept" is coming to replace the "notion" in the post-non-classical rationality period, it is necessary to note certain problems concerning these terms in the modern scientific discourse. Having analyzed the works of a number of researchers in the field of cognitive linguistics and philosophy, we came to the conclusion that it can be identified two tendencies in modern science with respect to the relation between the terms "concept" and "notion".

The supporters of the first position (in our opinion they are in the minority) do not differentiate the notion and the concept, he latter is unambiguous, static, rational equal to the logically understood content of the notion for them. As an illustration, the following definitions can be cited: "Concepts are... the basic form of conceptual thinking... conceptual inventory" [16, p. 102], the concept is "a notion named by language in the form of a lexical meaning of a word" [17, p. 506], "the notion content, its semantic fullness in abstracting from the specific linguistic form of its expression" [18, p. 503].

The supporters of the second approach (they are in the majority) are inclined to distinguish the concept and the notion because of the non-identity of their content. V.Z. Demyankov [19], on the example of a vast list of texts of different linguistic and genre affiliation, examines the cases of using the term "concept" and concludes that the concept, with rare exceptions, retains the meaning of incipience, incompleteness, it

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is "only preliminary, fragmentary, incomplete, sometimes vague, only relatively fair, valuable and consistent idea of the whole world that lies behind some of the concepts and models (reflecting in scientific research) the true concept of human" both in the "native Romance area" (Latin, Italian, Spanish and French), and in the "foreign territory" (German, English, Russian). The concept, unlike the notion, does not require an "explicit agreement", it is not "constructed" conventionally, but "reconstructed" in order to reveal the "essence of the mental world" that lies behind it [20].

A similar point of view is shared by other linguistic scholars. V.I. Karasik notes that being in all integrity is expressed in the concept, and the notion is only one of its aspects, at the same time the notion can be defined, and the disclosure of the concept content is difficult. N.A. Krasavsky also agrees that the concept is broader than the notion and includes, along with abstract features, some "specifically associative and emotionally evaluative features". V.F. Novodranova and I.P. Massalina, in turn, distinguish a number of features that distinguish the concept from the notion: the concept includes irrational assessment, emotional, sensory aspects; the concept contains both the notion itself and its "naive prototype" (metaphors, culturally and historically conditioned ideas, etc.); the concept has a less rigid structure, it is variable, indefinite, multivalued. [21]

Thus, we observe a rather wide range of arguments in support of understanding the concept not identical with the concept of personal dynamic collection and reproduction of meanings, values and impressions.

As we see, the authors who singled out the concept in a different form of thinking emphasized the fundamental difficulties that arise when trying to reveal the concept content. Based on this, it is even formulated a categorical criterion for finding the differences between the concept and the notion: if we are able to give the word an unambiguous clear definition - there is a notion before us, if there are some problems with this operation - we have a concept [6, p. 75].

The indirect reasoning on this topic can be found in the book of J. Lakoff and M. Johnson "Metaphors We Live" [22]. The authors note that the concept definitions given in the dictionaries are understood in the formal logical sense as the disclosure of the concept content, i.e. indication of its essential features. Such a traditional approach tries to be objective, within the framework of which it is considered that a person defines a concept exclusively by explication of "inherent" properties. According to Lakoff and Johnson, we open the concept only partially in this way. Our ideas about the object, which is meant by the concept, often go beyond its essential characteristics. For the completeness of understanding, we involve metaphors based on natural types of experience (interactive characteristics). That is, the conceptual system of a person is determined by what people we are, how we interact with the surrounding material and cultural reality. Thus, the authors emphasize the inadequacy of traditional, "objectivistic" definition, offering a personal, empirical theory in return.

In our opinion, there is no problem associated with the "inadequacy" of the classical definition: the thing, which is called a traditional, objective approach to definition by Lakoff and Johnson is an operation performed precisely over the concept. But the author's empirical theory of definition speaks about the definition of concepts. The concept, unlike the notion, is not determined on the basis of only significant features, its content is broader. The interactive characteristics based on natural types of experience play a primary role. This experiential perception is subjective, therefore the concept itself, unlike the rational notion, is not only conceived, but also individually experienced. Thus, the concept content does not represent a fixed, rigidly defined set of inherent attributes - the concept is free, flexible, it is determined by the prototypes and ways of communicating with them.

As a result, using the "concept" and "notion" as synonyms, the authors still see the deep internal difference of these forms of thinking, which is expressed in the construction of a new theory of definition by them.

Summary

As a result of the study, we identified the following features inherent in the concept. Firstly, the inseparability of rational and irrational cognition in the concept, and secondly, the concept is a specific synthetic (philosophical, linguistic, psychological, etc.) way of pre-theoretical cognition of reality. The concept is dynamic, it is both a result and the process of cognition, the concept assumes variability,

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ambiguous determinism, variability of properties of both an object of understanding, and the subject itself.

Conclusions

Rigid, classical rationality operates with the notions - rational forms of thinking, expressing the general essential features of objects and performing exclusively the cognitive functions. Flexible rationality is associated with a figurative reflection of reality by the complex representations, through which the object under study appears in various contexts and demonstrates various properties.

Thus, the analysis of essential characteristics of the concept confirms the previously given hypothesis that the concept is the most acceptable linguistic cognitive form of rationality at the present stage of the science development. The concept is relevant to the post-non-classical requirements of accounting for the formation of scientific theories of psychological, emotional, pre-logical and intuitive attitudes of the cognizing subject, it is a fundamental, pre-conceptual form of thinking of not only ordinary or artistic, but also scientific.

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The core of professional language in terminographic representation(based on the special vocabulary of the medical sphere)

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Abstract
The article presents the findings of investigation of professional vocabulary that is basic in medical sphere – international anatomical terminology, which was studied from terminographical and linguo-didactic viewpoint with the application of descriptive, comparative, contrastive and linguo-statistic methods. The materials of lexical minima included in the manuals of 2010s, as well as special terminological editions, were undergone the analysis. The common and specific features of this term system, the problem of its elimination in the core of special vocabulary, the peculiarities of dictionary description of this circle of terms are considered.
The analysis shows that the sources under investigation have a conspicuous number of errors, inaccuracies in forming and interpreting the core part of anatomic terminology. It is not rare when in the studied lexical minima, on the one hand, there are no frequency units that occupy an important place in this system of terms, on the other hand, there are registered terms that practically are not used or even beyond the anatomic terminology.
The results of the analysis prove the appropriateness of expansion of the number of characteristics included into the descriptions and the term taken into account when interpreting, the necessity when determining the core of terminology along with the frequency marks of the terms to take into account their derivational activity, as well as to consider their place in the terminological system.

Keywords: anatomic terminology, the Latin language, terminography, the core of terminological system, linguo-didactics, language for special purposes (LSP), comparative-contrastive method, quantitative data

Introduction

The professional sublanguages are one of the main and important objects of investigation in contemporary linguistics. They are studied in various aspects and terms, from various positions (see, for example, the materials of a specialized volume (the 14-th in two books) of the international encyclopedia [Handbücher 1997 (the publication of the 44th volume, and all about Languages for Special Purposes / LSP has been planned by 2018); Solnyshkina 2014; Gafiyatova 2015]).
Special attention is paid to terminological components – the basic in the word stock of the languages of professional communication, the peculiarities of their presentation in dictionaries of various type (see, particularly, articles № 183-224 in sections XX-XXIII of International Encyclopedia; for example [Lippert 1997: 1966–1975; Trojanus 1997: 1937–1946 и др.]).
Classification, comprehensive study and description of terminological systems are important in theoretical and especially in practical aspects. Among applied problems, a significant place is occupied by those that concern the linguo-didactic area in the study of terms, presenting and mastering the terms in the process of language learning for specific purposes.
Actual glottopedagogical problem is the formation and adequate presentation of core (basic) part of the system of terms.
The preliminary analysis of specialized publications concerning medical terminosystem and its subsystems shows that a number of material presented there has no adequate systemacy and completeness, therefore, the mentioned materials need to be comprehensively studied, the valuable practical result of which can be recommendations on developing optimal informative form of representing and interpreting of special lexical units, as well as propositions on inserting corresponding corrections and supplements in the existed reference books.

Methods

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This article deals with the analysis of terminographic descriptions of anatomic vocabulary presented in Russian editions of 2010s, which have didactic orientation and are intended for medical colleges [Bukharina 2015, Nechai 2016, Panasenko 2016, Chernyavsky 2016], as well as the data of special-purpose terminological publications are involved [Bakhrushina 2010, Terminologia Anatomica 2003]. The research is conducted using comparative-contrastive methods along with the descriptive one.

Results

Anatomy (especially in its anthropometric part) is interdisciplinary medicobiological area which has a series of features. The anatomic terminology forms a part of the developed languages in two variants: a) built on the basis of original lexemes (national anatomic terminology), b) composed on the material of the Latin language (Latin anatomic terminology). The latter type has an international character (see, for example, [Terminologia 1998], which is the result of 56 national anatomic communities work). On the whole, it is a closed term system that contains 7428 units, in particular in international variant, and quantitavely belongs to the group of macrosystems of terms – the systems having more than thousand elements [Slozhenikina 2013: 19].

In order to determine the core of anatomic terminology, we have selected the lexical minima presented in the recent textbooks on the Latin language for medical students published in Russia. These lists of words offered are obligatory for the students to learn, therefore, those lexemes are of great importance for the minima to be selected that make up the core of the terms on anatomy. Consider the mentioned minima from this viewpoint.

Only one of the four analyzed textbooks points out the principles according to which the vocabulary was selected. M.N. Chernyavsky in the preface to the textbook differentiates three principles: "the frequency of use, thematic importance and word-forming valency (participation in forming derivative words)" [Chernyavsky 2016].

Table 1 presents the data on quantity of terms (words and word-combinations) included by the authors into minima.

Table 1

Source	**The total number of terms**	**Words**	**Word-combinations**
[Bukharina 2015]	306	301	5
[Nechai 2016]	413	395	18
[Panasenko 2016]	409	409	0
[Chernyavsky 2016]	423	412	11

The overwhelming majority is presented by terminological words, the word-combinations are included in those cases when the lexeme in terms of anatomic terminology has a restricted collocability, as a rule, with one or several units, for example: *bulbus oculi* (eyeball), *glandula suprarenalis* (suprarenal gland), *medulla ossium* (bone marrow), *pelvis renalis* (renal pelvis), *vena portae* (portal vein), etc.

The comparative analysis of the lists of words showed that the authors differently approach to the selection of terms, and the minima are appreciably distinguished in volume and composition of the core (basic) part of anatomic terminology. All four sources have only 154 terms that have coincided, the three sources – 163, the two sources – 99. Only one of four editions fixes 215 terms.

Table 2 gives the data in general.

Table 2

The number of sources	**The number of terms that coincide**
4	154
3	163
2	99
1	215
Total	631

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Table 3 presents the data about number of words that are absent in one source but offered in the rest three ones.

Table 3

Source	The number of terms
[Bukharina 2015]	53
[Nechai 2016]	22
[Panasenko 2016]	78
[Chernyavsky 2016]	10
Total	163

Coincidence between two sources are in table 4. Large number of coincided terms in [Nechai 2016] and [Chernyavsky 2016] can indicate both active use by one author of the materials of the other authors, and the same criterion of selecting the units.

Table 4

The sources that coincide	The number of terms that coincide
[Bukharina 2015] and [Nechai 2016]	4
[Bukharina 2015] and [Panasenko 2016]	2
[Bukharina 2015] and [Chernyavsky 2016]	11
[Nechai 2016] and [Panasenko 2016]	15
[Nechai 2016] and [Chernyavsky 2016]	48
[Panasenko 2016] and [Chernyavsky 2016]	19
Total	99

By the number of unique terms, one distinguishes the lexical minima represented in [Panasenko 2016] – 134 terms, and absent in the rest three editions. The total number of terms is 214, the generalized data are in table 5. Y.F. Panasenko has included in his minimum 28 words that are a part of 308 words most frequently used, but absent in the rest textbooks, for example (hereinafter in parenthesis there is information about absolute frequency on data [Bakhrushina 2010]): *plexus, us m* (95); *fasciculus, i m* (59); *basalis, e* (50); *plantaris, e* (40); *area, ae f* (38); *lobulus, i m* (35); *interosseus, a, um* (31); *communicans, antis* (29); *renalis, e* (23); *ascendens, entis* (21). etc. Chernyavsky has only one such term among 27 unique units: *labialis, e* (15); Bukharina – 2 terms from 20: *tractus, us, m* (96); *cerebellaris, e* (13), Nechai – 4 terms from 33: *caroticus, a, um* (19); *acusticus, a, um* (16); *inguinalis, e* (15); *calcaneus, a, um* (13).

Table 5

Source	The number of terms
[Bukharina2015]	20
[Nechai 2016]	33
[Panasenko 2016]	134
[Chernyavsky 2016]	27
Total	214

The frequency list represented in [Bakhrushina 2010] includes 2182 of Latin words in frequency decreasing order from 593 to 1. The same terms are represented alphabetically in this edition in the Latin-Russian dictionary, the Russian-Latin comprises 2184 terms. The information about frequency presented in this source is based on the data [Terminologia Anatomica 2003].

In the course of research it was discovered that out of 308 terms with frequency in use 13 and higher 44 units are not included: *centralis, e* (46); *segmentalis, e* (39); *et* (34); *membrana, ae f* (34); *lymphoideus, a, um* (31); *tela, ae f* (30); *stria, ae f* (29); *vestibularis, e* (29); *penis, is m* (28); *compartimentum, i n* (25); *collateralis, e* (24); *choroideus, a, um* (23); *reticularis, e* (23); *terminalis, e* (23); *arcuatus, a, um* (21); *capsula, ae f* (21); *cuspis, idis f* (21); *digitalis, e* (21); *marginalis, e* (21); *olfactorius, a, um* (21); *obturatorius, a, um* (20); *clitoris, idis f* (19);

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cochlea, ae f (19); *spiralis, e* (19); *tibialis, e* (18); *cisterna, ae f* (17); *eminentia, ae f* (17); *griseus, a, um* (17); *pedunculus, i m* (17); *sensorius, a, um* (17); *cum* (16); *pancreaticus, a, um* (16); *serosus, a, um* (16); *visceralis, e* (16); *planum, i n* (15); *septalis, e* (15); *subserosus, a, um* (15); *anterolateralis, e* (14); *hippocampus, i m* (14); *tegmentalis, e* (14); *palpebralis, e* (13); *parasymphaticus, a, um* (13); *solitarius, a, um* (13); *tonsillaris, e* (13).

It is worth noting a certain conditionality of absolute frequencies represented in [Bakhrushina 2010]. Let us consider three anatomic terms as an example:

Table 6

A12.0.00.045	Cor	Heart
A12.1.00.006	Apex cordis	Apex of heart
A12.1.00.007	Incisura apicis cordis	Notch of cardiac apex

The Latin word *cor* (heart) in the second and the third cases is in the compound names, in Genitive and points to heart characteristic. Such cases are, in our opinion, advisable to take into account individually when highlighting frequency.

Certainly, a frequency criterion cannot be the only one in selecting the vocabulary, as the anatomic terminology represents the units with frequency 1, which are important for anatomy, for example: *gaster, tris f* (stomach); *lien, lienis m* (spleen); *ren, renis m* (kidney) и др. [Terminologia Anatomica 2003].

It seems unjustified to include low frequency anatomic terms into lexical minima (it is especially relevant in the cases when the frequency units are beyond the reference books), see, for example: *bipennatus, a, um* (bipennate); *fusiformis, e* (fusiform); *geniohyoideus, a, um* (geniohyoid); *masticatorius, a, um* (masticatory); *multipennatus, a, um* (multipennate); *semipennatus, a, um* (semipennate); *sternohyoideus, a, um* (sternohyoid) and the others.

In the analyzed sources we have discovered the terms which are not included into Terminologia Anatomica, among which there are the following groups:

a) the terms from other subsystems of medical professional language (clinical, pharmaceutical, and the others): *abscessus, us, m; bilateralis, e; flos, oris, m; folium, i n; hernia, ae, f; nodosus, a, um; unilateralis, e,* etc..

b) the nouns forming comparative and superlative degrees in a non-standard way (this group is represented only in [Bukharina 2015]): *bonus, a, um; malus, a, um; optimus, a, um; peior, ius; pessimus, a, um*.

c) the verbs (traditionally, this part of speech in the textbooks on Lalin is considered in the section that deals with formulation) (this group is represented only in [Panasenko 2016]): *effero, extuli, elatum, efferre; flecto, flexi, flexum, ere; misceo, miscui, mixtum, ere; nutrio, ivi, itum, ire; perforo, avi, atum, are; recipio, recepi, receptum, ere*.

Such units should be omitted from the terminological core, having included highly frequent anatomic terms instead of them.

Discussion

The considered system of terms is the system between the units of which there is different relations:

a) hyponymy: *digitus, i m* (finger / toe) and *index, icis m* (index finger); *hallux, ucis m* (great toe); *pollex, icis m* (thumb) и др.;

b) synonymy: Russian anatomic term *подъязычный* has three correspondences in the Latin language: *hyoideus, a, um*; *hypoglossus, a, um*; *sublingualis, e* and others;

c) antonymy: *dexter, tra, trum* (right) и *sinister, tra, trum* (left) and others;

d) polysemy: *crus, cruris n* coreesponds to two Russian words: *ножка* and *голень,* and others;

e) homonymy: *os, ossis n* (bone) and *os, oris n* (mouth), and others.

The cases of variation of terms are also observed, for example: *thyreoideus, a, um* and *thyroideus, a, um* (thyroid), and others.

The analysis shows that the enlargement of possibilities of using the terminological reference book that contains the core of anatomic vocabulary will be considerably contributed to by the extension of a range of parameters described in it, including the information about different system relations between the units represented in the basic part of the system of terms.

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The thesaurus (in particular - the electronic thesaurus) form of describing the elements of the terminological sphere contributes to a significant strengthening of the systemic approach in the presentation of terms and clarity in the presentation of various (paradigmatic and syntagmatic) relations between them [Galiullin 2014: 273–280]. As the analysis shows, this form significantly expands the information potential of the reference book, the possibility of using it in various fields, including in the field of education.

Summary
The study shows that the task of determining and describing the core of Latin anatomical terminology has not yet been adequately decided. Existing lexical minima often include low used terms and even the terms that are beyond the appropriate terminology, and the frequency terms, on the contrary, remain beyond the reference books. The results of the analysis testify that when the terminological core is being formed, the criterion of frequency of use cannot be unique and absolute, it is also necessary to take into account the role and place of the term in the terminology and its derivational activity.

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Phenomenological and language components on conceptual level of mental states representations

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Annotation
The article is devoted to the study of conceptual characteristics of mental states representations. It describes the phenomenological regularities and features of conceptual descriptions of mental states of meditation, fatigue, ecstasy, tranquility, melancholy, uncertainty, gaiety, pity, pleasure, jealousy, affection, love. The empirical study was conducted using the free object description technique. The results show that the structure of the conceptual characteristics of mental states representations is distinguished by a "nuclear" formation, layers of varying degrees of density and periphery represented by the unit values. Positive states of a high level of mental activity (enthusiasm, gaiety) have the highest density of nuclear formations, the states of average level of mental activity have medium (approximately 35 to 49%), and the low levels of mental activity are characterized by a low density of nuclear formations - below 35%. To describe the states, the persons tested used from 4.3 words to 8 words. Many mental states did not largely coincide with the dictionary reference, the persons tested operated with everyday, existential descriptions. The conceptual descriptions are often associated with associative manifestations of mental states representations.

Key words: linguistics, mental state, mental representation, conceptual level, phenomenological characteristics

Introduction

In the modern scientific research, a special attention is paid to the study of mental representations, which can be viewed both as a process (process of displaying, representation), and as a result, unit (description of experience within the world picture).

The first approach, where the procedural, dynamic side of mental representation, its cognitive functions (mental representation is often equated with cognitive representation) is first studied, uses the neurophysiological and neuropsychological methods. The study of processing the information presented and its coding-decoding, the mechanisms of mental representation through the study of thought processes, attention, memory, speech activity, reaction time, as well as consideration of patterns, features and dynamics of the representations formation characterize this approach [Blatt, Auerbach, Levy, 1997; Carstensen, Fredrickson, 1998; Cooper, 1990; Lukowitsky, Pincus, 2011].

In the framework of another approach, the mental representation is understood as the internal structures that are formed in the process of human life, in which the picture of the world, the society and itself is represented, and most of researches are carried out by the psychosemantic methods [Andreeva, Belopolskiy, Blinnikova, 1998; Prusakova, Sergienko, 2002; Lotto, Rubaltelli, Rumiati, Savadori, 2006; Bascoe, Davies, Sturge, Cummings 2009].

The relevance of studying mental representations because of their influence on all mental processes, as well as human behavior is obvious. A special place is occupied by research of ideas about mental phenomena, in particular about emotions and mental states. Dorfman (1997), Sergienko (2002) carried out their studies in the framework of an approach that analyzes knowledge and beliefs about emotions within the global cognitive structures: emotions act as a multifaceted phenomenon of mental life, knowledge about which should be presented, structured and included in the process of mental regulation [Dorfman, 1997; Prusakova, Sergienko, 2002]. They also raised a question of the level organization of mental states representations, as well as studied the phenomenological, explicit and implicit aspects, language and bilingual features of the mental states representations [Alekseeva, 2015; Alekseeva, 2016; Alekseeva, 2016, Alekseeva E.M. & Bulatova A.M., 2016, Bulatova A.M. & Alekseeva E.M., 2016].

However, we need the studies, the purpose of which would be a holistic study and description of the content and structure of mental states representations (actual, past, future, positive and negative,

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equilibrium and nonequilibrium). The object of research is not the mental states themselves that arise on the basis of experiencing the actual situation, but the subjective description of the ideas about this or that mental state. Since the states are the most individual and subjective phenomenon of the psyche, the identification of universal and specific components in their representations can demonstrate important regularities in forming the structure of ideas about the world as a whole and about oneself.

Methods

We proceed from the assumption that the mental representations can acquire a hierarchical, multi-component structure with time and the accumulation of individual experience, where the associative, estimated, conceptual and figurative levels are distinguished.

The patterns and features of the conceptual level of mental states representations have become the subject of a real empirical study. The empirical study base was made by the students of the Institute of Psychology and Education of the Kazan (Volga) Federal University: 34 people aged 16 to 23 years old (29 women and 5 men). It was used the free object description method. The persons tested were given the following instruction: "Please give a brief written explanation to the following concepts. Do not target anyone; there are no good or bad answers". The words-stimuli were represented by the states of different levels of mental activity: *meditation, fatigue, ecstasy, tranquility, melancholy, uncertainty, gaiety, pity, pleasure, jealousy, affection, love* (Table 1).

Table 1.

Classification of the studied mental states by the level of mental activity

Level of mental activity	*The investigated mental states*
High level of mental activity	Ecstasy, gaiety, pleasure, jealousy, affection, love
Medium level of mental activity	Tranquility, meditation, pity
Low level of mental activity	Fatigue, melancholy, uncertainty

Subsequently, it was carried out a qualitative and quantitative analysis of empirical results. We also took into account the level of mental activity of the studied states and the relationship with the associative level of mental representations.

Results

Let us separately consider the empirical data for each mental state studied.

"Meditation" is the intellectual state of the medium level of mental activity. The state core (49.7%: hereinafter referred to as a percentage of the total number of answers) is the explanations using the words "thoughts", "cogitative" and "thinking" (the latter characteristic has amounted to 11.7%): "concentration of thoughts", "thinking process", etc. The following layer includes such descriptions as the immersion state - 14.7% of responses ("immersion in thoughts", "state of immersion"). The adjective "mental" was less common - 8.8% ("mental process", "mental work", "mental stress"). The following characteristics were singled out as a separate layer (5.8%): the solution of something ("finding solutions", "solving the problem"); concentration, contemplation or thoughtfulness. The following statements were on the periphery: hesitation, lack of answers, clash of motives, etc. Most answers have cognitive characteristics and only some of them have the motivational ones ("hesitation", "collision of motives").

"Ecstasy" is a positively colored non-equilibrium state of a high level of mental activity. The state core is "joy" (61.8% of the persons tested). 29.4% of respondents consider ecstasy as an "experience or state of joy", "sudden or instant joy" - 8.8%, "strong joy", "extreme or highest degree of joy" - 5.8%. There were also such descriptions as: "transcendental joy," "exalted sense of joy," "joyful surprise," etc. The following layer includes the experience of euphoria - 14.7%, then happiness - 8.8%. The ecstasy explanations as surprise, pleasure, positive reaction represent the next layer (5.8% of the persons tested). The following descriptions are referred to the periphery: "emotional manifestations," "experiencing positive events," "elevated mood," "a state of enthusiasm". Most of the answers have emotional characteristics, but the physiological process is also mentioned - "reaction to the stimulus".

"Uncertainty" is a negative willed state with a low level of mental activity. The structure of nuclear state

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includes the descriptions of "decision", "indecisiveness", "fluctuation in making a decision" - 23.5%. Next layer: "anxiety" or "fear", "doubt" (20.6% of the persons tested). There were also the following descriptions: "doubt in the skills and abilities", "fear of making a decision," "fearfulness," "fear to fail". The following layer included negative psychological characteristics of the individual's self-awareness - 14.7%: "self-dissatisfaction", "self-doubt", "low self-esteem", "disequilibrium of the self-concept and self-consciousness", etc. The conceptual field periphery includes: "uncertainty of perception," "state of discomfort," a sense of "lack of strength," "changeable assessment," "lack of inner hardness". Most of the answers have emotional characteristics - anxiety and fear, the core is made up of intellectual features. There is still a description of the physiological process - "lack of strength".

Tranquility refers to the equilibrium states. The state core is "appeasement" (35% of the persons tested). The following layer (11.8%) includes the following descriptions: absence of something ("absence of contradictions", "absence of anxiety"), relaxation and harmony. Then it comes a layer containing the characteristics: equilibrium, adequate or sober assessment (5.8%). The following statements were on the periphery: "being within self", "peace and quiet". Most of the answers have a positive emotional characteristic, and some - a physiological one.

"Fatigue" is the state of the medium level of mental activity. The state core is represented by the description "absence or loss of physical and moral strength" (35% of the total number of answers). Then it comes a layer that characterizes fatigue as tiredness or overwork - 23.6% of responses ("overwork, physical and moral", "muscle fatigue"). The following layer consists of even more rare answers, such as "a state when you do not want anything" (14.7% of respondents). There were also such descriptions as: "apathy", "lack of desire", "I do not want anything". The last layer is the state of exhaustion (8.8%). Periphery: "headache", "inhibition of thinking processes", "heaviness in the legs, laziness", "a state of discomfort". Most of the answers have a physiological characteristic, and only a few of them have the willed ones.

"Melancholy" is the state of the medium level of mental activity. The state core is "sadness" (35.6% of the persons tested). There were such characteristics as: "sad thoughts", "sadness, languor", "incomprehensible sadness". Melancholy explanations like regret, lack of something, depression represent the next layer (8.8% of the persons tested). The examples are represented by the descriptions of "a feeling of regret", "a desire for something absent", "a feeling of lack of something", "part of a depression symptom", "feeling depressed", etc. Another layer was made by the descriptions of melancholy through tears or boredom - 5.8% ("whiny state", "state of boredom", "tears"). The periphery included: "dissatisfaction", "feeling of loneliness", "complete hopelessness", "state of devastation", "suicidal ideals". Most responses have emotional characteristics, but there is also a motivational component - "everything is boring".

Gaiety is a positive emotional state. The structure of nuclear state includes such descriptions as "a sense of joy," "a sense of happiness" (50% of the persons tested). There are the following examples: "joyful perception," "a sense of easy joy," etc. Next layer: "high spirits", "good mood" - 29.4% of the persons tested. There were also such descriptions as: "a positive mood". The following layer included the characteristics of gaiety as a state: positive state" (5.8%). The periphery includes: "absence of problems", "mentally vigorous state", "serenity". Most responses have emotional characteristics ("joy", "positive emotion").

Pity is a relatively equilibrium state. The state core (41%) is represented by the explanations with the words "sympathy" and "empathy" (14.7%). For example, "sympathetic position", "I want to feel compassion, help," etc. The following layer includes descriptions of pity as a state of sadness or a relation to someone - 11.7% of responses ("sadness and disrespect", "state of sadness", "feeling for someone, something", "someone feels worse, than to you"). The explanations of the concept of pity as an experience of disrespect, superiority were met even less often - 8.8% ("shame for excellence", "degrading quality"). The following characteristics were singled out as a separate layer (5.8% of the persons tested): "empathy," "similar to empathy". The following statements were on the periphery of the conceptual description of pity: "do not feel anything", "the desire to help", "when you see misfortune", "the experience of contradiction", "indifference". Quite a lot of answers have an emotional characteristic.

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Pleasure is a positive emotional state. The state core is "satisfaction" (41% of the persons tested). The following layer (26.5%) includes descriptions of pleasure as something pleasant ("pleasant emotions", "pleasant psychophysical state", "pleasant feeling"). Then it comes a layer containing the concept of joy - 14.7%. Another layer is "delight" (11.8%). Satisfaction as a positive emotion was described by 8.8% of people. The following statements were on the periphery: "a state after a job well done", "a sense of euphoria", "selfishness", "a feeling of good", "a state close to ecstasy". Most of the answers (and the core too) have psychophysiological characteristics, some - emotional.

Jealousy refers to the states of communication. The state core has an unusual structure - it includes 2 characteristics. This is a "sense of ownership" and "distrust or uncertainty" (29.4% of responses), so almost 60% of responses were included in the core. There were also such descriptions as: "lower feelings, suspicion", "a consequence of a sense of ownership", "acute experience, suspicion". The following layer includes such experiences as anger, dissatisfaction and irritation (5.8%). The periphery included such descriptions as: "a sense of resentment", "anger caused by imperfection", "a feeling associated with an imaginary view", "subjective form of addiction", "aggressive hatred". The answers have different components: volitional - uncertainty, emotional - anger, psychophysiological - dissatisfaction, etc.

Affection is a state that arises in the process of communication. "Good attitude", "positive attitude" are part of the core state (17.7%). Next layer: "when you like", "positive feeling, emotion" - 8.8% of the persons tested. There were also such descriptions as: "positive attraction", "like each other". The following layer included "attraction", "benevolence", "interest" - 5.8%. The periphery includes: "desire to contact", "the first stage of love", "a sense of intimacy", "strong attachment". Also there were some characteristics of the associative level ("summer feeling").

"Love" is a positive state of the medium level of mental activity. This state was the most difficult to analyze. The state core (14.7%) is represented by the conceptual explanations using the word "affection". The following layer includes such descriptions as: "unconditional acceptance", "a feeling for which..." (5.8%). The periphery was represented by a lot of utterances: "a feeling of extreme affection", "a sense of kinship", "a positive feeling", "unity", "emotional dependence", etc.

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Discussion

The structure of the conceptual characteristics of mental states representations is distinguished by a "nuclear" formation, layers of varying degrees of density and periphery represented by the unit values.

It has been revealed some differences in the core density: the highest density is had be the positive states of a high level of mental activity (ecstasy, gaiety). The states of the average level of mental activity have an average density of core formations (approximately 35 - 49%). The states of low level of mental activity are characterized by low density of core formations - below 35%. The exceptions from this pattern are represented by the states of love and affection, they have extremely low severity (17.7% and 14.7%, respectively). The characteristics of these states were very individual, the layers barely stood out, most of the descriptions came to the periphery. This indicates great differences in the life experience of the subjects.

To describe the states, the persons tested used from 4.3 words to 8 words. Many mental states did not largely coincide with the dictionary reference, the persons tested operated with everyday, existential descriptions. The descriptions that appeared at the periphery often represented the components of the associative level, which proved to be difficult to separate with the conceptual level under study in some cases.

Conclusion

In the study, it was possible to identify some patterns in the conceptual characteristics of mental states representations. We found the connection between conceptual and associative components of mental states representations.

The prospects of studying the mental representations of mental states consist in further developing of a unified model of mental states representations, including correlation of the obtained data with the results of studying other levels, reconstructing the structural organization of mental states representations. It was also possible to conduct a comparative study in another sample of respondents who speak another language and belong to a different culture. In addition, it is promising to study the transitions from one mental state to another.

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Problems Of Formation of Competency Modeling, Application And Information Processes of Enterprises And Organizations In Preparing It Professionals of The Economic Sector at The University

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Abstract

An evident successful experience of training professionals with knowledge of software products "1C" has been accumulated as a result of long work in the vocational education system and at the Department of Informatics and Mathematical Methods in Economics of Naberezhnye Chelny Institute KFU Economics Division. We cannot formalize, determine and propose it as a universal model yet, but some main ideas are quite interesting and can be applied in other educational institutions.

To ensure the economy of the Russian Federation personnel required, to support the processes of import substitution, development of professional education in the field of it and innovative national it solutions the Union "Agency of development of professional communities and workers "WorldSkills Russia" in cooperation with the company "1C" and with the methodological support of the Moscow Polytechnic University has developed the concept of "related" competence – "it solutions for business on the platform of "1C:Enterprise 8".

Keywords: 1C software products, educational-methodological complex, information technologies, cloud technologies, educational practice, internship, graduation projects competition, informal communication.

Brief introduction

With the development of information society, information technologies (IT), reaching a high level of development, more and more penetrate in all spheres of public life, including education. The problem is not only in the rapid development of IT, but also in IT training. The basic organizational stages of such staff preparation can be divided into four groups:

1. the "1C" company's software product line study in the framework of training programs for bachelors and masters, built in naturallymathematical disciplines and professional unit block courses and electives;
2. students' participation in contests and competitions held by the company "1C";
3. organization and subsequent employment practices in organizations of the company "1C" partner network;
4. The students and professional practitioners informal thematic communication, the organization of workshops, discussions, business games and discussions (the profile shift group "The economic Olympus" in Dubravushka student camp, Grushin Festival arbuzniki (informal meetings) etc.

The main aim of training IT professionals in the training direction 03.09.03 (new code for GEF 3+) "Applied Informatics in Economics" and 38.03.05 "Business Informatics" is competences forming of the in the field of IT, methods and tools for the development and maintenance of information systems for different disciplines on the modern scientific and technical level.

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Materials and methods

Hardware, software and information resources make IT essentials. The effectiveness of training is largely determined by the sequence of connection and studied theoretical disciplines, supported and added by the courses with a practical orientation. For example junior students get acquainted with the history of IT development, architecture and computer devices and communication systems, they study the theoretical foundations of economic information systems. On the basis of theoretical knowledge and with the economics disciplines study the students are involved in the development of methods and IT tools and aids. Graduate works of students have a practical focus and are often used by some organizations in their work.

The graduation works of IT-direction students are performed and commissioned by the city-forming enterprise "KAMAZ", finance, education, information and communication committees, banks and financial institutions of Naberezhnye Chelny and the Kama region, and many others. The experience of using IT in teaching process can be described by such components, as the technical, software, methodical, personnel and information provision, and students' achievements can illustrate its effectiveness.

The initial acquaintance of students with software products "1C" takes place in the first year in the "Computer science and programming" study. Students master the platform interface, programming elements in the "1C". "Education 1C" medium (environment) is actively used here.

Studying "Information systems and technologies" in the third year it is considered information, technical, technological and ergonomic provision and support of information systems. The typical configuration of the program "1C: Accounting 8.3." is used at the studies. Classes are held in computer labs using the network version of the program. The focus on this stage of training is given to the study of the composition and content of directories, originally presented in the program; to the study of details template forms composition of primary documents; the content of the various chronological logs (postings, and other operations) is analyzed.

At the workshops the students learn the entire technological process chain, realized in the user's workplace. The students gain skills performing operations (from the data input to the report output) based on the test case materials. Thus, the practical work of the students is an illustration to the subject "Information technologies of an end-user."

Also in the third year the curriculum provides the discipline "Project Workshop". The students study the program "1C: Accounting 8.3" once again, but the work with the program is held in a different aspect. The educational-methodological complex of the discipline is focused on the program "1C: Accounting 8.3" as the base of technological capabilities and economic programs development. One section is dedicated to working with the program "1C: Accounting 8.3" as the platform "1C: Enterprise 8.2 (3)", which includes the program "1C: Accounting 8.3" is a powerful tool in dealing with the huge number tasks of any organization organizational and economic management.

The students learn programming elements in the "1C" acquire configuration skills, gain experience building applications based on the platform "1C: Enterprise 8.3", study the approaches to the implementation of programs "1C" at enterprises of various branches of economy. Another section is devoted to the development of software features "1C: Managing a small firm", which is the propaedeutics of corporate information systems use. At this stage cloud technologies are used actively.

It is a modern concept of IT, which is a distributed set of computing services, applications, access to information and data storage, without requiring the user knowledge of the systems physical location and configuration that provide these services. Training during service https://edu.1cfresh.com/ is of great help in organizing and conducting classes with students.

In addition, in the third year studying the discipline "Information systems design" a future IT professional in the field of economics, a specialist in finance and management to gains the knowledge about corporate information systems practice, tries his hand in the supervisor position directly during the training, making decisions on which depends the success of an enterprise. This opportunity provides the use of software "1C" - "1C: Manufacturing Enterprise Management" in the educational process.

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"1C: Manufacturing Enterprise Management" is a complete solution for business management, developed in accordance with the concept of ERP (Enterprise Resource Planning - Management and Enterprise Resources Planning).

The use of "1C: Manufacturing Enterprise Management" ensures the timely receipt of data required for analysis and decision-making. It focuses on the key business processes, which automation enables the largest financial results.

- financial management;
- production and warehouse logistics;
- Products supply and distribution;
- the enterprise human resources management;
- customer relationship management.

Software product "1C: Manufacturing Enterprise Management" study is aimed at the students' system of interrelated knowledge about the practical application of ERP-solutions development, at the willingness and ability to use them in their work. The widespread use of "1C: Manufacturing Enterprise Management" in Russian, Ukrainian and Kazakh companies is a guarantee of obtained knowledge demand on the part of employers.

In the fourth year according to the curriculum the discipline "Information Management" is provided. In the course of its development, the students have the opportunity to work with "1C" company materials. The materials posted on the website of the company "1C" on the Internet, as well as presented in the press. Information of the company "1C" is useful for the students in the preparation of reports, essays and reports on such policy issues as forms and methods of implementation of standard software products; assessment of the advantages and disadvantages of the purchase ready-made standard software products; approaches to the implementation of programs of the family "1C"; the implementation and operation of programs monitoring and many others.

Results and discussion

Thus, the students specializing in "Applied Informatics (in the economy)," and "Business Informatics" are provided with the conditions of continuity in the study of specialized "1C" programs in various aspects, taking into account the content of basic education programs

The main direction of the department is to improve the quality of educational services, standardization of teaching and methodological support of all readable disciplines, closer relationship of economic and technological disciplines, developing creativity and initiative of students and postgraduate students, the organization of regular seminars and schools (electives) together with external companies and firms in the following areas:

- IT systems design methods and aids;
- modeling of business processes;
- IT line of IBM products, Microsoft, 1C;
- corporate information systems and technologies (large-scale databases, data warehouses, corporate portals).

The key factors to support modern IT is the preservation and strengthening of material-technical base of computer labs and classes, the further growth of the teaching staff qualification, the creation of teaching aids and materials in the format of websites and e-learning resources of training modules, the work on certification of experts from the number of students, postgraduate students and undergraduates.

One of the most effective events on the organization of students practices followed by employment on the base of partner "1C" company network organizations, as shown, was the "The Day of 1C: Career," which is traditionally held in November in many cities of Russia, Ukraine, Kazakhstan, Moldova. In Naberezhnye Chelny the event is held on the basis of a number of universities, including Naberezhnye Chelny Institute KFU since 2007, it's official organizer is the company "Firm LIST" unlimited ("1C" company's official partner in Naberezhnye Chelny).

Leading companies-partners "1C", well known in the Tatarstan information services market: 1C-Rarus, Intelkom, innovation center STEVE etc, participate in the " The Day of 1C: Career». The directors and

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leading specialists of partner companies are reporting at the plenary. The reports are focused on the franchising business in Tatarstan, on the production and pre-diploma practice and employment in companies-partners "1C". Also the students and graduates of NCHI KFU in the framework of this event have the opportunity to undergo preferential testing "1C: Professional". For seven years, " The Day 1C: Career" event in NCHI KFU was attended by over 3000 students and graduates.

Of great importance in the preparation of professionals with knowledge of software products "1C" is the participation of students in the Olympiad competition on programming of registration and analytical problems on the platform "1C: Enterprise" and the contest of graduation projects using the software "1C", conducted for several years by "1C" with the participation of regional distributors "1C". We believe that a real help to gain experience for the future professionals of the domestic IT industry and their leaders within the framework of these activities undoubtedly stimulates interest in the study of software products "1C" both by the students and by the teachers and contributes to the further successful employment of graduates.

Several years of informal dialogue practice shows that in creative collaboration with students the behavior of teachers is extremely diverse and determined by their individuality.

An organized profile shift group of students "The economic Olympus" in the student camp Dubravushka NCHI KFU, as well as the visits to Grushin Festival, arbuznikovs meetings demonstrated well that the pupil-student is able to see for himself the personal meaning in learning professional skills. Students have the opportunity not only to express their attitude to current events, but also to justify and defend their own opinions. The teacher, professionals, and students are absolutely equal as speech partners, IT professionals, possessing an extensive range of modern IT, engineering skills, which is conducive to the creation of comfortable psychological climate for communication.

We present statistics on participation of students who participated in the events organized with the support of 1C since 2007.

Table 1. Statistics of student participation in the activities of 1C (for the period from 2007.)

Timing	Events	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
September	The open day organizational meeting			70	98	203	112	34	42	37	27
October	The graduation projects competition		8	18	14	12	20	8	7 (8)	2	
November	The day 1C:Career		43	74	156	87	132	93	184	52	
January	Scientific-practical conference	1	3	3	9	11	13	23	37	19	21
January-April	Graduate design		3	12	9	7	8	11	15	7	3
February	Olympiad on programming	7	26	37	42	36	31	21	25	28	20
	Prof. the competition for accounting		54	38	63	41	28	16	82	59	8
	Competition ITC									21	49
	Olympiad in web programming								17	27	21
March	Week "1C:the Applicant"			321	427	598	783	816	974	872	972
April	The final 1C (Moscow)		4	8	8	7	15	16	20	19	13
June	"1C:Trainee" ("Youth Day")			41	27	43	37	9	5	7	8
July	Grushinsky festival (Samara, Russia)				7	19	23	24	52	48	46
during the year	Student electives 1C		18	125	284	163	137	113	97	36	32
	industrial practice	3	18	9	11	8	9	7	9	5	6

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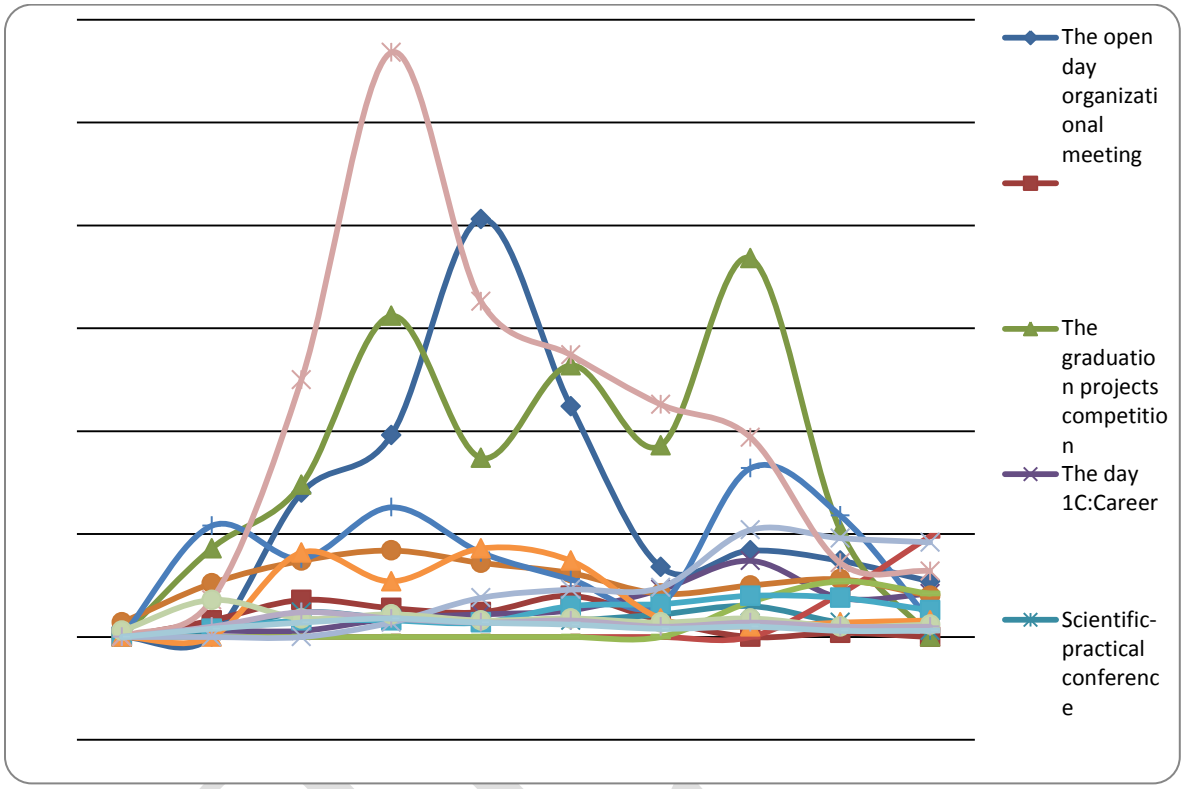
second semester	predegree practice		5	12	9	7	8	5	7	5	5
С июля	Internship (and employment)		4	7	9	7	6	4	5	3	3



With all this diversity the logical center which determines, educates and develops the effects of such cooperation is always the respect for the student personality – that is the sense of equality which distinguishes the subject-subject relationship of the student with a potential employer.

Thus, the future IT professional, a teacher and his specialists- teachers are involved in human culture context, different languages, arts, ways of life in all their originality, which contributes to the completeness and the depth of the compliance with profession, that is, the level of a specialist with significant experience.

Conclusions

The demand for IT professionals with skills of business analysts and economic analysis in an environment of modern information systems (IS) is very high. IT equip and reproduce almost all the techniques of financial management, marketing and logistics, rules and regulations of accounting and tax accounting, accounting policy and MSFO and managerial accounting standards. Therefore, the target oriented disciplines disclosing the use of information systems in business management and economic activity in large enterprises are more often included in the bachelor's education curricula nowadays.

Thus, for the education of bachelors in NCHI KFU, specializing in "Applied Computer Science" and "Business Informatics" practical orientation of training is provided with maintaining the necessary theoretical basis. To do this, the main content of training is focused on the best practices of higher education institutions and the requirements of potential employers to the competencies of graduates. The ability to work with the software "1C" expands the range of graduate employment, allows to obtain production skills, which brings confidence and, consequently, increases the professionalism of the future IT specialist and his competitiveness in the labor market.

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Problems Of Professional And Pedagogical ActivitiesOf Novice Teachers In Education

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Abstract
The modern Russian education system is focused on the entry to the world educational space and is accompanied by significant changes in pedagogical theory and practice, suggesting reforms and innovations in the content of education, which entails different approaches, attitudes and another kind of pedagogical mentality of the teachers. In addition, nowadays the point of teachers' work and target setting in their professional activities are reconsidered. However, the results of the analysis of the current state of Russian education suggests that there is a number of problems, which are connected with young people's involvement in school. This paper deals with one of the key problems which is the lack of purposeful work with novice teachers and the lack of effective mechanisms for involvement them in teaching activities, which impedes the renewal of educational institutions stuffing at the expense of novice teachers. Article highlights the nature of the novice teachers' work, considers professional pedagogical activity, reveals a number of psychological, professional and didactic problems experienced by the young educators, suggests the ways of their solving. The author innovative three-year program "School of the novice teacher" which includes training seminars, lectures, psychological and pedagogical help is of great professional support of young teachers.

Keywords: education, a novice teacher, professional and pedagogical activity, professional standpoint, teachers' work.

1. Introduction

The results of sociological research show that contemporary tendencies in Russian schools, unfortunately, are extremely negative, because in the sphere of stuffing predominant increase in teachers is due to the teachers of retirement age, which is a very alarming fact, influencing the development of Russian education. While 30 % of graduates of pedagogical higher education institutions come to work to school, only 1/6 of novice teachers remain in the education system after the first three years of teaching [Julia V. Ryseva, Milyausha M. Kalashnikova, Pavel A. Baklanov, Dmitry O. Zhdanov, 2014].

Characteristics and forecast of development of the problem situation demonstrates the urgent need for human resource upgrade. It is also very important to accept that one of pedagogical values are novice teachers with creative attitude, who are capable of continuous professional development, who possess the technology of creative interaction and who are skilled to rely on the laws of the educational process [Koof J., Chen C., Himsel, A. & Greenberg E., 2007].

Currently, the implementation of such strategic objectives as the creation of a modern system of continuous education, training and retraining, taking into account the innovative nature of Russian education, is extremely important [Ibragimov I.D., R.R. Ishkakova, M.A. Galeeva, M.M. Kalashnikova, Yu. V. Ryseva, I.I. Galimzyanova, I.A. Sharonov, 2015]. Koballa, T.Jr., Bradbury L. & Deaton S. M. (2008) correctly state, that any changes must start with a system of teacher education, which advances these reforms and innovations, with the training of future teachers or in particularly extreme and emergency situations with retraining existing teachers [Koballa, T.Jr., Bradbury L. & Deaton S.M., 2008], which determines the relevance of our research.

150 novice teachers were interviewed in Russian cities of Naberezhnye Chelny, and Nizhny Novgorod. We have come to the conclusion that novice teachers have the following problems in understanding the point of teachers' work in accordance with the requirements of the new Federal State Standard of Education: planning and organization of educational process; synchronization of actions with all members of the educational process; unwillingness to use an updated system of evaluation of pupils' educational outcomes; unwillingness to changes in professional practice and to development of

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comfortable learning environment in order to achieve social order. These professional problems characterize the risk of unavailability of young professionals to the teaching activities and significantly prevent the achievement of qualitatively new educational outcomes [Bilyalova A.A, Ryseva Yu. V., Kalashnikova M. M., 2016].

2. Methodology

The methodological foundations of the study are: the unity of system and personal-activity approaches, exposing the professional activities of the teacher and the process of creative self-development based on the principles of humanism, synergy, hermeneutics, axiology, anthropology.

Theoretical analysis of psychological, pedagogical, sociological, methodological literature on an investigated problem, the research and analysis of best teaching practices allowed the use of a rating system for identifying the most important factors influencing the successful professional growth of novice teachers. Problems of professional activities were studied using the methods of empirical measurement : observation, interview, questionnaires, interviews, introspection, self-analysis and self-reports of novice teachers; a method of creative design, mass discussion, scientific discussion, review of school documentation and products of creative activities of novice teachers and students.

The point of the work of novice teachers can be explained on the basis of analysis of professional-pedagogical activity as a specific social activity [Jeffrey B., Craft A., 2001]. It should be stated that professional standpoint of novice teachers are not adequately formed up to that time, yet he/she does not come into real teaching practice. Outside of real teaching practice professional standpoint, remain at the level of general guesses, reflections, assumptions, coming from a social setting. The coming to a new place gives the novice teachers a desire to approve themselves, to adapt to a new team, to show their professionalism (it is this process that affects the creation of professional standpoints).

The proof of this thesis can be found in the works of many scientists who have studied the professional standpoint in terms of its manifestation in educational activities.

S.L. Rubinstein suggests considering the professional standpoint through different ways of activities. He considers that the teaching activity is not an external doing but the standpoint in relation to society and to people that the person creates and demonstrates in professional activities [Rubinstein S.L.,1989].

The standpoint of the individual in relation to his/her activities, finds its expression through the mechanisms of self-management of the process of own activities, which help him/her to act as an independent personality [T.I. Shamova, 1982].

A.K. Abulkhanova-Slavskaya explores the subject standpoint as a comprehensive description of the psychological operation modes in accordance with their abilities, conditions, relation of the subject to the task, on the one hand, its strategy and tactics – on the other hand, and finally, as an objective development of activity (its events and fragments) [Abulkhanova-Slavskaya A.K., 1991].

L.M. Mitina considers that educational activities include teacher's professional activity which is aimed at solving of development problems and teaching of students, also it includes putting the student to the position of the active subject of his/her own activity and capacity for self-management, self-determination, self-realization [Mitina L.M., 1998].

It should be noted that in a number of works devoted to the professional activity (Bramwell, G., Reilly, R., Lilly, F., Kronish, R. and Chennabathni, R.)

S. Feiman-Nemser's research is particularly distinguished. The researcher believes that a fundamental step in the development of educational activities is its adoption by novice teacher [Feiman-Nemser S., 2003].

As a result of this process, a personal sense of activity is set. It defines such activities as personal emotional appeal for the teacher himself. Establishing a personal sense by novice teacher leads to a further transformation of pedagogical activity that influences the quality of teachers' work.

The peculiarity of pedagogical activity of a novice teacher is a temporary characteristic associated with its process as a whole and with consecutive stages, such as professional training in high school, socio-professional self-determination; consolidation of social parts and professional standpoint, the accumulation of stable social relations and the achievement of social and professional success in the

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teaching field [Flynn G. V. & Nolan B. (2008), Gagen, L.& Bowie, S. (2005), Breaux, A. L. & Wong, C. H. (2003)].

Content of the pedagogical activity is interpersonal communication, sharing pedagogically interpreted socio-cultural experience and the creation of individual experience in the totality of axiological, moral, ethical, emotional and meaningful, substantive, evaluative components.

According to our observations, for educational activities of novice teachers often preoccupation with their own information activities prevails, when they perceive a variety of situations in the classroom as an obstacle in the implementation of their plans, focusing their attention on teaching their subject. Young professionals have to make sense of the wider horizons of their profession, making up the theoretical generalizations on the basis of the subject.

In the pedagogical literature such comprehension of the common items of the profession is called the semantic conflict, which is the most difficult to overcome for young teachers at the beginning of their professional activity. In our research work we took into consideration that he individual style of activity and professional standpoints of novice teachers are based and formed in process of accumulation of their own teaching experience.

3. Results

The results of the questioning of novice teachers ascertain that they are definitely aware of the need to focus on innovative perspectives of development of modern educational institutions; however, here we also revealed a number of personal problems:

- psychological problems associated with the traditional approach to the profession of a teacher, when the idea of the creative character of pedagogical activity only is declared, but the real teaching process is constructed as a playback operation type; also problems associated with decline in the prestige of the teaching profession; lack of motivation; authoritarianism more mature and experienced colleagues; influence of stereotypes, etc.
- didactical problems, which appear due to the low level of theoretical and methodological training, the lack of experience in the application of modern technologies, the lack of the organization of project activities within the classroom and extracurricular activities, underdeveloped research competencies, etc.;
- organizational and regulatory problems due to difficulties with legal documents, lack of experience in the sphere of scientific organization of labor and the other;
- professional problems, when novice teachers are unavailable to implement predictive, analytical, managerial and organizational functions in their activities; weak development of an individual approach, the inability to create and implement a program of spiritual and moral development and education of students, etc.

4. Discussion

All these aspects seriously complicate teaching activity, as they require by the novice teacher understanding of the teacher's work, the presence of a creative standpoint, courage, endless work on oneself and self-determination of values. The solution to these problems is presented in the training-seminar "Problems of professional and pedagogical activities of novice teachers in education" and in the three-year program "The School of the Novice Teacher" [Ryseva Yu. V., 2007].

5. Conclusion

150 novice teachers attended our training-seminar. Analysis obtained by methods of operative measurement data (questionnaires, observation, questionnaires, interviews, introspection and self-analysis, self-reports of novice teachers) shows the presence of high interest and emotional involvement in these forms of work. The rise of communicative competence, deep self-perception and understanding of the group members, the emergence of persistent changes in professional identity, the conscious possession of norms and ways of collective life, the emergence of diverse interpersonal relationships,

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conscious possession of restructuring techniques of personal and professional standpoints in the process of creative collaboration with the team, colleagues, pupils, parents is obvious [Ryseva, Yu. V., 2009].
The positive results of experimental work were manifested not only as a quantitative increase in activity of novice teachers, but in the qualitative restructuring of their activity, the restructuring of the standpoint of the personality of novice teachers. Thus, this study contributes to the rationale for the purposes, the content of forms and methods of improvement of professional and pedagogical qualifications of novice teachers taking into account the requirements of a person-centered education. The obtained results supplement and clarify the concept of the creative teacher's self-development, provide a theoretical justification for the application of positive factors and consider the negative factors affecting the professional activity of novice teachers in the secondary education school.
The training seminar "Problems of professional and pedagogical activities of novice teachers in education" and the three-year program "The School of the Novice Teacher", which train novice teachers in the methodology of constructing the professional and creative process, allow to identify and implement the reserve capacities of teachers, also to make "prestige maps" and to evaluate the effectiveness of their activities. The results of the research provide opportunities for the use of methodologies in making the curricula in teachers training courses.

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Semantic structure of the word-formation family in the aspect of language dynamics

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Abstract
The subject of the study was the semantic structure of the word-building nest in the aspect of linguistic dynamics. The aim of the work is to reveal the points of contact between the synchronic and diachronic approaches in the description of complex word formation unit semantics that are capable of modification and evolution. The following methods of linguistic unit study were used in the work: analytical-descriptive, functional-semantic, prospective and retrospective word-building analysis and the method of etymological reconstruction.
Results. It is proved that the dynamic approach in the study of statistical linguistic objects assumes the inclusion in the synchronous semantic description of diachronically marked linguistic facts. Thus, the systematization of derived words receives a qualitatively new level of generalization and allows us to represent the role of derivational processes in the formation of Russian language lexical system more clearly. It is revealed that the aggregate of nominative units forming a word-building nest can be the source of ethnic-cultural information. The specificity of chronologically marked derivative internal form is explained by the unique character of their lexical and word-forming semantics, as well as by the permanent modification of the language derivational-semantic space. Against the background of motivated linguistic unit general system, the words-chronofacts are distinguished by the irregularity of word-formation relations and by the specifics of concept lexicalization ways. The results of the research confirmed the hypothesis that the antinomy of statics and dynamics is most clearly manifested in the word-forming system of natural languages.

Key words: Russian language, semantics, word-formation nest, synchrony, diachrony.

Introduction

Until recently the study of derivative words and complex units of word formation in modern linguistics was based, as a rule, on a synchronic approach that takes into account the static characteristics of the language. In the framework of the system-structural and structural-semantic directions, the results of word-forming processes and other derivation acts were first analyzed, which was of great importance for the description of natural language word-forming system architectonics, see, for example, [Word Formation 2015], [Matthews 2014], [Štekauer 2012, etc. However, the fundamental delineation of two aspects of research - diachronic (genetic) and synchronic one - did not always contribute to the explanation of the derivation mechanism and the internal organization of the language.
The main tendency of the linguistic paradigm at the beginning of the 21st century is its striving to the integration of scientific research various methods and aspects. In many recent studies, the dynamic approach is implemented increasingly. It is aimed at the gap overcoming between synchrony and diachronicity. It allows to penetrate deeper into the history of the language, namely in the processes of grammatical, word-formation and lexical semantics evolution, see [Stockwell 2009], [Kay 2015], etc.
The subject of our research was the semantic structure of the word-building nest in the aspect of linguistic dynamics. In order to denote a group of words with the same root the term "word-building nest" is used in traditional Russian linguistics, which refers to the "ordered set of words in respect of production characterized by a common root" (Tikhonov 1985: 36), cf. in English: "family of word" or "word families" [Bauer 1993].

The aim of the work is to reveal the points of contact between the synchronic and diachronic approaches in the description of complex word formation unit semantics, and also to prove the necessity of addressing the facts of diachrony during the analysis of motivated linguistic signs. For this, the word-formation nest should be considered as a lexical and a nominative microsystem.

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Materials and methods. The material for the study was the data of Russian explanatory, word-building and ideographic dictionaries. The work used general scientific methods of research: analytical-descriptive, functional-semantic, prospective and retrospective word-building analysis and the method of etymological reconstruction. The diachronic approach to the analysis of linguistic facts, which makes it possible to reveal the word-forming structure and the internal form of Russian derivatives, became one of the most important in the study.

Results and discussion

The word-formation nest, being a collection of single-root words, plays an important role in the organization of the lexical-semantic system of language, the evolution of which is conditioned by the emergence of new and the disappearance of obsolete lexical units. In the nineteenth century the founder of Kazan linguistic school I.A. Baudouin de Courtenay revealed the essence of language dynamics as follows: "The statics of language is only a particular case of its dynamics or rather kinematics. An eternal movement of the clutch points beyond the indivisible language units takes place in the language. <...> One unit disappears, another one appears» [Baudouin 1963: 349].

An attempt to look at a word-forming nest as a lexical microsystem is closely related with the idea of distinguishing between two types of nests - lexical and word-building. The thought of scientists about the word formation nest as a multi-level language unit is quite legitimate [Tikhonov 2006], [Shirshov 2004] and, in our opinion, it has some contradictions. The terminological distinction between two types of nests is somewhat artificial, on the one hand, due to the synchronous-structural approach to the study of linguistic phenomena and, on the other hand, due to the desire of scientists to isolate word formation from vocabulary and morphology, thereby giving it the status of an independent level of language. With this approach, it becomes obvious that the study of the word-building nest as a structural-semantic whole in its dynamic development is not possible.

We can assume that the concepts of lexical and derivational nests are two sides (from the point of view of language organization level) of the same phenomenon. At the same time, according to scholars, lexical and derivational nests can differ in their composition and volume. Thus, developing the idea of their differences, A.N. Tikhonov writes that lexical nests unite all same root words, regardless of word-formation relations between them. In modern Russian, they often act as larger associations of single root words than word-building nests. The author explains the differences in the composition of lexemes in two types of nests by various changes in their formal semantic structure. The nests of same-root words are in constant motion. Thus, many words move from the center to the peripheral part of a nest or form separate nests [Tikhonov 2006: 49-53].

Indeed, in A.N. Tikhonov's "Dictionary of Russian Language" [1985], based on "living, transparent word-formative connections", for example, lie and lie down, mercy and alms, give birth, native and darling, matter and material, village and to settle, strong and stronghold, and many other words have proved to be vertex words in different derivational nests. This circumstance stems from the need to recognize that the boundaries of a nest are conditional ones, and its lexical composition is mobile. Thus, if the distribution of words along word-building nests from the point of view of synchrony rests on real structural-semantic links between single-root words, then the lexical nest includes historically related words: "the collection of words by nests and families is most often based on the consciousness of their origin unity and the relation of meaning" [Vinogradov 1977: 227].

Thus, the word-formation nest is not a union of real linguistic units, but only an abstract structure of this set, which is a kind of lexical nest reflection structure as a whole or a part of it. Such a polarization of derivational and lexical nest makes a doubt for sure. This is confirmed by the introduction of "explanatory-word-forming nest" concept into the metalanguage of linguistics, which means "the grouping of single-root words with the fixation of lexical meanings and the derivational structure of derivatives. The nest of this type accumulates two aspects in itself - the semantic and the structural one - and appears as a structural-semantic whole" [Shirshov 2004: 6]. In this regard, the notion of "lexical-word-forming nest", uniting the lexical-semantic and structural features of these linguistic units seems to us

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more successful. However, for the convenience of description, it makes sense to talk about the lexical composition of the word-building nest.

The lexical composition of the word-building nest can be the evidence of semantic derivation systematic nature, which should also be considered one of the most important factors of dynamics. The development of a word polysemy in all its variety of manifestations is a long process and depends, as a rule, on extralinguistic factors.

Let's take the lexical-word-making nest with the original verb "to ring" in the nominative meaning 'to produce, to cause the ringing (sound) by a ring, a small bell, a bell for analysis: to ring a bell'. In A.N. Tikhonov's Dictionary his derivatives, in our opinion, are not quite correctly combined into a single group with the verb to ring"" derivatives - "to produce a sound of a high timbre at a shock, shaking (about metal, glass or other objects): the bell rings" (this nest has 92 words in total). Of course, these are the words of the same root, however in modern Russian the spectrum of their portable meanings differs greatly, which can serve as the basis for the distinguishing of two separate word-building nests or one lexical.

Thus, one of the figurative (secondary) meanings of the verb to call - "to call the telephone to talk on the phone" is accompanied in modern Russian by an active word-formative determination peculiar to this meaning: to telephone; the telephone rang in a wrong time; get through to the client by phone; to phone in the evening; to call back in ten minutes; to call everyone; to call for an hour, etc. This process of derivational marking of the basis and its semantic development continues today. For example, in Russian colloquial speech, namely in the slang of office managers, a new derivative to "to call back" with a specific meaning component "to inform, to report on the solution or non-settlement of any issue, on a state of affairs which are of interest to both parties": waiting for results, he must call back; he has not call back yet; I'll call you for sure and so on. Often modern colloquial discourse has an occasional abstract noun "dialer", formed from the verb to call, in the sense of 'dialing a phone number for the purpose of communication establishment; in communication devices - a redial function of the number which is busy; the name of a button to call such a function', as well as a stable phrase «make a dial-up» - 'to call so that a phone number of a caller is reflected and recorded in a respondent's phone'. In this case, one can observe one of linguistic dynamism types, in which the main role is played by the emergence of innovation within the framework of word-formation relations modification or the word-forming structure of a word.

The dynamism of a word-forming system can be found in the linguistic-cultural description of word-building nest lexical composition. This approach allows us to identify an idioethnic character of a particular concept, the ways of its actualization by word-formative marking and further derivational development.

Assuming that word-building semantics is not directly related to extralinguistic reality, it can be assumed that derivative words as nominative units are by no means devoid of national and cultural meanings. So, the nest under study has nominative units, the national-cultural character of which is beyond doubt. These are, for example, the names of persons: the bell-ringer is a 'church attendant ringing the bells'; a female bell-ringer - a woman who rings bells and a bell ringer's wife (see [Nurullina 2016: 124] for the linguistic methodical relevance of female manes); the names of rooms and objects: a belfry - "a special type of a bell tower in old churches"; a bell-tower - (colloq.) - 'a bell tower or special room at a church'; the names of artifacts: ringing bells - 'the elements (bells) on the apparel of an Old Testament high priest, which should remind him of the obligation to announce the will of God' unceasingly; abstract nouns: a chime - the ringing of bells, made by several bells or all bells ("breaking bad"), in three ways - at the beginning of a service, after a chime, etc."; a chime - 'the ringing in all the bells by turn; it happens before water blessing rites, before a liturgy during the temple festivals, etc." Undoubtedly, this vocabulary forms a special, social-cultural layer of the language, directly related to the "cultural and religious views" [Sadrieva 2016: 203] of this or that ethnos and its history.

According to the dictionary by V. Dahl, the periphery of the nest "to ring" has a number of obsolete prefixical derivatives with the general meaning of 'ringing the bell': in particular, with the semantics of intensity, an excessive nature or some thoroughness of an action: "Call, call and do not call back"; "Call,

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but do not call a lot"; "Why do you call so much?"; "Call back, you know"; "He calls to all voices"; with the semantics of finality: "finish ringing and get off the bell"; "I called back, and from the belltower"; and also "ringed to a sexton" - "to reach the post of a sexton"; "One rings, the other rings up" - "to ring quietly, echoing the main bell ringer; to accompany the ringing of a main bell'; in some cases an author makes the interpretation of the word by himself: "the bell rang a lot and crashed"; "call and gather everyone" "the sexton learns to ring the bell" [Dahl 1995: 672].

For each of language development periods, the very existence of such nominative units is the manifestation of its statics, while the transformation of their structure or the transition to the category of word-chronofacts is the evidence of dynamic processes.

The national and cultural originality of a derivative word is determined by its internal form, the specificity of the motivational attribute, it shows itself particularly vividly in complex words [Alyokhina 2016: 207]. For example, the Russian noun "chatterbox" is formed by adding the bases of "empty" and "ringing" in the following sense: 'to disclose, to spread rumors, to gossip', as well as its derivatives - empty words - 'devoid of serious remarks', empty-talk - 'to engage in gossip'. In modern Russian, the listed derivatives are of little use and belong to the sphere of colloquial speech.

Conclusions

The study stated that the opposition of lexical and derivational nests in Russian derivatology reflects the difference in synchronic and diachronic approaches to the study of related words and their place in the lexical and semantic system of language.

The analysis of the semantic structure of the word-building nest in the aspect of linguistic dynamics has proved its ability to modify and evolve, which can be caused by the systematic nature of semantic derivation.

The dynamic approach to the study of statistical linguistic objects involves the inclusion of diachronically marked linguistic facts in a synchronous semantic description, thus the systematization of derived words receives a qualitatively new level of generalization and allows us to represent the role of derivational processes in the formation of the lexical system of Russian language more clearly.

Recommendations

It was revealed that the aggregate of nominative units forming a word-building nest can be a source of ethnic-cultural information. The specificity of the internal form of the chronologically marked derivatives is explained, on the one hand, by the unique character of their lexical and word-building semantics, on the other hand, by the permanent modification of the derivational-semantic space of the language. Against the background of motivated language units general system, obsolete words are distinguished by the irregularity of word-building relations and the specifics of concept lexicalization ways. The non-standard character of their word-building structure and semantics testifies to the national originality of the surrounding world nomination and categorization processes.

The results of research confirmed the hypothesis that the antinomy of statics and dynamics is most clearly manifested in the word-forming system of natural languages.

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Using Fictional Texts In Teaching Russian As A Second Native Language

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Abstract
The specifics of teaching Russian as a second native language have been considered in the article. The authors rely on their own experience of work at Justus Liebig University Giessen, Germany (Giessen, Germany). The term "Russian as a second native language" is understood as the Russian language in the conditions of bilingualism outside Russia. Many students learning Russian in Germany are bilinguals. However, their level of proficiency in Russian varies significantly. The methods of teaching this special category of students have been developed insufficiently. Furthermore, there are no publications available on this problem.
The role of fiction in encouraging the development of linguistic competence of students has been shown. An approach to selecting fictional texts has been investigated. The methodical recommendations on working with texts during lessons have been elaborated. The methodology of working on the fictional text has been demonstrated based on the analysis of T. Tolstaya's story "Sweet Shura". It has been revealed that the main difficulty faced by students is to use words in their figurative meaning and to apply artistic techniques (language game, free indirect speech, etc.). The teacher faces the task of suggesting ways for students to overcome these difficulties and to get the basics of literary and linguostylistic analysis. The ultimate purpose of this teaching is to increase the level of linguistic and cross-cultural competences of students.
The article contributes to development of the approach of teaching Russian as a second native language.

Keywords: Russian as second native language, Russian background, Russian-speaking background, Russian as a foreign language, fictional text.

Introduction

The term "Russian as a second native language" is understood by us as the Russian language in the conditions of bilingualism outside Russia. Currently, a huge number of Russian natives live abroad. Therefore, the problems of teaching Russian as a second native language are extremely urgent for teachers at higher education institutions and Russian schools of foreign countries. Teaching Russian in the bilingual environment abroad has been frequently discussed at the international seminars and conferences for specialists in Russian philology. There many publications on teaching the Russian language to bilinguals [1, 2, 3, 4, etc.].
The present article generalizes data from the experience accumulated while teaching the Russian language at Justus Liebig University Giessen. There are many students studying Russian in Germany, for whom this language is native, but almost totally forgotten, i.e., "forced out" by the German language. These students are commonly considered as bilinguals. Nevertheless, N.A. Ermakova suggests to distinguish between the phenomena of "bilingualism" and "Russian / Russian-speaking background". "The essence of the latter consists in that such a person is surrounded by native speakers of the Russian language (one or both parents or other relatives), who use it constantly. At the same time, they do not have the purpose of sharing their knowledge with the person of interest for us, and he/she does not study in educational institutions where the Russian language is basic, i.e., the language is not learned in any way" [5, page 40]. The phenomenon of "Russian background" is similar to "receptive or reproductive bilingualism" [5, 6]. These students are highly proficient in German: this language is functional in the environment where they live and are educated. Their knowledge of Russian varies.
One of the main problems in working with such students, as N.A. Ermakova pertinently indicates, consists in difficulties while identifying their level of proficiency in the Russian language, because the existing standards on RFL are not suitable for them [5, page 40]. Another problem is that there are no

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proper handbooks available for such students. In this case, the handbooks on Russian as a foreign language and those developed for Russian students are not suitable. A special comprehensive method, a combination of various approaches to teaching Russian as both foreign and native language, is needed.
Here we would like to emphasize the importance of using Russian fictional texts for the above purpose. "It has been widely recognized that the text is the most effective unit when learning a non-native language. On the basis of the text, speaking and linguistic skills are developed and improved" [7, page 188]. Students widen their outlook, as well as learn about the culture of Russia and expand the scope of vocabulary.
The method of teaching reading to foreign students has been well-developed [8, 9, 10, etc.], and reading is considered as one of the tools for language acquisition, rather than the ultimate goal of studying [11, page 53]. Currently, a method of using the fictional text for teaching Russian to bilingual students at Russian schools and higher education institutions has been actively developed [12]. Teaching the language to students with the Russian background has been yet outlined [5]. Therefore, this problem seems urgent to us.

Materials and Methods

The purpose of our research is to consider possible use of fictional texts while teaching Russian as a second native language, to outline the criteria for selection of fictional texts, to develop the methodical recommendations on using these texts during lessons, and to analyze some typical mistakes made by students in understanding these texts.
The main research methods were as follows: analysis, observation, generalization of experience, and classification. The above methods were helpful in achievement of the set purpose.
The article generalizes the experience of Institute of Slavic Philology, Justus Liebig University Giessen (Germany). There are three courses in reading for students, depending on the level of their proficiency in the Russian language: Lektüre I, II, and III. Lektüre I is intended for beginners; Lektüre II for students with the average level of fluency (they are offered the original and minimum adapted small texts); Lektüre III is meant for students whose skills of reading are rather developed (they should have an experience of reading the Russian literature and, thus, it is appropriate to offer them non-adapted texts).

Results and Discussion

When selecting texts for the audience speaking a foreign language, it is suggested to consider their cultural markedness and to proceed from such characteristics as "the educational (informative) value, cross-cultural validity, precedence, message, language peculiarities, basis on the native language and culture, social-psychological and national features of students, etc." [13, page 42]. These criteria are also important in teaching students whose second native language is Russian.
In our opinion, the program of courses should be developed so that students could get an insight into both classical and modern Russian literature. Among classical fictional texts, short stories by A.S. Pushkin and A.P. Chekhov and poetry should be introduced. Most students are very interested in comparing the original text with its different translations (for example, A.S. Pushkin's poem "I Loved You" and its translations by Friedrich Bodenstedt, Eric Boerner, et al.). In order to expand the outlook of students and to deepen their knowledge of the Russian culture, we recommend to give them tasks associated with perception of different types of art. For instance, the teacher can suggest that students listen to G. Sviridov's music ("Musical Illustrations to A.S. Pushkin's story "The Blizzard") and write down their impressions after reading A.S. Pushkin's story "The Blizzard", watch the movie after reading A.P. Chekhov's story "The Lady with the Dog", etc.
Among the fictional texts of the 20th century, short stories by A.I. Kuprin, I.A. Bunin, K.G. Paustovsky, A.I. Solzhenitsyn, S. Dovlatov, T. Tolstaya, V. Tokareva, and A. Akhmatova's poetry might be helpful for students. Obviously, the program of the course can be adjusted with regard of the level of proficiency in the Russian language, as well as reading experience and preferences of students. The interest of students in reading of is the essential prerequisite for their productive work on the suggested text.

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If students face difficulties in perception of the original texts, they can simultaneously read translations of these texts into German. "Reading parallel texts makes it easy to read and understand the meaning of what has been read. Such reading removes psychological barriers, which are obvious when students read foreign fiction. What is even more important, fiction presented in parallel texts is not adapted or abridged. In other words, it is not simplified and thus corresponds to the students' intellectual level" [14].
When teaching foreigners to read, three stages of work on the text are singled out: pre-reading, reading, and post-reading. During the pre-reading stage, students must get the information about the writer and the literary trend within which the text fits, as well as comment on the unfamiliar realities from the text. Students read texts at home. Students must be taught to use explanatory dictionaries of the Russian language (including electronic ones). Understanding the lexicographic culture by bilingual students is an important task of teaching a foreign language [2, 15].
During the lesson, the reading stage takes place (checking how students understand the text, explanation of unclear words, searching for expressive means). When it is necessary, the teacher works on the grammatical problems associated with the development of linguistic competence: if the text contains indeclinable nouns, it is necessary to show how their grammatical gender is defined and provide examples; if there are author's neologisms, the teacher must explain the model on which they are based, touching upon the problems of word formation, etc.
At the post-reading stage, various tasks on philological analysis of the text can be offered. Students must learn how to use such terms as subject, idea of the text, chronotope, plot, composition, etc. As a rule, students are fast to acquire the knowledge of them. They can be asked to describe the main characters, briefly retell the text, and express their opinion on it. The work on the text can be finished by writing a composition on the problematic issue.
Let us illustrate the applicability of the methodology of working on fictional texts based on T. Tolstaya's story "Sweet Shura". The language of stories created by this writer is very difficult for foreigners: it is rich in metaphors, metonymies, and epithets; in addition, her favorite method is free indirect speech, which also complicates the perception of the text by readers.
First of all, a few words should be said about postmodernism of T. Tolstaya's literary works: absence of positive characters, no taboos (forbidden problems), rejection of the traditional plot, wide use of irony, intertextuality, etc. The main character of T. Tolstaya's stories is often a "little man". In "Sweet Shura", the main character is a lonely old woman, who lives in the shared apartment (this reality must be explained to students, as well as the term "narrator").
Before reading the story, students should answer some questions meant to facilitate their perception of the story and further discussion of it. The questions can be as follows:
1. Who is Aleksandra Ernestovna? How is she described by the narrator during meetings? What are the details showing the narrator's attitude towards her?
2. Why does the narrator begin visiting Aleksandra Ernestovna after having got acquainted with her?
3. What was the life of "sweet Shura"? Does she think that she is happy? How did she treat her husbands? In what way do her actions from the text (invited "Romani people" to the dying husband) describe her?
4. How is the time represented in T. Tolstaya's story? Provide examples from the text of the metaphors showing the value of time along with the neutral one "время идёт", which is fixed in the language.
5. Explain punctuation marks in the following sentences: "На четыре времени года раскладывается человеческая жизнь. Весна!!! Лето. Осень... Зима?"
6. What is this story about? Formulate its main idea.
During pre-reading stage, it is necessary to explain the phenomenon of free indirect speech, its difference from both direct and indirect speech, and ask students to attribute words from the text to the characters who said them.
The distinctive feature of T. Tolstaya's language is the wide use of words in their idiomatic meaning. Special attention should be paid to this fact, because students tend to literally understand many

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metaphorical expressions. The teacher should check whether the text was understood correctly by asking questions and then suggesting students to find such expressions and explain their role in the text.

It is necessary to draw the attention of students to the representation of time and space (chronotope) in T. Tolstaya's story. The plot develops during the 1980s in Moscow. However, the past of the main character is introduced in the text through her memories. Moreover, the writer uses "synchronization of two different times" [16, page 43], so that the people surrounding Aleksandra Ernestovna in her youth seem to live in the present.

The feature of this story is "materialization of the abstract category – time" [16, page 43]. "Тысячи лет, тысячи дней, тысячи прозрачных непроницаемых занавесей пали с небес, сгустились, сомкнулись плотными стенами, завалили дороги, не пускают Александру Эрнестовну к её затерянному в веках возлюбленному" [17, page 29]. Here the time lexemes are placed in the same row with the lexemes of "real" character [16, page 43]. "Он остался там, по ту сторону лет, один, на пыльной южной станции, он бродит по заплеванному семечками перрону, он смотрит на часы, <…> ждет, ждет, ждет паровоза из горячей утренней дали" [17, page 29-30]. The unusual combination "по ту сторону лет" is used in this fragment, in which the lexemes of time and space are also combined. The past as though exists somewhere, and the reader gets an opportunity "to see" it. Finally, the narrator says that she goes to the Crimea. "Там, в Крыму, невидимый, но беспокойный, в белом кителе, взад-вперед по пыльному перрону ходит Иван Николаевич; <…> сквозь него проходят, не замечая, красивые мордатые девушки в брюках, хипповые пареньки с закатанными рукавами…" [17, page 31]. Here T. Tolstaya uses synchronization of the time layers again. Students face considerable difficulties when they try to understand this fragment. Therefore, it should be supplied with a commentary; otherwise students can have an impression that Ivan Nikolaevich still expects his beloved in the Crimea.

Moreover, it is necessary to draw the attention of students to the language game: "За углом, на асфальтовом пятачке, в мусорных баках кончаются спирали земного существования. А вы думали – где? За облаками, что ли? Вон они, эти спирали – торчат пружинами из гнилого разверстого дивана" [17, page 32]. Here the play is made with the direct and figurative meaning of the noun "спираль". These lines are very important, because they convey the idea of the story: the life is lived in vain if the person lives only for themselves.

At the stage of post-reading, students can express their opinion in either oral or written form: how do they imagine the main character and the narrator? What is the most interesting moment in the story? What lessons can be learned from it?

Conclusions

Students having the Russian origin and living in Germany often consider themselves as Russians, which is a high incentive for them to study the Russian language [5, page 40]. They tend to read the Russian literature with pleasure, but face difficulties due to the insufficiently developed linguistic competence. The task of the teacher is to show the proper ways to overcome these difficulties. Explanatory dictionaries can be very helpful in it. A good advice is to simultaneously read texts in the Russian and German languages, watch movies, etc.

On the basis of the text, it is essential to enhance the linguistic competence of students (analysis of grammatical difficulties, spelling, punctuation, etc.).

The teacher must develop the literary background in students (description of main characters, plot, composition, chronotope) and the abilities to linguostylistic analysis (ability to find figurative means and understand their role for expression of an author's view).

The ultimate goal of teaching reading is to increase the level of linguistic, pragmatic, and cross-cultural competence of students.

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Speaking The Speech Through Abstract And Concrete Concepts

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Abstract
The 21st century in education is the age of technology. Today there are more than a hundred of instructional technologies, and the teacher has worlds of possibilities to choose an appropriate technologyfrom this diversity, taking into account the subject, level and profile of education. And in the Tatar linguodidacticsfor the last decade, various effective technologies for forming language competence of the students of general and professional institutions have been developed.In this article, we proposed our author's development of the technology of teaching the Tatar language as an adoptiveone on a syntactic basis, and substantiated its expediency in the process of teaching the Tatar language as a non-native language.The essence of thesuggested technology for teaching language as non-native is that the isolation of the syntagmatic model of speech as the basis for teaching of non-native speech makes it possible to emphasize the learner's attention to the algorithm for constructing word combinations and sentences; reliance on algorithms helps the learner to variate stable syntactic constructions in the process of creating a basis text and building a dialogue, thereby increasing literacy and speech culture ofthe students of comprehensive secondary schools and the students of higher schools.In the course of mastering the algorithm for constructing word combinations and sentences, the students will develop speech, intellectual and cognitive abilities, personal qualities, thinking, memory and imagination.

Keywords : Teaching of theTatar language, native language, spoken language, syntagmatic speech model, thealgorithm ofconstructingword-combinations, basistext, monologue, diologue, speech, speaker.

Introduction

Each nation has a *basic - native - spoken language*, containing its own models of sentences based on words that are naturally laid in the mind by phonating and writing, based on the harmonious and consistent way of thinking inherent only in it. Itis in the first place. Most of the worldlanguages have scientificnorms of grammar, that have been studied and compiled by the specialistsfor centuries, supplemented and improved more than once, and officially accepted.Based on the rules of scientific grammar,*literary spoken language* is created artificially.

Here one can use the metaphorical comparison of the main branches of mathematics. In this case, let us compare ***the usual spoken language***that is used by a child to *arithmetic*: four simple actions are *performed*: *addition, subtraction, multiplication, division*. ***The literary spoken language*** is equated to the branches of mathematics as follows: *algebra (the ability by means of numerals and letters to explain the value of figures used in addition, subtraction, multiplication, division)* and *geometry* (*the ability to find and prove the form, volume on the basis of formulas)* and other objects in space.

Most people in everyday life use, basically, simple operations like addition, subtraction, multiplication and division. Only specialists of special branches in their professional practice communicate using terms and rules from the field of algebra and geometry. And in speech, too: the language of communication, the spoken language of the people, in fact, is formed on the basis of question-answer forms.

During communication, no one, including linguists themselves, thinks about the logical-grammatical (structural-semantic) structure of their speech. The answer is formed in accordance with the content and form of the very interrogative form. In this case, as a response to interrogative constructions, one word with an independent meaning pertaining to any part of the speech can be applied; the main or secondary parts of a simple sentence; the main sentence of a complex sentence with subordinate clauses, the forms of subordinate analytic or synthetic one; the components of complex constructions in the form of the main and subordinate clause.

It is known that even at preschool age children, not having theoretical knowledge of linguistics, imitating adults - father, mother, etc., form their vocabulary and acquire patterns of the sentences containing

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question-answer forms. They learn to talk about what they have seen and heard (make up *a monologue-story*), sound their opinion in communication (to participate in *a dialogue*).In this case, the child's mastery of main basic operationsconnected with "Linguistics"is demonstrated.

In the process of studying in elementary school, the child learns more complex rules from the field of "Linguistics". Educationis built on the principle of "from the simple to the complex". This is led by a specially trained specialist-teacher. As a result, the schoolchild gradually moves away from the usual home communication of four or five years with the help of interrogative and reciprocal words and sentences of a natural spoken language and switches over using an artificial spoken language.The study of algorithms to construct speech, arranging speech through abstract and concrete concepts is one of the matters of**topical** interest of modern linguodidactics.

The purpose of our investigation is to study the use of the syntagmatic pattern of speech as the basis for teaching of non-native language.

Our study based on the works of leading domestic scholars in the field of linguodidactics such as, I. L. Bim [Bim I.L., 1972], N.I.Gez [Gez N.I. et. al., 1982], Ye.I.Passov [Passov Ye.I., 1991], Ye.N.Solovova [Solovova Ye.N.,2002],N.D. Gal'skova [Gal'skova N.D., 2003], I.E. Yarmakeev[Yarmakeev I.E. et. al., 2016], [Yarmakeev I.E. et. al., 2016],F.F.Kharisov [Kharisov F.F. et. al., 2015], Ch.M.Kharisova [Kharisova Ch.M., Shakirova G.R., 2015],K.S. Fatkhullova [Fatkhullova K.S. et. al., 2013] and others.

Methods

Our workuses the following **methods**: theoretical (study and analysis of pedagogical, psychological, linguistic literature on methodics); social-pedagogical (systematic research and analysis of the existing programs, textbooks and teaching aids, modeling, studying, summarizing and systematizing the advanced pedagogical practices).

Results

In the child'sconsciousness two types of completely unrelated generalizations are formed (arisen): in the first group - objects of the real reality; their names, thousands of years ago created by the people, depending on their type, work and different characteristics (object = word, action = word, number = word, attribute = word, etc.), and the question words and answers expressed by a word or subordinate clause generally applied to these objects, names, conveying the specific meaning of the content of the speech; in the second group - abstract concepts, not having a connection with reality for the child's consciousness, but necessary for the logical-grammatical (structural-semantic) structure of speech: independent and auxiliary parts of speech, modal parts of speech, word combinations, sentences, main and secondary parts of the sentence, coordinate clause, complex sentences with synthetic and analytical subordinate clauses, composite constructions, punctuation marks, conjunctions, prepositions, prepositional words, schemes with various lines, matching parentheses, rectangles and others. This search can be presented in a generalized form:

Table 1.

Word		**Logical-grammatical**	
question	***answer***	***morphological***	***syntactical***
words		**parts**	
кем? (*who*?)	мин, син, кеше (*I, you, man)*	**Independent parts of speech:** noun, adjective, numeral, adverb, pronoun, verb, onomatopoetic words	**Simple sentence:** *Main parts:* subject, predicate; punctuation marks; *Secondary parts:* attribute, object,
нәрсә? *(who*?) нәрсә? (*what*?)	бака, күбәләк, куян*(frog, butterfly, hare)* алма, китап (*apple, book)*		
кайсы? (*which*?)	бу, теге (*this, that*)		

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нинди (*what?*)	матур, кызыл (*красивый, красный)*		adverbial modifier, qualifying (explanatory member).
ничә? (*how many/much*?)	бер, унбер (*one, eleven*)	**Auxiliary parts of speech:** prepositions, prepositional words, conjunctions.	
ничек? (*how*?)	тиз, утырып, җәяү (*quickly, sitting, on foot)*		
кайчан? (*when*?)	бүген, җәен (*today, in summer*)	**Modal parts of speech:** particles, parenthetic words, forms of address, interjections.	**Complex sentence:** coordinate sentence; synthetic, analytical, subordinate clauses; complex construction, text.
кая? (*where*?)	мәктәпкә, паркка (*toschool, to the park*)		
нәрсәдә? (*whereupon*?)	машинада (*by car)*		
нишлә? (*what to do?*)	чык, бар, кер (*comeout, go, come in)*		

Aftermakingonly thefirststepsinchildhood, apersonwalksallhislife: hemoves, startingfromtheplaceofbirthorresidence. He makes multidirectional movements: he **goes**somewhere - **comes back** from somewhere, **comes to– goes away, goes out - comes in, goes up - goes down**.Proceeding from the logical-grammatical distinction of parts of speech, we denote these words in the sentence as **predicate**. In the sentence they are represented in the following form: 1) the member of the sentence, which informs about the subject and subordinates grammatically to it; 2) the verbal predicate; 3) a simple verbal predicate. But people speaking the Tatar language have no need to know that the words denoting movement are predicates in the sentence, and that the listed features of the predicate have no special meaning.

First of all, only the following knowledge is essential for those who teach someone (a child, a schoolchild, an adult - regardless of age) and those who are self-taught to speak the Tatar language: 1) the lexical meaning of these words - designation of *the movement*; 2) with the help of these words, the notion of *time* is conveyed in speech -*modal meanings*: the coincidence of movement with the moment of time of speaking or talking, doing the action of movement after the moment of time of speaking or talking, moving before the moment of time of speaking or talking;3) personal endingsmark persons in these words- the first and second person –the participants in the conversation; these words agree with the speaker (I) and the listener (You) in the singular and plural by means of these endings.

Table 2.

Кем? (*who*?)	**Нишли**? (*what do you do*?)	**Нишләдем**(*что сделал*?)	**Нишләгән** (*what did you do*?)
Мин **Без**	бара**м** бар**мыйм** бара**быз** бар**мыйбыз**	бард**ым** бар**ма**д**ым** бард**ык** бар**ма**д**ык**	

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	Нишлисеҥ?(what are you doing?)	**Нишләдеҥ?**(what have you done?)	
Син	бара**сыҥ** бар**мый**сыҥ бара**сыҥмы?** бар**мый**сыҥмы?	бардыҥ бар**ма**дыҥ бардыҥмы? бар**ма**дыҥмы	баргансыҥ бар**ма**гансыҥ
Сез	бара**сыз** бар**мый**сыз бара**сыз**мы? бар**мый**сызмы? бар**ыгыз** бар**магыз**	бардыгыз? бар**ма**дыгыз бардыгызмы? бар**ма**дыгызмы?	барган**сыз** бар**ма**гансыз

Speech is a lexical material that conveys concrete and abstract meanings, is organized with the help ofunextended, then extendedsentences based on the topic of the subject of the conversation. It is necessary, first of all, the presence of **the speaker**to organize speech - the first person who informsthe others about the object which expresses a concrete or abstract meaningin the speech.Logical-grammatical (structural-semantic) basis of speech can be composed only by the speaker. It is he whocan see the animate and inanimate objects of reality and communicate the news or anything about them, about the characteristics inherent in them (to the listener). The others can also see, but they cannot speak. In this case, the speaker has the opportunity to express his attitude to the opinion of the others: only he can tell about how the listeners - the second and third persons - perceive the animated and inanimate objects of reality, communicate what they saw, transmit in the form of news to other listeners; to convey the emotional state of listeners; to learn the opinions of the others, to ask a question.

If there is no speaker, it will beimpossiblefor successively related speech links of three stages to be consistently connected. Firstly, the topic of speech (conversation) will not be determined; secondly, there will not be a monologue- story composed by the speaker; thirdly, the basic (opening) text will not be made up for organization of a dialogue - the conversation between the first and the second persons, between the first, the second and the third persons; fourthly, someone (for example, those who know about the incident by hearsay) will not be able to tell anyone anythingbecause of the lack of conversation.

Discussion

One can considerthe presented feature of the content and form of organization, that is, the organization of the syntax of speech, in the example of three friends: Marat (first person), Sasha (second person), Alsu (third person).

Thefirststage

Monologue – story of the first person (the speaker):

Marat: «*Мин барам! Мин **кая**бараммы?! Мин **мәктәпкә** барам. Мин мәктәпкә**кем**белән бараммы?! Мин мәктәпкә**әнием**белән барам. Мин мәктәпкә**кайчан**бараммы?! Мин мәктәпкә**бүгениртән** барам. Әйе, мин мәктәпкә**бүгениртәнәниембелән барам***»(«Я иду! **Куда** я иду?! Я иду **в школу**. **С кем** я иду в школу?! Я в школу иду **с мамой**. **Когда** я иду в школу? Я в школу иду **сегодняутром**. Да, я иду **сегодня утром в школу с мамой**» / Iamgoing! Where am I going?! I am going **to school**. **Who** am I going **with**?! I am going to school **with mymother**. **When** am I going to school? I am going to school **today in the morning**. Yes, I am going **to school today in the morning with my mother**.).

Thesecondstage

Dialogue(conversationbetweenthefirst(I) andthesecond (You) persons):

Sasha: «*Марат, минмәктәпкәбарам. Әйтәле, син кая барасыҥ?*»(«Марат, я иду в школу. Скажи, тыкудаидёшь?» / Marat, I am going to school. Tell me, where are you going?)

Marat: «*Саша, беләсеҥкилсә – әйтәм: мин дәмәктәпкә барам. Мин мәктәпкәәниембелән барам, ә син, дустым, кем белән барасыҥ?*»(«Саша, если хочешь знать – скажу: я иду в школу. Явшколуидусмамой,

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аты, другмой, скемидёшь?» / Sasha, if you want to know – I'll say: I am going to school. I am going to school with my mother, and you, my friend, who are you going to school with?)
Sasha: «*Мин кем беләнбараммы?! Марат, беләсеңкилсә, мин дәәниембелән барам. Иртән барам*».(«Я с кем иду? Марат, если хочешь знать, я тоже с мамой иду. Утром иду». / whoamIgoingwith? Marat, if you want to know, I am also going to school with my mother. In the morning.)
Marat: «*Шулаймыни?!Иртәнбарасыңмыни?! Мин мәктәпкәтөштәнсоң барам, беләсеңкилсә!*»(«Да?! Утром идёшь? Я в школу иду после обеда, если хочешь знать!»Areyou?!Are you going in the morning? I am going to school in the afternoon, if you want to know!)

Thethirdstage
Dialogue (conversationbetweenthefirst(I), the second (You), the third (He, She) persons):
Marat: «*Саша, миндәмәктәпкәбарам, синдәмәктәпкәбарасың. Сораәле, Алсумәктәпкәбарамы?*»(«Саша, я тоже иду в школу, ты тоже идёшь в школу. Спроси, Алсуидётвшколу?» / Sasha, I am going to school too, you are going to school too. Ask, is Alsu going to school?)
Sasha: «*Алсу, әйтәле, синбүгенмәктәпкәбарасыңмы?*»(«*Алсу, скажи, ты сегодня идёшь в школу?*»*Alsu, are you going to school today?)*
Alsu: «Саша, беләсеңкилсә – әйтәм: мин дәмәктәпкә барам». («Саша, еслихочешьзнать, скажу: ятожеидувшколу» / Sacha, ifyouwanttoknow, Iamgoingto school too.).
Sasha: «*Марат, Алсу да бүгенмәктәпкә бара икән*». («Марат, Алсу сегодня тоже, оказывается, идёт в школу» / Marat, Alsuisgoingtoschooltodaytoo.).
Marat: «*Саша, мин дәмәктәпкәәниембелән барам, синдәмәктәпкәәниеңбеләнбарасың. Сора әле, Алсу бүгенмәктәпкәәнисебеләнбарамы?*» («Саша, я тоже в школу иду с мамой, ты тоже в школу идёшь с мамой. Спроси-каАлсувшколуидётсмамой?» / Sasha, I am going to school with my mother too, you are also going to school with your mother. Ask Alsu, is she going to school with her mother?)
Sasha: «*Алсу, әйтәле, синбүгенмәктәпкә кем беләнбарасың?*» («Алсу, скажи-ка, ты сегодня в школу с кем идёшь?» / Alsu, who are going to school today with?)
Alsu: «*Саша, мин бүгенмәктәпкә кем беләнбараммы?!Дустым, беләсеңкилсә, мин бүгенмәктәпкәәбиембелән барам*». («Саша, с кем я сегодня иду в школу?! Друг мой, если хочешь знать, я сегодня в школу иду с бабушкой» / Sasha, whoamIgoingtoschooltoday? My friend, I am going to school with my grandmother, if you want to know.).
Sasha: «*Марат, Алсу бүгенмәктәпкәәбисебелән бара икән*».(«Марат, Алсусегоднявшколу, оказывается, идётсбабушкой» / Marat, Alsuisgoingtoschoolwithhergrandmothertoday.).
Marat: «*Саша, сораәле, Алсумәктәпкәтөшкәкадәрбарамыәлләтөштәнсоңбарамы?*»(«Саша, спроси-ка, Алсу сегодня в школу идёт до обеда или после обеда?»/Sasha, today Alsu is going to school in the morning or in the afternoon?)
Sasha: «*Алсу, әйтәле, синмәктәпкәтөшкәкадәрбарасыңмыәлләтөштәнсоңбарасыңмы?*» («Алсу, скажи-ка, ты в школу идёшь до обеда или после обеда?»)
Alsu: «*Саша, мин бүгенмәктәпкәтөштәнсоң барам, чөнкитөшкәкадәрбассейнга барам*». («Саша, я сегодня в школу иду после обеда, потому что до обеда иду в бассейн» / Sasha? To day I am going to school in the afternoon, because in the morning I am going to the swimming pool).
Sasha: «*Марат, Алсу бүгенмәктәпкәтөштәнсоң бара икән, чөнкитөшкәкадәрбассейнга бара*». («Марат, Алсусегоднявшколуидётпослеобеда, потомучтодообедаидётвбассейн» / Marat, Alsuisgoingtoschoolintheafternoontoday, becausesheisgoingto the swimming pool in the morning.).
Marat: «*Димәк, мин мәктәпкәбүгениртән барам; син, Саша, төштәнсоңбарасың. Алсу да төштәнсоң бара. Мин әниембелән барам, синдәәниеңбеләнбарасың, ә Алсу әбисебелән бара*». («Значит, я иду в школу сегодня утром; ты, Саша, идёшь после обеда; Алсу тоже идёт после обеда. Яидусмамой, тытожеидёшьсмамой, аАлсуидётсбабушкой» / So, Iamgoingtoschoolinthemorningtoday; you, Sasha, is going to school in the afternoon; Alsu is also going to school in the afternoon. I am going with my mother, you are also going with your mother, and Alsu is going with her grandmother.).
As one can see from the dialogue, in the speech model the third person, if the first person does not address it directly, does not participate in the conversation at all.For this reason the first person needs it-

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to narrate, the first and the second persons need it - to communicateto each other. That is, the third person performs the role of a known or unknown one or several objects *(people: my mother, your father, your sister, etc., animate and inanimate objects: a nightingale, a bear, water-sprite, a shurale, forest, nature, a shop, a tree, etc. .)*, therefore, in the speech, this person often expresses only an abstract meaning, whereas to express a concrete meaning, explanations are required.And this task in speech can be performed, for the most part, only by the speaker.

Conclusion

Thus, we can conclude that the model of speech is the basis for learning conversational speech. Relying on it, while not learning numerous grammatical rules, theoretical material, without using the concepts such as subject, predicate, simple sentence, complex sentence, etc.in speech,it is possible to teach the Tatar language. The main figure of speech is the first person - I, and only he is the organizer of the communicative center of speech.

The technology of teaching the Tatar language as a non-native language on a syntactic basis creates favourable conditions topractise spoken language and to spark and support the awakened interest of the students in learning the language, broadens their linguistic horizon, helps to more durable and advanced mastering of the studied material, increases the literacy and speech culture of schoolchildren .

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The Impact Of The Speakers' Native Language On The Range Of The Idioms Used In Oral Discourse

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Abstract

The article presents the results of the experiment held among the students of Kazan Federal University, majoring in Linguistics (L2 students). Students were split into to groups according to their second language English or German. The study, firstly, presents a short literature review on the experiments done earlier. Secondly, there is the analysis of the mechanisms of perceiving idioms by non-native speakers of English and German. Thirdly, the article introduces the distinction of core components in idiomatic expressions. Idiomatic layer of every language contains a vast amount of linguistic and cultural information. Thus, proper knowledge of this layer is of great importance for L2 students. However, the distinction of stylistic identification of an idiom may cause difficulties, as the boundary between the neutral and literary styles is quite obscure. In this case, the role of context is of great importance. Since drawing a boundary between the neutral and bookish styles in a number of cases seems quite conditional, the experiment was aimed at identifying the peculiarities of perceiving bookish idioms and determining the degree of their recognition by both native speakers and students with a high level of competence in the English or German. The results of the experiment proves that the definition of some bookish idioms that do not have characteristic component and semantic components remains a rather difficult task. At the same time, the experiment shows that most of the analyzed bookish idioms have sufficient recognizability in English and German.

Keywords: stylistic layers of idioms, idioms, cognitive structure of idioms, conventional meaning of idioms, idiomatic modifications, core component of idiom.

Introduction

The very first pioneers who conducted an experiment aimed at studying idioms in context were R. Gibbs and N. Nayak in the University of California [1,2]. The students, who were English native speakers, were given sentences with transformed idioms (there were basically grammatical and structural variations). The experiment was aimed at estimating levels of metaphorical comprehension of idioms and the ability of idioms to be transformed syntactically. The results of the experiments proved that idioms with a transparent core are easily transformed in comparison with those of a shaded core; and the type of transformed collocations does not influence their transformation potential.

Further experimental studies conducted by the same group of researchers in the same university showed a significant role of both direct meaning of idioms prototype and the process of metaphorical rethinking. The studies also revealed that native speakers' habitual understanding of idioms is kept, regardless of any transformations made.

Few researchers have addressed the problem of phraseological units, Solnyshkina M.I. in her doctoral thesis described navy phraseological units [3]. More over, among Russian linguists we investigated experimental studies of idioms implemented by D.N. Davletbaeva. In the article "Psycholinguistic criteria for understanding phraseological units" highlights a thorough study of mental perception and cultural interpretation of phraseological units in their occasional use in the English and Russian languages. The results of the experiment revealed that "native speakers follow different cultural guideline when describing the meaning of imaginative base of phraseological units in occasional use" [4]. E. Gafiyatova outlines that "cultural literacy allows independent use of communication tools and knowledge" [5]. The perception of bookish idioms has its own specifics, as a major part of these idioms belong to the international idiomatic layer. Components obtained through intercultural exchange or world-wide

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known fiction can also be added to the stereotyped core. Thus, such components are easily recognized by non-native speakers.

Bookish idioms have certain features, both in syntax and semantics. So, a significant part of bookish idioms contain obsolete words or obsolete forms of words used nowadays. Studying bookish idioms, we are guided by the criterion of functional-stylistic attribution of phraseological units, which covers quantitative component, semantic and etymological ones, among which the etymological component is the most significant, since many bookish idioms cannot be fully understood and properly used without the background knowledge of their etymology.

E.F. Arsentieva and Yu.S. Arsentieva describe the results of an experiment aimed at identifying the ability of non-native speakers to use such transformations as extended metaphor and phraseological pun [6,7]. It is proved that non-native speakers have sufficient cognitive ability to develop phraseological identification and create modified expressions. Although it should be mentioned that since our experiment was conducted among the students of Kazan (Volga region) Federal University, majoring in English, their cognition of idioms requires at least the intermediate level of L2.

Carrying out experiments aimed at studying bookish idioms in context, as well as determining the stylistic attribution of these units, will allow us to establish the boundaries of bookish idioms and to reveal the ability of these units to modify.

Methods

Of the study population, 80 subjects completed and returned the questionnaire. The respondents were 80 students of Kazan Federal University, majoring in Linguistics. 50% of the students have English as L2, the other 50% study German. All of them are native speakers of Russian. The aim of the experiment was to estimate the level of recognition of bookish idioms in a foreign language. As the material for the experiment, we selected 10 bookish idioms in English and 10 idiomatic units in German. These idioms we merged with 10 idiomatic units of the neutral style and 10 idiomatic units of the conversational style. We selected idioms from the bilingual dictionaries of idioms (by A.V. Kunin [8] and L.E. Binovich [9]). The participants of the experiment were asked to determine the style of each idiomatic unit and give a brief explanation of their choice. The students were provided with the main features of the three basic styles mentioned above. This was made to focus the students' attention on components of the idioms and their functions, and how the outer form of idioms correlate with their meaning and stylistic colouring. A vast amount of bookish idioms belong to outdated vocabulary[10,11,12]. Thus there are idioms with obsolete words or obsolete forms of the words, which the students were informed of.

Results

In general, only 12 out of 40 students (30%) identified the style of all the English bookish idioms correctly; 18 out of 40 students (45%) made 1-2 errors; and only 6 out of 40 students (15%) made more than 2 mistakes. This result indicates that the bookish idioms are recognized due to their composition and vivid imagery, based on biblical images, myths or works of art. Also, the recognition of international images, in particular, allusions to the Bible and ancient myths, depends on the level of respondents' education.

In total, 8 out of 40 students (20%) determined the unmistakable style of all the bookish idioms in German; 14 out of 40 students (35%) made 1-2 errors; and 18 out of 40 students (15%) committed more than 2 errors. This result indicates that German bookish idioms are partially recognized: the biggest number of mistakes were made in determining the style of the idiomatic units whose composition did not include obsolete or sublime words, as well as the units that are not related to biblical or mythological facts.

Discussion

Analyzing the results of the experiment, we come to the following conclusions. Bookish idioms with a vivid image, such as "Pandora's box", "Bend the bow of the Ulysses", "Listen for the wings of Azrael", do not cause difficulties for non-native students with the definition of their style. This is explained by the fact such idioms contain semantical components that are related to the Bible or ancient myths.

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Nevertheless, idioms with an erased image or the ones based on an unknown image were perceived by the students ambiguously. Thus, the bookish expression "Caviare to the general" 8 students (20%) attributed to the neutral or colloquial style, explaining their choice by the fact that this expression can be used in any context. The students who determined the style of the idioms correctly motivated their choice by the fact that one of the components of the idiom is the obsolete spelling of the word "caviar".

We also observed the reverse process when a neutral idiom was ranked as a bookish one. The neutral expression "the dead of night" 22 people out of 40 (55%) classified as bookish. In their comments the students noted that the metaphorical image of death is associated with lofty vocabulary: the "dead of" component looks like a highly pathetic characteristic, applicable to the bookish style. A similar situation was observed with the colloquial expression "pigeon's milk", which 8 out of 40 students (20%) listed as bookish, justifying their position by the fact that this expression cannot be used in any context, i.e. it has strict stylistic limitations. The reason for this mistake can be a false association with the international expression "dove of the world".

In general, the students showed relatively the same level of cognition of idioms. Although, we observed some interference of images from idioms in their native language, which is Russian. Difficulties arose with the definition of style in the unit "Aus der Pfanne in das Feuer" – "lit. out of the fire and into the fire": 16 out of 40 students (40%) considered this idiom bookish. From our point of view, the problem here is caused by the existence of the Russian equivalent "из огня да в полымя" [iz ognya da v polymya]: since the Russian idiom contains the obsolete form of the word "fire"- (rus) "полымя" [polymya], this is taken as a sign of the bookish style. A similar situation is observed with the idiomatic unit "die Hörner stutzen" – "*lit. hack the horns to someone*", which has a neutral meaning in German. In the Russian language, there is an equivalent "обломать рога кому-то" [oblomat' roga komu-to], which means "to tame somebody" and has colloquial stylistic attribute. As a result of this interference only half of the respondents (20 out of 40 students) correctly indicated the style of the given idiom, the others included this expression into the bookish layer of lexicon. In this case, we again observe the influence of the style of the Russian equivalent, by means of which the meaning of the German expression is transmitted.

A significant number of the interviewed students experienced difficulties with the identification of bookish idioms, so almost all the interviewed students (32 out of 40 (80%)) defined the expression "Goldenen Zeiten entgegengehen" – "go to a brighter future" - as colloquial. In our opinion, the reason for this mistake was lack of semantic and structural expressiveness of the unit: the image of gold is not currently perceived by recipients as sublime or first-class. A similar picture was observed with the expression "Mein anderes <zweites> Ich" – "lit. second me (closest friend)". Only 28 out of 40 students (70%) defined this unit as colloquial or neutral: the reason for this error lies in the fact that this expression also does not have a bright and sublime image.

At the same time, as it was already mentioned, the students did not encounter difficulties in determining the style of the bookish units with biblical or mythological images. For example, all the students correctly identified the style of such idiomatic units as "Tantalusqualen ausstehen" – "to experience the torments of Tantalus", "Das A und O" – "from Alpha to Omega"; and only one student made a mistake in determining the style of the expression "Eine Dornenkrone tragen" "To wear a crown of thorns".

Conclusion

Bookish idioms have significant features that help students to identify their style. Idioms that have obsolete words in their structure work as a stylistic marker are easily recognized by the students. However only complex analysis of grammatical and semantic structure of the idiom helped students to avoid mistakes in stylistic identification.

It should be noted that bookish idioms of Biblical or Mythological origin are easily recognized by students, although not all of such idioms belong to the bookish style. This leads us to the conclusion that knowledge of certain amount of precedent texts may improve recognition of idioms. Although in different languages such idiomatic expressions can have different stylistic attribution.

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To sum up, we found that in most cases identification of bookish idioms is determined quite accurately. The most recognizable idioms are the ones related to the international idiomatic layer, whereas stylistic identification of idiomatic units without obsolete or stylistically coloured words causes difficulty. It should be noted that the translation of such units into another language (e.g. Russian) with analogues having a different stylistic orientation can contribute to their misperception by non-native speakers, which can lead to misinterpretation of a whole sentence or situation.

On the whole, stylistic identification of idioms is the process that requires from non-native speakers not only linguistic knowledge, but also the knowledge of precedent texts, cultural background of a different nation, and metaphors that lie in the core of an idiom.

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Why To Learn Phrasal Verbs? New Approaches

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Abstract
Phrasal verbs make a considerable part of the verbal lexicon of modern English and are very commonly used thanks to great diversity, idiomaticity and heterogeneity of functioning. It is no exaggeration to say that English phrasal verbs are one of the most important issues in theoretical studies and practical mastering of the English language. The need for more efficient ways to learn hundreds of phrasal verbs prompted the authors to face up to this challenge. In this study, the research objective defined by the authors is to prove that gamefication is that very learning method that allows memorizing a massive amount of English phrasal verbs within a rather short period of time. The leading research method was an experiment that was conducted in two high schools to make it sound valid. The obtained results indicated that if there is chosen an appropriate teaching method, any linguistic phenomenon is "well-digested" by students. The authors offer various language games approbated during the experiment for learning 250 English phrasal verbs in EFL class and general recommendations for foreign language instructors.

Keywords: effective teaching techniques, EFL class, gamefication, language games, learners' lexicon, phrasal verbs.

Introduction

In English, a phrasal verb is a phrase that indicates an action. The term applies to two or three distinct but related constructions, e.g., a verb and a particle and/or a preposition together form a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts, but must be taken as a whole. In other words, the meaning is non-compositional and thus unpredictable [1]. In discourse, phrasal verbs function as a means of revealing language and cultural peculiarities. Phrasal verbs are versatile and describe various actions that can both transfer forms and meanings [2]. This is why the number of phrasal verbs is continuing to grow. It is not surprising that phrasal verbs have started to be used intensively in all speech styles [3]. Therefore, the issue of learning phrasal verbs has remained its significant status in EFL class [4].

A lot of Russian and foreign scholars and educators (Johnson, 1775; Povey, Levitskaya, & Fitterman, 1964; Tagiyev, 1970; Akhmanova, 1982; Povey, 1990; Linder, 2000; Stolyar, 2000; Golubkova, 2002; Adger, 2003; Stolyankov, & Golubeva, 2003; Tarabrina, 2003; Dixon, 2004; Sizova, 2004; Stolyankov, & Golubeva, 2004; Allerton, 2006; Stolyankov, 2007; Dubenets, 2010) studied the phenomenon of phrasal verbs in different aspects. However, little research devoted to the acquisition of phrasal verbs via gamification has been found out so far.

In this paper, the gamefication method how to acquire, consolidate and implement phrasal verbs in speech was offered. This method was approbated in the experiment conducted in two High schools with the aim in view to demonstrate its efficacy. The experiment consisted of three stages that let the authors get valid results. At the first stage, students' initial knowledge in phrasal verbs was tested. At the second stage, game-based tasks developing students' awareness of phrasal verbs were implemented. At the final stage, students were re-tested. The experiment proved itself positive. The results obtained during the experiment showed the relevance of the selected teaching method. The materials and instruments used in the experiment appealed to students' needs and turned out to be motivating. 250 English phrasal verbs accumulated by students can serve as incontrovertible evidence. Thus, the authors' hypothesis that gamefication is the appropriate teaching method of expanding English phrasal verbs within a semester, was completely proved.

This paper offers general recommendations for EFL teachers how to deal with the vast bulk of phrasal verbs English learners encounter daily.

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Metods And Materials

Research method

Teaching and learning phrasal verbs is a step forward as students gain proficiency and aim for a more natural speaking style.

In accordance with the set objective of the study, the experiment was conducted with the aim to monitor, develop, analyze and assess the effectiveness of using language games: bingo, contextual clues, acting out, charades and others in consolidating and implementing phrasal verbs in students' speech.

The experimental training was conducted for students of the 10-th grade (2 control groups – 10 "A" and 2 experimental groups – 10 "B") during one semester of Spring 2017 in Gymnasium (High school) # 122 and Gymnasium (High school) # 19.

86 students took part in the experiment: 2 control groups – 46 students and 2 experimental groups – 40 students.

The experiment consisted of three stages:

1. Ascertaining experiment.
2. Forming experiment.
3. Control experiment.

Research Site

The research sites were two government schools that cooperate with Kazan (Volga region) Federal University.

Students' Background

Number, age and gender characteristics: 86 students, 15-16 years old, mixed, who made up four groups: 2 control and 2 experimental.

Students' status: High school students.

Sample materials

1. Bingo

The phrasal verbs are on the bingo cards and clues about the meaning of each one is given by the teacher. The students have to look at the phrasal verbs on their card and choose the one that they think matches the meaning. For example, if the phrasal verb was run out you could say, "You have no more of something – everything has gone away".

2. Phrasal verbs on the board

To set up this activity, you will have your students brainstorm particles that go with the particular verbs. When in class, stick the papers on the board in the classroom. Stipulate that they cannot write something that someone else has written. You can organize a competition between two teams and set the time to make it more challenging.

3. Finding a pair

All participants have hats on with either a verb or a preposition. The teacher gives the meaning or definition of the phrasal verb and the students are to find their pair as quickly as possible.

4. Phrasal verb acting out

This activity has students acting out a phrasal verb. Their partners have to correctly guess the verbs and particles that they demonstrate.

5. Matching phrasal verb with a picture

Prepare a set of flashcards revising the phrasal verbs. For instance, you can hand out a set of pictures and a phrasal verb, a number of phrasal verbs and mere one picture, suggest a sentence and a picture to get the main idea etc.

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6. Word scramble

Form words of three or more letters using the letters given in the table. You will get an extra bonus if you make all the words possible and even more points if you form words very quickly. You must finish making words first, e.g.:

rsokaf	…	…	ask for
toteua	…	…	eat out
muprwa	…	…	warm up

7. Online games with Kahoot

Games are displayed on a shared screen – for example a smart TV, a laptop or an interactive whiteboard. Players join in using their own device – whether that is a smartphone, iPad, laptop, as long as they have a browser and good internet connection. The teacher prepares a number of questions online to play, analyze and assess the students' knowledge on the subject. Students select an answer on their devices by clicking on the appropriate icon. The game becomes more exciting as it is accompanied by dynamic music (as most teenagers are fascinated by), time limit and competition. The result of the best and fastest student is demonstrated on the screen after each question.

Results

At the ascertaining stage the pre-test was used to measure the students' initial knowledge in phrasal verbs. The test contained thirty multiple choice questions. Both the control and the experimental groups in both gymnasiums were engaged and accomplished the given test. The major criterion of students'

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superiority accounted for the maximum score he/she could achieve. The results of the pre-test in the control and experimental groups are shown in Fig. 1.

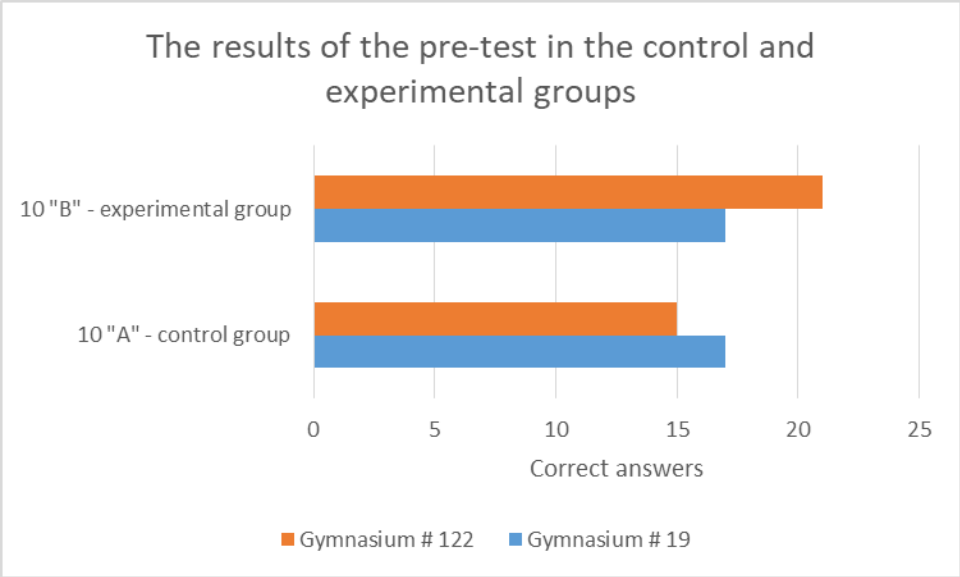

Fig. 1 The results of the pre-test in the control and experimental groups

All these data were taken into account during the formative stage of the experiment for the organization of the educational process where various drilling, game-based and communicative tasks developing students' awareness and professionalism in language were implemented in EFL class.

The control group was taught by traditional methods such as grammar translation, filling in the blanks in which the students did not take part in the activities communicatively, or just gave the Russian equivalents of the phrasal verbs. However, the experimental group was taught by the communicative approach, particularly by resorting to games, which enabled them to use the target language repetitively as much as possible.

The control experiment was carried out to assess the effectiveness of the implementation of educational games in practice as a means of students' language development and mastering students' skills in EFL class. The updated post-test was aimed at revealing students' knowledge on the phrasal verbs. The results of the updated post-test in the control groups and experimental groups are shown in Fig. 2.

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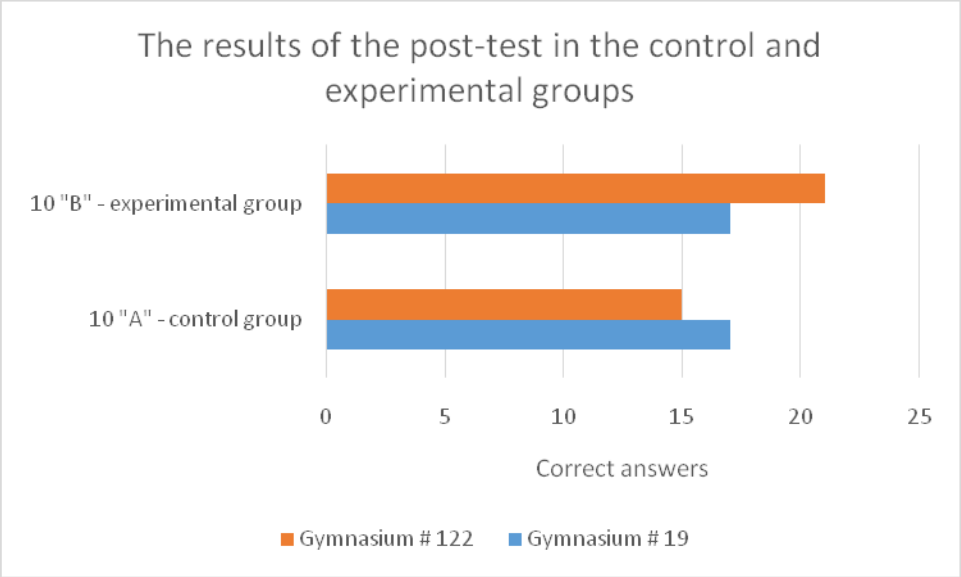

Fig. 1 The results of the post-test in the control and experimental groups

At the end of the research process, there is a noteworthy difference between the experimental and control groups. When analyzed, it is clearly seen that the experimental group students got a more favorable and higher result than the control group students. In the light of the literature on the methods and approaches that are used to teach phrasal verbs, it is clear that the experimental group students who were taught phrasal verbs with the help of games showed a better performance and learning process which means that this approach is really effective in phrasal verb teaching.

Discussion

Why Implement Games for Teaching Phrasal Verbs?

The particular trickiness of phrasal verbs for learners of English was noted at least as early as 250 years ago, when Samuel Johnson wrote, in the Preface to A Dictionary of the English Language (http://johnsonsdictionaryonline.com): "*There is another kind of composition more frequent in our language than perhaps in any other, from which arises to foreigners the greatest difficulty. We modify the signification of many verbs by a particle subjoined; as to come off, to escape by a fetch; to fall on, to attack; to fall off, to apostatize; with innumerable expressions of the same kind, of which some appear wildly irregular, being so far distant from the sense of the simple words, that no sagacity will be able to trace the steps by which they arrived at the present use.*"[17]

Teaching phrasal verbs is one of the most difficult aspects of English as it introduces more problems for beginners to differentiate, for example, "to bring" and "to bring up". This obstacle is one of the reasons we love using games to teach phrasal verbs. No doubt, like with prepositions, the best way to learn phrasal verbs is to use them again and again, and this repetition is automatic when playing games. Students have to seek out the verb again and again, committing its new meaning to memory and thus consolidating it. Secondly, games contribute to the simple memorization of the phrasal verbs. Using a game to help memorize these differences is one of the best ways to integrate phrasal verbs into a learner's lexicon.

However, the question arises: How can students deal with a mass of versatile phrasal verbs they have to face daily? The authors of the research tried to find the clue and investigated this phenomenon.

Conclusion

To be in good terms with phrasal verbs is a challenge for students as they are rather difficult to learn. Learning phrasal verbs out of the dictionary can help, but students really need to read and hear phrasal verbs in context for them to be able to truly understand the correct usage of phrasal verbs. This research

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proved that methods and approaches that were used to teach phrasal verbs led to students' success and great performance. Moreover, teachers should create a classroom atmosphere that makes the students use the language and this vocabulary actively with authentic and real world materials.

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Overcoming The Students' Communicative Competence Deficit At The Learning Of Russian As A Foreign Language

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Abstract
This paper is devoted to the problem of overcoming the deficit of communicative competence that arises in foreign students at different stages of studying Russian as a foreign language. The communicative component acts simultaneously as a base and means of achieving goals within the framework of pedagogical discourse. One of the reasons for the appearance of a lack of communicative competence in mastering a foreign language is the difference in the language representation (categorization) of the objects of the surrounding world in different cultures.
The structure of communicative competence is described, the system of levels of language proficiency is presented within the framework of the state system of educational standards for Russian as a foreign language. The concept of communicative competence includes linguistic, speech, discursive, educational, cognitive, strategic, sociocultural, compensatory, and other components that are in the relationship of purposeful interconnection, interdependence and logical unity.
It was established that the lack of communicative competence is determined by the presence of linguistic and psychological barriers that interfere with the successful interaction of communicators.
The authors believe that the case method can become an effective way to overcome the deficit of communicative competence among students. With its use, the skills of active and empathic listening to interlocutors, analytical and critical thinking, argumentative choice of the mode of action, protection of one's point of view and decision-making, the formulation of a hypothesis and conclusions are developed. Case method contributes to the involvement of the participants in the communicative act, their participation in the learning process, emotional reinforcement, develops the skills of teamwork and communication.

Keywords : Russian as a foreign language, communicative competence, pedagogical discourse, teaching, case method

Introduction
The relevant task of the educational process is the formation of a communicative personal culture that determines the lifestyle and way of thinking of a person, provides it with a choice of a certain model and standard of behavior and the way of intellectual (including cognitive) activity, determines the development of the ability to establish and maintain interpersonal contact, readiness for perception, assimilation and preservation of cultural values.

Materials and methods
The paper uses methods of theoretical analysis and systematization of scientific and methodological literature, generalization of pedagogical experience, observations, thought experiment, and reflexive activity.

Results
A key concept, having the status of linguodidactical phenomenon within the framework of the modern anthropological paradigm, is the communicative competence, the essence and structure of which were the focus of many researchers (L. Bachman, M. Canale, D. Hymes, A. Palmer, M. Swain, S. Savignon, M.N. Viatiutnev, A.A. Miroliubov, O.D. Mitrofanova and others).
We define communicative competence as a phenomenal category reflecting the normative knowledge of the semantics of linguistic units at different levels, mastering of the mechanisms for constructing and rephrasing statements, the ability to generate discourse of any duration, in accordance with the cultural

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and speech situation that includes the parameters of the addressee, place, time and conditions of communication, the ability to realize in a foreign speech the differences between native and foreign languages, to carry out a conscious and automatic transfer of linguistic means from one type of speech activity to another, from one situation to another.

Functional components are found in the structure of the notion of communicative competence: linguistic, speech, discursive, educational, cognitive, strategic, sociocultural, compensatory, etc. These components are in the relationship of purposeful interconnection, interdependence and logical unity.

In the context of teaching Russian to foreign students, the definition of the content of communicative competence is of particular importance, which correlates with the state system of educational standards for Russian as a foreign language adopted in Russia. It is well known that this system corresponds to the levels of proficiency in European languages and has the following structure: the basic level (including the elementary level), the first certification level, the second certification level, the third certification level, and the fourth certification level.

To date, the model of requirements and diagnostics of the level of Russian as a foreign language suggested by the developers has been recognized by the public and widely introduced into the educational space of Russia. The level of language proficiency in modern methodical literature is defined as "the degree of the formation of communicative competence providing the ability to solve problems of communication in a foreign language in accordance with the conditions of communication and using the necessary language knowledge, speech skills and abilities" [Shchukin 2003: 61], the level of speech communication is understood as the student's ability to use the language as a means of communication within a particular stage of learning" [Shchukin 2012: 29-30].

The above-mentioned linguistic and speech competences as the basic components form a relative competence of the foreign student relative to this level. At the same time, language competence presupposes the presence of certain linguistic knowledge of the elements of each level of the language system (phonetic, lexical, morphological, syntactic, textual). While speech competence takes into account, on the one hand, a set of intentions, situations, social and sociocultural communication, relevant for this stage of language study, and, on the other, requirements for speech skills in different types of speech activity (listening, reading, writing, speaking), which served for A.C. Omaggio as the basis for structuring the concept of communicative competence [Omaggio 1986: 7]. Competences in speech activity are formed on the basis of the lexical and grammatical competences that are included in the core of language competence. Competence in speaking is supplemented with pronunciation competence, competence in writing - spelling competence, competence in listening - the ability to distinguish between sounding signs, competence in reading - the ability to distinguish graphic signs.

The lack of communicative competence is determined by the presence of barriers that interfere with the successful interaction of communicators. Barriers are specific obstacles that appear between communicants in the transmission, receipt and interpretation of information.

Linguistic barriers are connected with the discrepancy of the repertoire of the units learned by a foreign student at different levels of the Russian language system and the form, which the incoming information has. These are the so-called "barriers of misunderstanding" - phonetic (insufficiently formed skills of perception of information during listening, inaccuracy of pronunciation due to weak training of the speech apparatus and inattention to intonation patterns of Russian phrases, etc.), semantic (narrow vocabulary and, as a consequence, difficulties in decoding verbal signs, as well as an incorrect understanding of the Russian word due to external similarity with the "native" root, which has a different meaning (shade) or valency in Russian), stylistic (ignorance of correlation between the form, content and the sphere of use of the language unit, for example, the use of inostyle elements within the text of a certain style, the actualization of "author's" values within the writer's idiostyle boundaries - see [Spiridonov 2015]), and ethical (lack of skills to navigate in a verrtical communicative situation, lack of ethno-speech formulas of politeness and demonstration of piety - see [Ageeva 2015], [Galiulina et al. 2016]).

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A special place in characterizing the lack of communicative competence of foreign students belongs to psychological barriers connected, on the one hand, with the personal characteristics of the partners in communication (fear, excitement, distrust, rejection, communicative passivity, evasiveness) and, on the other hand, with mental characteristics of representatives of different cultures temperament, social attitudes, lack of knowledge in the field of national and cultural categorization of the world, stereotyping in interpersonal relations). Psychological incompatibility, which is a consequence of prejudices, can lead to interpersonal, interconfessional and interethnic conflicts. Therefore, the overcoming of socio-cultural barriers, based on of socio-political, confessional, cultural, gender, professional and other differences, is topical in the communication of the representatives of the peoples [Konopatskaia, Fakhrutdinova 2015]. This ultimately leads to a different interpretation of concepts, facts, events, situations in the process of intercultural interaction.

The system of barriers recognized by the teacher of Russian as a foreign allows building strategically an educational trajectory to prevent the emergence of communicative failures of students and correcting timely the educational process.

Along with the traditional methods of developing communicative competence in teaching Russian as a foreign language (lectures, seminars, viewing of educational films, work with textbooks, oral and written exercises, etc.), there are special methods of active learning: seminar, discussions, debates, round tables, business and role games, etc. [Varlamova, Palekha, Miftakhova 2014].

Discussion

In our opinion, a case-method is promising since it trains the students to solve practical problems in the context of real life or professionally oriented situations. With its use, the skills of active and empathic listening to interlocutors (group participants), analytical and critical thinking, argumentative choice of the mode of action, protection of one's point of view and decision-making, the formulation of a hypothesis and conclusions are developed. In addition, this method contributes to active involvement of each participant in the communicative act, their participation in the learning process, emotional reinforcement, develops the skills of teamwork and communication.

The case method is a new way of thinking and behavior not only for students but also for teachers whose functional duties shift toward moderation of the process of evaluating alternative points of view and making by students an independent decision in a time-limited environment. The subject-object (authoritarian) training is replaced by subject-subject interaction, where the teacher and students constantly contact, motivate their actions, choose the forms of behavior (cooperation and competition) optimal in the team (group) that correspond to the communicative code adopted in the society.

The system organization of the case is supported by its three-part structure: as a rule, the model has a narrative, information and methodological components. The first (narrative) part includes the situation itself (it can be a case, a problem, a story from real life), its context (conditions of interaction of subjects), features of the action and characteristics of participants in the situation ("playing" social roles, direct speech), ethno-speech context for example, the communicative situation can be accompanied by the presence of ethno-racial prohibitions, which is due to the peculiarities of the worldview of the ethnos [Sadykova et al 2015]). The information part contains the annexes accompanying the case: a) text material (articles, interviews, fragments of works of art, etc.), b) illustrative material (photographs, audio and video recordings, tables, graphics, etc.): "the visibility of the material raises it assimilation: the more the channels of perception of the material are involved - visual, mechanical (tactile), auditory and emotional, the higher is the rate of assimilation, and, consequently, the quality of the knowledge generated" [Bochina, Ageeva, Vlasicheva 2014: 7661]. The methodical part explains the place of this case in the structure of the academic discipline (motivational support), gives instructions for students (tasks for the analysis of the case are formulated and algorithms for their implementation are explained) and an analytical note on the case teaching.

Stages of work with the case are linear. At the stage of preparation ("Familiarizing with the contents of the case"), there is, first, a preliminary discussion of the case: an assessment of the situation by students and a preliminary analysis by the teacher; secondly, the formation of working subgroups (3-5 people

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each) and the choice of moderators; thirdly, the announcement of the problem (all groups perform the same task or each group has its own task); and fourthly, the teacher comments on the time of execution and the scope of work. The main stage ("Work stage") involves mastering (both classroom and extracurricular) of educational material within the established problem points, analysis of the situation problem in each subgroup, development of a situational analysis plan (discussion among members of the subgroup, coordinating tasks by the teacher), and formulation of decisions. At the last stage ("The final stage"), the moderators and participants of other subgroups take the floor, the results of the lessons are summed up, including the formulation of conclusions by the students and the teacher's comment, and the teacher evaluates the work of each subgroup.

Summary

Thus, the methodically interpreted specific content and procedure of carrying out the case act as a communicative training program, which includes three aspects: the material aspect (means of language and speech), the procedural aspect (speech actions in specific spheres and communication situations), and the ideal aspect (subjects of speech, themes, problems). Case method removes communication barriers and develops communicative competence: foreign students have the opportunity to learn how to conduct a discussion, defend their point of view, persuade opponents, cooperate in groups, etc.). In addition, such work allows students to feel themselves playing different social roles: assess the situation from the position of other people, try the situation on themselves, determine the causes of its occurrence, etc. To choose the optimal solution to the problem, the student must be able to classify, identify basic and additional information, analyze it. Along with these analytical skills, practical skills of students also evolve: they can test their knowledge, methods, ways of working with information in practice. And of course, the dignity of the case method and communicative study in general is the development of the creative potential of the personality of the foreign student in a cultural environment new for him.

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Cultural Aspect Of Teaching The Russian Phraseology To Polyethnic School Students

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Abstract

The study of phraseology as a set of phraseological units contributes to the development of a child's personality, his intellectual abilities and helps to form a communicative and cultural competence among schoolchildren. Phraseological units are closely connected with the spiritual life of people, its national culture, "contain a moral law and common sense" ([1]).

The article made an attempt to determine the relevance of the proposed problem, since there are few special studies devoted to this issue, and the importance of schoolchildren involvement in Russian culture through the culture bearing phraseological level of the language and the development of their communicative and cultural competence is obvious. In this regard, the national and cultural originality of Russian phraseological units (in comparison with the Tatar ones) is considered in the aspect of value orientations inherent in the mentality of a particular people.

The study we conducted in the framework of phraseological unit teaching issue solution among polyethnic school students formed the basis for this article writing, the aim of which is to provide practical help to the teachers of Russian schools to teach phraseology for the schoolchildren in the classes with the pupils of different nationalities.

In phraseology, the linguistic cultural approach manifested itself first of all in the works of the classic V.N. Telia within the field of general and Russian phraseology [2] and her school (see N. Bragina, E.Oparina, I.Sandomirskaya [3]). During the development of phraseology teaching model at a polyethnic school, we took the conceptual position of the culturally oriented methodology of Russian language teaching, developed by L.A. Khadyakova as the basis [4].

Based on this provision, we consider the teaching of polyethnic school students at the lessons of speech development in the cultural aspect, which involves the study of the language in close connection with the cultural life of people (see L.A. Khodyakova, R.K. Ramazanov [5]).

Based on the results of the study, it was established that the need for phraseology study at school is justified by methodologists in the aspect of its unique opportunities for the development of student speech and its familiarizing with the culture of people.

Key words: Russian language, communicative competence, polyethnic school, multinational school, training, phraseological units, comparison of Russian and Tatar people languages, culturological approach.

Introduction

The polyethnic school assumes multinational structure of pupils with the training in Russian as the state language of Russian Federation. Our study was conducted at polyethnic schools, where the main contingent is represented by Turkic-speaking students - Tatars (70%), Bashkirs, Kirghiz, Kazakhs, Uzbeks (20%), Russians, Mordvins and Azerbaijanis (10%).

The issues phraseological unit teaching for schoolchildren were developed by many scholars who proved the necessity of phraseological unit study according to the school program, which substantiated their role in the development of a spiritually-moral personality and the development of student speech. Many modern foreign and domestic researchers are also engaged in the teaching of phraseology, but their work is devoted to teaching either in Russian-speaking audience (see: Vasilenko A.P., Kozhadei E.V., etc. [6]; N.F. Aleifirenko, V I.I. Zimin, A.P. Vasilenko, T.N. Fedulenkova, D.O. Dobrovolsky, A.M. Melerovich, V.M. Mokienko [7], E.I. Rogalova [8], N.I. Kryukova, AN, Zakharova, G.S. Dulina [9] etc.); or in national schools (see: L.G. Sayakhova [10]; D.H. Husnutdinov [11]; E.F. Nagumanova, G.R. Gainullina, O.V. Shemshurenko [12]; Z.F. Yusupova [13, 14], L.Z. Shakirova [15], R.B. Sabatkoev [16], I.S. Fazliakhmetov

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[17], etc.). The peculiarities of phraseological unit mastering by the pupils of a polyethnic school (classes) specified by these scholars were not studied.
The lessons of speech development at a polyethnic school are Russian lessons, in which, along with the introduction of theoretical material, the systematic work is carried out to enrich the speech of students with the language units being studied, to recognize them in the text and to use the situation in their own speech, and also in writings.
The purpose of the article is to study the works of scholars in the field of phraseology; to consider the implementation of the cultural approach implementation to the teaching of phraseological units in Russian language lessons at national schools; to analyze the theoretical basis for the study of phraseological units in a wide scope (with the inclusion of proverbs, sayings, and winged expressions); to propose the model of phraseological unit culturally oriented teaching for the students of polyethnic school in the aspect of speech development.

Materials And Methods
In the practice of schoolchildren teaching, modern methods are based on an individual-oriented, communicative-activity, text-oriented, culturological approaches. Our article used theoretical and practical materials on the issues of phraseology in the culturological aspect, as well as the results of the study conducted by the use of various methods.
Theoretical provisions and the proposed methodology were tested during the training experiment in Urazovskaya, Medyanskaya, Malo-Rybushkinskaya and Bolshaya-Rybushkinskaya (nabed after A. Sadekov) polyethnic schools of Nizhny Novgorod region; at the school No. 1186 with the Tatar ethnic-cultural component of the education named after M. Jalil (Moscow); at the school № 1953 (the Center of Education) of Moscow.

Results
Using the problem analysis of scientific literature on linguistics, psycholinguistics, culturology, didactics and the teaching methods of Russian language, it was established that the language picture of the world reflects reality through the cultural picture of the world, which is the interpretation of the world in which we live.
The language picture of the world has the units of knowledge about the world, including both scientific terms and concepts, and a whole set of units that reflect the way people perceive the world (aphorisms, phraseological units, proverbs and sayings, winged words, metaphors, prototypical images of national culture). They are formed in a mosaic, fragmentarily filled language picture of the world, heavily colored with national coloring. Thus, two-level system of images of the linguistic picture of the world is being developed in the linguistic consciousness, in which the images of the first one are subjected to a new interpretation at the second level. This second level of reflection has the system of images embodied in phraseology. So there is a phraseological picture of the world.
Language and phraseological pictures of the world are considered by scholars as the basic social phenomena, dependent on each other and playing an important role in the development of personality as a representative of an ethnic-cultural society.
It was revealed that the concept and the term "phraseological unit" in modern linguistics are treated ambiguously. The scope of phraseology as a set of phraseological units is considered in a narrow and a broad sense. In our study, we use the term "phraseological unit" in a broad sense, including various phraseological units in this concept: the proper phraseological units - idioms, aphorisms, proverbs and sayings, winged words and expressions, etc.
Phraseology is very closely connected with the spiritual life of people, with national culture. The associations, caused by the internal form of phraseological units, create the national and cultural identity of the phraseological picture of the world, contain both the moral law and common sense, bequeathed by the ancestors. Phraseological units are one of the clear evidence that the language reflects and stores information about the national culture. It is a kind of "well of wisdom" of people, preserving and reproducing its mentality, its culture from generation to generation.

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The study examined the national and cultural identity of Russian phraseological units in comparison with the Tatar ones in terms of value orientations inherent in the mentality of a particular people (see: [18]). The national and cultural originality of phraseological units can be revealed by their interpretation in the context of culture through their figurative and metaphorical internal values, forms, usually specific in different languages.

Phraseological units of Russian and Tatar language have equivalents, but nonequivalence is observed, which is caused by religion, the presence of different symbols, rituals related to religion, attitude to animals, etc.

Thus, for example, the analysis analyzes the expressions of "good soul" and "black soul" in comparison with Russian-Tatar languages. The soul is the "spiritual center" of a man, his inner "I". It is just like a man who is mortal and carries ethical principles. The phraseological units preserved a person's attitude to a soul: a high soul, look into a soul, a hare's soul, though the purse is empty, but the soul is pure (proverb), give the soul to the god, to love with all one's heart and soul. "The soul preserves itself during the whole life path of a man, but does not collapse with its death, so the soul is alive (this is a stable expression in religious discourse (context) (see: V. A. Maslova [19]). It carries the connection of a man with the highest spiritual principle, therefore a man's efforts are often aimed at self-improvement of the soul. Such phraseological units as to save soul, to dig up old wounds appeared from here.

When a person is kind, just, disinterested, then people say that he is kindly soul. If a person is angry, full of bile, then people say he is a black soul. In Tatar language, they say a good soul about a "good man" - ак җан (lit., a white soul), and instead of a black soul, they use кара җан (lit. a black soul). Nowadays the expression акҗан is very rarely found in the speech of Tatars.

If in Russian we meet a lot of phraseological units with the word "soul", then they rarely talk about soul in the mentality of Tatars. Only if a person died (very rarely when a person was running a lot and could not catch his breath, he was frightened greatly (җанычыкты [цыкты] - lit. his soul came out), rose to his feet after impotence and illness (җанкерде – lit. the soul came in). In everyday life, the word soul is used rarely.

Sometimes people use a proverb associated with the soul, which is more humorous in nature, and is used in relation to children. If a child could not restrain himself in public and released gases, then with an embarrassed child, the elders say: "Җаны бар – җиле бар" (there is a soul - its wind is present).

In an ordinary conversation, it is not customary to use the word soul without the need. The soul is a "dimple on a neck, above the chest, under the Adam's apple", where a man's soul is placed according to popular beliefs (see: A.K. Birikh [20]). In Tatar mentality, the soul is in the heart, in which the secret center of a personality is expressed.

Because of the limited use of the word soul in speech, a person of Tatar nationality does not perceive the frequent use of this word in different expressions in Russian, since it has other equivalents: Russ. "to wear one's heart upon one's sleeve" in the sense of "about a very frank, not secret, straightforward, sincere person" is actually a Russian expression.

If one needs to use an expression related to the meaning of "about a very frank, not secretive, straightforward, sincere person," then in the Tatar language they say ачык[ацык] кеше (lit. an open person) or күңеле ачыкк (lit. his soul is open). Or the example: to open soul in the sense of "express the things accumulated in soul." Tatars meet such a meaning in the expression серләрен сөйли (lit. he says confidential things). The popular Russian expression "not have a penny to one's name" in the sense of "about a poor, a penniless person" in the Tatar language sounds like артында бер тиене дәюк (lit. he does not have a cent). The word soul is not used with these expressions.

Discussion

Since it is not possible to disclose all aspects of the studied problem concerning the teaching of phraseological units at multinational schools within the framework of a single article, the authors outlined the range of issues that are relevant at the present stage in the studies of linguists and methodologists.

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The interrelationship between the cultures of Russian and Tatar peoples, the dialogue of cultures is at the basis of Russian teaching to the students with non-native Russian in many regions of Russian Federation. The problem of student teaching at polyethnic schools in the mainstream of the cultural study approach is the focus of many studies on the theory and practice of Russian language teaching.

In the course of our research work the analysis of the specialized literature was carried out and the experimental training of schoolchildren was carried out. Here are some fragments of experimental work. For example, from the list of key words, students need to make a proverb or proverb or a saying. The results of the work, in which 62 people took part, showed that the students did not understand 10 words (47.6%) and did not remember the phraseology with them. Basically, these are obsolete, outdated words (tops, cymbals, hogs, sazhen, cookie). The words sieve, bast shoe, benefit were misinterpreted by schoolchildren on the basis of sound similarity with other words of Russian language. So, the word bast shoe was not perceived as shoes by none of the students. The pupils tried to correct this word into eat or grab. The sieve is perceived as a lattice (a fence), initiative as repair, benefit as a prophet. The word forehead was understood by the students, but they cited the proverbs with an incorrect interpretation of the word.

So, the perception of phraseological units in which there are obsolete or outdated words, is complicated by the pupils of a polyethnic school. The students' answers reflect individual phraseological pictures of the world, the peculiarities of Russian and Tatar people mentality, cultural and linguistic competence predetermining the ability of the linguistic personality to cultural reference, and indicate a different perception of the same objects i.e. about the discrepancy of national pictures of the world. In the long term, our research can be continued on the basis of other phraseological units, as well as in relation to another Turkic-speaking audience (for example, in Bashkir, Chuvash, etc.).

Conclusions

On the basis of the conducted research, we made an attempt to consider the difficulties encountered by Tatars during the study of Russian phraseological units. World perception, myths, archetypes, rituals, standards, stereotypes, symbols, customs, attitude to work, to human qualities are reflected in the phraseological wealth of each people and represent the national and cultural identity of compared languages. Students in the process of Russian language and other languages teaching should be aware of these features, since one can not think about the world without knowing the basic categories of culture of own and another language ethnos.

Our conclusion is the following one: in order to build an effective teaching system for phraseology, it is necessary to take into account the national peculiarities of Russian phraseological unit perception, the peculiarities of pupils' native language sound system, and predetermine the difficulties encountered by the students of a polyethnic school when they meet phraseological units. In order to overcome these difficulties and make it easier for students to understand Russian phraseological units, it is necessary to conduct literate and purposeful work. For example, in order to put the explanatory dictionaries of the phraseological phrases into the Russian language textbooks for polyethnic school students, to take into account the phonetic features of Tatar language, to select the assignments for the finding of proverbial equivalents and sayings in native Tatar language and the explaining of a meaning, to suggest to find and explain phraseological units in context.

The consideration of these features of phraseological unit perception by the students of a polyethnic school will increase the effectiveness of work on the development of students' speech, will cause the interest in the study of Russian phraseology. The reliance on culture will allow teachers to make the process of Russian language teaching more effective and successful using the example of phraseological units.

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Causal Propositions In Russian Language: Methods Of Chinese Teaching For Students

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Abstract
The article deals with the causal relations, expressed by prepositional-case structures, from the communicative point of view of learning Russian as a foreign language. Causal relationships in comparison with others (for example, spatial and temporal ones) are of a nationally individual character, and therefore they are difficult for foreign students in the mastering of expression means. The aim of the work is to help Russian language teacher as a foreign language teacher to use the functional semantic principle in practice actively, which allows to actualize the learning tools of speech activity. As you know, the same preposition can have several meanings in one language, as well as in different languages, especially genetically and typologically different (Russian and Chinese), which causes certain difficulties in terms of teaching methodology. The knowledge of the principles concerning the development of preposition semantic meanings in a particular language, its functional features implies deeper linguistic knowledge than just the search for correspondences in different languages. Our appeal to the propositions is conditioned by the fact that the Russian "liaison words are very numerous and productive" [1, p.544], on the one hand, and by the absence of special studies concerning the methodology of causal preposition teaching in Chinese audience on the other.

Key words: education, Russian as a foreign language, Chinese students, causal excuses; methods of mistake correction

Introduction

In the framework of functional-communicative grammar, the preposition is viewed not simply as a morphological category, but also as a syntactic category. Besides, "under certain conditions, the units that fulfill the functions of a preposition fall under these definitions, but they have not lost touch with their part of speech" [2, p. 269]. "A preposition is an official part of speech that formalizes the subordination of one significant word to another in a word combination or a sentence, and thereby expresses the relationship of those objects and actions, states and attributes to each other, which are called by these words" [3, p. 706]. There are several classifications of prepositions based on different principles, which are reflected in the works of modern researchers [Astaf'eva, 1974; Bondarenko, 1961; Bukatevich, 1952; Vinogradov, 2001; Petrova; Shiganova, 2002].

Following the Academician V.V. Vinogradov, we distinguish prepositions in our work that express the following relationships: 1) spatial (local); 2) temporary (temporal); 7) causal: green with anger, agree out of respect, come on the occasion of the holiday: "I love you, but I can not sit at home as I am bored" (Chekhov A.P. "Seagull"). [7]

In relation to the noun, the preposition is considered as "an integral part of the word form" [1, p.155]. The form of a word can have different meanings, determined by its syntactic function, the degree of independence, stylistic affiliation, synonymous and antonymic relationships. Synonymic prepositions are the relative units that are identical or similar in meaning, which have a complete or a partial compatibility on the left (with a controlling word) and on the right (with a controlled word), most often they express the same case values that differ from each other by some semantic signs or stylistic affiliation and are not always interchangeable [10].

Materials And Methods

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To achieve this goal, we used the methods of research comparison, analysis, observation, experiment, description, generalization. The research involved the work of scientists on Russian and Chinese grammar, the theory and practice of teaching the Russian language, textbooks and teaching aids in the Russian language, dictionaries. This article uses the results of our observations during the teaching of Russian to Chinese students.

Results

The analysis of scientific literature showed that prepositions expressing causal relationships are classified into several synonymous and synonymic-variational series:

1) because of, from, due to, in view of, for the reason of, in pursuance of, in view of. These prepositions contain an indication of an immediate cause, differentiated by meaning and phonetics (by force / strength), for example: getting tired of anxiety; because of age.

2) due to, by grace of. These prepositions contain an indication of the positive reason for an action. The preposition "due to" is used with animate and inanimate nouns, with a concrete and abstract meaning. The preposition "by grace" is used mainly with animate nouns, for example: thanks to a common friend, by the grace of God.

3) thanks, by the grace of (in the second meaning), through the fault of. In these pretexts, the indication is given to the negative reason of an action commission. The most common pretext is "due to", for example: Due to the composition purchased at the Romensky Horse Fair from the Jew ... (I.S. Turgenev, "Hunter's Notes").

4) for the lack of, in the absence of. These prepositions contain the indication of the forced cause of action, fully coincide by lexical meaning, both are bookish, form one case (genitive), for example: for lack of coffins and plaques ... (the body of the national Russian language).

5) under influence, under pressure, under impact, under action, under onslaught. Prepositions are characterized by the indication of the external forced cause of an action. "Under the action" phrase has the same value, the same compatibility and can replace each other. The rest have semantic differences by the degree of impact intensity and the differences in compatibility, for example: under the influence of Chekhov's innovation ...; under the pressure of the police ... (the corpus of the national Russian language).

6) under the pretext, under the guise. These prepositions contain the indication of a fictional cause of something. Under the pretext is used much more often than the proposition under the guise, for example: under the pretext of literature translation for nuclear scientists ... (the corpus of the national Russian language).

7) on the occasion (in the first meaning), on the case (in the 1st meaning), in connection with, in commemoration of. These prepositions are characterized by the indication of an action, an event that is the reason for the performance of another action and another event. The preposition "in connection with (what)" has the broadest meaning, compatibility and is the most frequent one, for example: On the occasion of the 63rd anniversary in veteran organizations ... (the corpus of the national Russian language).

8) thus, as a result, in the end. These prepositions are characterized by the indication of the reason leading to a certain result (with a tinge of a consequence). The pretext "thus" has the broadest compatibility and is the most common one, for example: thus, according to the experiment ..., due to the shortcomings of the rendered service (the corpus of the national Russian language).

The comparison of Russian and Chinese language allowed us to identify the types of patterns that facilitate the implementation of transposition and the overcoming of interference during the study of Russian language prepositions. Syntactic relations and the relations in Russian language are represented, first of all, by prepositional-case structures, and in Chinese they are expressed by the order of words, by the means of functional words and intonation. Therefore, the causal prepositions of Russian language differ from the Chinese in quantity, form, compatibility, etc. The disparity of causal prepositions is explained by the following reasons: 1) there are 204 prepositions in modern Russian language, among them, more than 20 express the significance of the cause [11, p.18], and Chinese has about eight of such

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prepositions; 2) by origin, the causal prepositions of Russian language are subdivided into non-derivative (primary) and derivative (secondary); in Chinese language, all causal prepositions are non-derivative and solid: non-derivative (original) prepositions include the prepositions that are not formed from notional words; they can be used with different cases: for, from, because of, due to, to. Derived prepositions constitute a large group that is formed by the transition of significant words into functional ones. At that they lose their lexical meaning and morphological features, are usually used with one case: in view of, due to, thanks to, for the reason of, by virtue, by grace, caused by, etc.; in Russian language, causal prepositions are often correlated and classified according to their combination with cases. Most prepositions of Russian language are used with the forms of a certain case; unlike the Chinese language, in which there are no morphological changes, every Chinese preposition is combined with nouns without case: from, in view of, due to, for the reason of, etc. + genitive case. *因(yin)，以(yi)，因为(yinwei)，为了(weile)，由于(youyu)，为着(weizhe)，多亏(duokui)，都怪(douguai)* – no case; *due to, on + dative case; in connection with, in accordance with + instrumental case*.

(1) *In South Asia, the situation is changing after the acquisition of nuclear weapons by India, Pakistan, the United States shift towards closer relations with India (Kulagin V.M. International Security).*

*在南亚，**由于**印度和巴基斯坦拥有了核武器，也由于美国同印度建立了更加密切的关系，局势正在发生变化。(zainanya, youyuyinduhebaijisitanyongyoulehewuqi, yeyouyumeiguotongyindujianlilegengjiamiqiedeguanxi,jushizhengzaifashengbianhua.)(translator: Niu Cuizheng).*

(2) In this regard, the subject field of this threat and the fight against it have broadened and changed (Kulagin V.M. International Security).

***由于**上述原因，拓宽并改变了这一威胁的对象以及同这一威胁进行斗争的具体范围。(youyushangshuyuanyin, tuokuangbinggaibianlezheyiweixiededuixiangyijitongzheyiweixiejinxindouzhengdejutifanwei.)(translator: Niu Cuizheng).*

In examples (1) and (2), both prepositions "thus + accusative case" and "in connection with + instrumental cases" were translated into Chinese as "由于". The noun after "由于" does not change.

4) in Russian causal prepositions have about eight values (see Table 1), and in Chinese all causal prepositions express the same value. In Russian language, non-derivative causal prepositions are neutral ones, the derivatives are bookish or colloquial, in Chinese the stylistic coloring has no connection with form. The stylistic significance of Chinese language causal prepositions:

Prepositions and stylistic coloring: neutral style 因为 (yinwei), 为了 (weile), 由于 (youyu); conversational style 为 着 (weizhe), 多亏 (duokui), 都怪 (douguai); bookish style 因 (yin), 以 (yi), 造成 (zaocheng)

Difficulties arising during foreign language lessons at the assimilation of causal pretexts, are confirmed by the results of the experiment. Two groups of subjects were offered written assignments to translate 35 sentences from Russian language into Chinese. Besides, oral assignments for the use of causal and variable causal prepositions. The aim of the experiment is to reveal the typical errors in the use of Russian causal pretexts, caused both by the interfering influence of the native language, and by the semantic and stylistic diversity of Russian prepositions. The experiment showed that there are two types of mistakes in the use of Russian language causal prepositions related to extralinguistic ones (inadequate use, not corresponding to a situation and linguistic register associated with a particular social situation) and linguistic factors (divergence of linguistic factors).

The results of the analysis are shown in Table 1:

Table 1. Errors in the use of Russian language causal prepositions

Types of errors / Types of translations	Used in total	Errors in case use	Errors in synonym use	Missed	Total	Frequency of errors
Written	392	39	31	8	78	19.5%
Oral	350	68	48	50	166	41.5%

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The occurrence of typical errors during the use of causal pretexts, especially non-derivative ones, is connected with the absence of complete equivalents in Russian and Chinese languages, as well as with a number of other factors: the compatibility of words, the order of location, syntactic function, the peculiarity of preposition grammatical nature in matched languages, the additional nuances of word meaning. In Chinese, nouns with prepositions are used without a case, so it is difficult to understand the grammatical meanings "preposition + noun in some case" for students. They choose a case either by memory or simply from intuition, thus mistakes are unavoidable. Let's give an example: preposition "by" and "from" are synonyms, but they are combined with different cases. Chinese students are often allow the errors of the following type: "due to fault of" (it should be through fault), absent-minded (it should be by absent-mindedness).

Table. 2. The errors in the use of variational causal prepositions of the Russian language

Preposition / Translation type	Due to			According to			By the reason of		
	Correctly	Error	Missed	True	False	Missed	True	False	Missed
Written	83	17	0	71	26	3	67	29	4
Oral	66	34	0	53	37	10	50	39	11

Prepositions "because of", "by" and "by reason of" have different meanings. Chinese students use these prepositions in one sense, it is difficult for them to distinguish their meanings. For example, the preposition "according" is combined with the noun in the dative case, in the causal meaning is used with verbs that call the action of a person, for example: say, do something (Now let everyone in their own way imagine Lisa's position ...) (Corpus of national Russian language). The preposition "because of" usually means the external cause of a person's action or a thing: do (do not do) anything because of something (... this possibility is not demonstrated because of the limited volume of the article) (the Corpus of the national Russian language). The preposition "by the reason of" expresses the causal meaning most clearly. "For a reason" is often used with an abstract meaning: Experts claim that men tend to smoke because of fatigue, boredom ... (Corpus of the national Russian language).

Discussion

The main difficulty in the assimilation of Russian causal pretexts by Chinese students is related to the fact that Russian and Chinese languages are genetically and typologically different ones, and therefore the grammatical meaning in them is transmitted in different ways. Besides, Russian causal prepositions are characterized by a wide branched system of meanings, which are not always found in Chinese.

In the developed linguistic methodical system of teaching, we propose the use of communicative, consciously practical, consciously comparative methods, which are most effective for the assimilation of Russian causal preposition and its linguistic characteristics all together, in particular, stylistic affiliation, grammatical features, syntactic compatibility.

Conclusions

Our conclusions are the following ones: we believe that in order to overcome the errors in the use of Russian language causal prepositions in speech, it is necessary:

1) to develop means and methods to prevent and eliminate errors in the use of prepositions in speech using Russian in Chinese audience;

2) to offer a system of exercises that is based on a selected and ordered grammatical material by the learning stages and contributes to an effective development of skills in the use of spoken Russian prepositional constructions;

3) to develop the system of selection and ordering of grammatical material based on modern methodological principles of grammar material ordering to teach Chinese students to the studied aspect of Russian grammar. The main directions of work during the development of the grammatical structure

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of speech involve three main stages: 1) the development of the ability to use prepositions in speech; 2) the development of proposal development skills; 3) the learning of different parts of speech for agreement (see: [12-15]).

The first stage is connected with practical classes where a teacher introduces the semantic and grammatical features of causal prepositions in Russian language, emphasizing the attention on the differences in the use of Russian and Chinese prepositions.

The second stage is focused on the work with texts: when the work on errors is performed, a student uses a text that was verified by a teacher and contains comments and notes. Checking the work of students, a teacher not only emphasizes mistakes, but also puts marks on the margins in order to explain the essence of errors. This type of work helps to secure the correct use of prepositions in speech.

The third stage is working with speech patterns: a teacher offers typical speech patterns of causal preposition use in Russian and gives written and oral exercises to prevent and eliminate the errors in the speech of Chinese students. In the process of exercise performance, students consciously or subconsciously extract the necessary knowledge, learn about the peculiarities of using the causal prepositions of Russian language, thus, form the skills of causal preposition use in speech.

The assimilation of this topic is completed with a test. The final control is an important component of the learning process, it performs two functions - test and diagnostic, determining the level of preparation and identifying insufficiently mastered issues and reasons that make it difficult to master a topic. Our methodological recommendations have practical significance and can be used in the practice of teaching prepositions during the classes in Russian as a foreign language.

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About Translations Of Western Literary Classics In Tatar Language

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Abstract
The article is an overview of translations of Western classical literature into Tatar (the language of Kazan, or Volga Tatars). Tracing the history of Tatar translator appeal to the works of Western European and American literature, the authors emphasize the importance of translation art to establish strong intercultural relations. The fact is noted that Western literature became the subject of the Tatars' translation reception at the end of the 19th century, when the process of cultural reorientation from East to West began in the intellectual Tatar environment. During that period they laid the foundations of a full-fledged translation activity and the reflection on it. At that time they translated either from an original language, or from an intermediate language, Turkish or Russian. During the early Soviet era, the inertia of the former approach was maintained. However, in the future, the character of the translation business was determined by the state order. Hence, a rather strict selection of Western writer names and their works for translation (translated literature was focused on the tastes and preferences of children and adolescents increasingly). The translations directly from the original language were practiced poorly; the only intermediary language was Russian. And yet, despite this, the translations were actively published and discussed in press, thanks to which the school of the Tatar translation was developed, represented by the cohort of eminent masters, from Rais Dautov to Kiyam Minnebaev. Today the Tatar translation of Western literature is in crisis still. They translate little, they do not translate well, and the published things are more likely connected with the genuine achievements of the Soviet translation school than with the achievements of the present day. The authors of the article suggest the ways of translation practice philological stimulation. The conclusions of this paper will be useful both for theorists and historians of translation, and for those who deal with it directly.

Key words: Western literature, Tatar language, artistic translation, translation history, text, interpretation.

1. Introduction

Literary translation is a complex form of intercultural dialogue, carried out in practice. It is clear that it is impossible to enter into the context of the world literary process and, moreover, to occupy a certain niche in it. In fact, translation is the driving force of verbal and aesthetic development. It is no accident that the flourishing of national literature is always associated with an active work of writers as interpreters. Besides, translation often becomes a paradoxical way out of the social-cultural crisis, a temporary but an effective means of national, experiencing a decline. A vivid illustration of this thesis is the fact of "All-World Literature" publishing house establishment by M. Gorky in 1918. It united the writers of different traditions for the transfer of the things developed by classical literatures of the West and the East for many centuries in Russian figurative language. We are faced here with the phenomenon of a cultural breakthrough, an accelerated movement, when the literature rapidly passes the stages in a short time, which in other circumstances would take years and centuries.

A similar project was proposed in sovereign Kazakhstan of the early 1990-ies. At that time a fairly extensive list was compiled with the names and works that were subject to compulsory translation into Kazakh language and, therefore, a specific standard of an educated person was set, which was offered as an ideal. This standard consisted mainly of Western literary and philosophical classics texts, since it was believed that the eastern one was already mastered in basic features. This project, as you can understand, was not completed; a wave of disappointment was experienced by some part of intelligentsia. Naturally, this does not cancel the most important translational achievements, which could be absent; among them - the translation of the works by M. Heidegger and J. Derrida into Kazakh language. The Kazakh project demonstrated that at the break of epochs, at the "bifurcation point" (the term by I. Prigogine), culture can

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overcome situational fermentation teleologically, through the analysis of positive impact sources from the external environment. Why this overcoming proved to be incomplete or half-hearted requires a separate consideration.

As for Tatar literary translation, its history is not written. There is no integral picture of the Tatar translation craft. An appeal to this topic is extremely relevant right now, when the Tatar translation, according to our observations, experiences bad times. This applies, in the first place, to the translations of Western classical and contemporary literature. Now it is not translated almost, and if they do, they are limited to the works intended for the staging on the Tatar theater stage, which is understandable if we take into account the "efficiency" of the dramaturgical sort of literature, when the response to the performance text has a living, immediate character. And this is the fundamental difference between the Tatar translation and Russian or English - more bookish, mass, aimed at the reflection of the current artistic situation in a variety of genre-style forms (In Western culture, the tradition has developed to update the translations of the world classics every ten or twenty years - because any, even a perfect translation becomes an obsolete one and it must be replaced in a good sense of the word).

In the present article we give a concise overview of Western literature Tatar translations in order to present the situation in a historical projection.

2. Methods

The cornerstone method of research is a complex approach, connecting individual scientific methods. Two methods are the most valuable ones: 1) historical and cultural and 2) literary and descriptive.

The essence of the first method is reduced to the historical-cultural context, since no phenomenon exists without the connection with the past (diachronic vertical) and the present (synchronic horizontal). The use of this method allows one to see a phenomenon in the internal evolution and dynamics of external contacts. Literature is a part of culture, its internal environment and subsystem.

The second method is based on the analysis of literature, including translated, objects in their chronological section. It includes the knowledge of factual specifics. At the same time, one does not need to think that the meaning of this method is reduced to a simple listing of books. On the contrary, its enumeration is connected with the analysis of those laws that lead to the appearance of an artifact, starting with an explicit or implicit request of the reader audience and ending with a set of individual preferences of a writer-translator.

There are not many works on this topic; as a rule, the existing works are limited to the traditional study of a work inner world or its communicative aspect. See, for example: [Amineva V.R., 2015; Afanasev A.S. et al., 2016; Bekmetov R.F., 2015; Smirnova E.A. et al., 2016].

3. Results

In the "Introduction" we explained that Western literature is almost not translated into Tatar now. However, this was not always the case.

It is enough to say that during the period from 1901 to 1917, when the process of cultural reorientation from the East to the West took place in Tatar environment, about 36 names of translated products with the total circulation of over 134,000 copies appeared in separate books [Gilazev Z.Z., 2009, p. 250]. Mostly these were the plays for the rapid development of national theater. The object of translation were both the playwrights established in the world reputation, as well as those who were considered undoubtedly talented but third-rate writers in the hierarchy of talents. Thus, in 1908, a three-act play "Spoiled" by forgotten French playwright Eugene Brieu was published in the printing house of the Kazan newspaper "Bayan-ul-hakk" [Brieu E., 1908]. The translation was performed by Mukhametvali Apanaev (1889-1922), the critic who died early, a musician, the heir to a huge merchant's fortune. The author of the play, among other things, talked about the hard fate of the "fallen woman" in society, nicely covering the flaw with high and abstract sentences. The choice of a drama with such a topic for translation was not arbitrary; it was correlated with the tendencies of the great Tatar literature, where it was discussed in the perspective of a lonely girl fate who had fallen from a patriarchal environment into a city environment and had to make an irreparable step. (In Western European literature of the 19th and early 20th centuries the works

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of this kind were frequent, they were addressed by masters, from Emil Zola to Bernard Shaw. It is curious that in 1914 this play was on the stage of the Broadway Music Hall, in 1915 E. Brieu adapted his text and presented it in the form of the script according to which the silent American film was shot, and in 1919, an English filmmaker A. Butler shot a new black and white film adaptation called "Defective goods" within the same scenario).

Let us also note that of all the genres of dramatic art taken for translation, either comedies or dramas in the narrow sense were popular; Western tragedies were not translated in fact until 1917. They began to appear in the Soviet period (in the 1940s Naki Isanbet translated Hamlet from English, checking his copy with the Russian translation by M. Lozinsky [Shakespeare U., 1952], and the play was successfully performed on the stage of the Tatar theater; in 1960-ies Gabdulla Shamukov translated the tragedy "Prometheus the Chained" by Aeschylus from the Russian translation [Aeschylus, 1964], but there was no theatrical performance; also let's point out that the antique theme as a whole was of little interest to the Tatar readers, until 1917 Aesop was translated for printed collections, because, firstly, his fables had an instructive meaning, embodied allegorically, in the aspects of reading for children and, secondly, the images of the ancient Greek fabulist resembled oriental ones, familiar in terms of Arab and Persian fairy tales and didactic novels. In 1898 Gadbulgallam Faizkhanov translated and published "Kalila and Dimna", the Arabic variant of the ancient Indian "Panchatantra", typologically close to the Aesopian fables).

It is also pertinent to say that the translations were accompanied by their discussion; they were thought in search of an optimal linguistic model. Circles were organized within the editions of Tatar newspapers, and the issues of translation skills were considered during their meetings. A lot of things that were the subject of oral controversy, then moved to the pages of the leading Tatar journals to become an object of discussion once again, an acute and a tense one. It was useful not only because its participants evaluated each other, but also because it was the part of the dialogue about the form of Tatar language, which developed its norm then.

During an early Soviet period, the inertia of the former approach remained. It was translated by direct government order, based on international requirements, and the circle of authors expanded significantly. Although they translated mainly from Russian language. The novel "Don Quixote" by Miguel Cervantes is among them [Cervantes M., 1929]. They discussed the specifics of the translation strategy, trying to define a set of clear codified rules. At the same time, according to the selection of the Tatar magazine "Soviet Literature" issues (1930-ies, 1940-ies), a general Soviet view prevailed, according to which a good translation should not be literal, but creative.

After the 50-ies of the XXth century, the translation work intensified: "thaw" moods prevailed. In particular, the capital one-volume books appeared, many of which were intended for youthful reading: Walt Whitman translated by Mars Shabaev [Whitman U., 1975], Herbert Wells and John London - Farvaza Minnullina [Wells G., 1979, Wells G., 1987; London D., 1982], Johann Goethe - Mahmoud Maksud [Goethe I., 1948], Paul Beaumarchais - Gabdulla Shamukova [Beaumarchais P., 1980], William Shakespeare as the author of "Sonnets" - Sharaf Mudaris [Shakespeare U., 1961], without taking into account numerous journal publications. During the same years, the Tatar school of translation was created. At a certain stage, it was headed by Kiyam Minnebayev, the translator of the novel by Gabriel Marquez "One Hundred Years of Solitude", which made an invaluable contribution to the development of the Tatar translation.

Ernest Hemingway was particularly popular among the American writers of the twentieth century. If a Russian reader discovered the work by E. Hemingway in 1930s, then the Tatar reader discovered it a decade later. It is known that the story by E. Hemingway "American Fighter", translated into Tatar, was published in the 7th issue of the magazine "Soviet Literature" in 1942 [Hemingway E., 1942a]. In the 8th issue of the same magazine of the same year - the story "Madrid chauffers" [Hemingway E., 1942b]. Fatih Husni was the translator, although in the second case it is assumed. The most complete translated version of the Hemingway works was published in 1971. The selected works of American classics included the stories "The Undefeated", "The Snow of Kilimanjaro", "Give a Recipe, Doctor!", "Fifty Thousand"

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translated by Rais Dautov, as well as the story "Harry Morgan" and the story "The Old Man and the Sea" translated by Yasir Shamsutdinov [Hemingway E., 1971].

Nowadays there are no Tatar translations of Western literature, or in any case quantitatively they are so insignificant that they can be neglected in a holistic description. Published are often associated with the Soviet school of Tatar translation studies. These include the translations by Ravil Tumashev, once the main director of the Tatar Drama Theater named after Karim Tinchurin in his collection "The samples of the World Drama" [The Samples of the World Drama, 2012]; The collection includes the plays by William Shakespeare, Berthold Brecht and Oscar Wilde. On the one hand, it seems strange, given that the range of art materials for translation practice has become wider now. On the other hand, the common problems remained, but along with them new ones emerged; the lack of stable state aid is among them. Indeed, sound translations require a tremendously long time; in the context of total commercialization, a translation product needs support, not only financial but also moral one, when a discussion about the quality of translation is encouraged at all stages of the discussion, from the draft version to the final text, and the high standard of the translated work is welcomed, and not the premature imitations of poor quality.

Without the pretension to the solution of all problems, we will try to explain what the philological Tatarik as the branch of scientific knowledge at the present stage for the stimulation of practical translation in 3 points.

Firstly, it is impossible to create the history of Tatar translation art without an elementary cataloging of the available translations of the western classics into the Tatar language. The problem of translation systematization is one of the main ones. It is complicated by the fact that the translation material is scattered, and we have to make efforts to collect it. The weak link is the texts until 1917. As an example, we refer to Galiaskar Kamal's case, a Tatar playwright. The lion's share of his translations has not been published and is kept in an old manuscript form. Archives should be published and digitized in ideal. It is necessary to re-publish translated texts, which have become exemplary, in their entirety or in readers, for many of them have long become a bibliographic rarity. This applies not only to books, pamphlets, magazines and newspapers of the Volga-Ural region, but also to the translated products that was published, and is published possibly in Tatar diasporas. We have little idea of their literary life. Along with this, it would be right to draw attention to the aggregate of critical reviews about translations in the periodical press and to trace their evolution.

Secondly, the translation is difficult to imagine without a lexicographical work. Current foreign-Tatar dictionaries, both general and branch ones, leave much to be desired. The fact that the choice of vocabulary in them is often random and unsettled. There is no illustrative part in the overwhelming number of cases, and the language is difficult to master without the understanding the dynamic speech context. An abstract use of a word means nothing. Examples are needed, and not "dead" ones, but taken from a living language. The first-class western bilingual dictionaries can be represented as a sample.

Thirdly, it is necessary to form an idea about the principles of translational mastery on point examples. A general panorama will be formed from point studies. The experience of Tatar translations correlation with the translations of Western literature into other Turkic languages is seen as a promising one.

4. Discussion

The problems touched upon by us should be discussed, and not only by the representatives of science, but also by the consumers of translated literature. Tatar readers put forward the following questions: we judge about this by the materials of Internet forums. However, ultimately, only the appearance of Tatar translation about the saga of Hobbits by John Tolkien or the novel about Harry Potter by Joanna Rowling can be a weighty response to the proposed incentives.

5. Conclusions

Thus, the article reviewed the translations of Western literary classics into Tatar language, that is, the history of Tatar translation appeals to the literature of Western countries in the main stages was traced,

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and philological incentives for the activation of Tatar translations were suggested today. The term "Tatars" meant "Volga Tatars" - the people inhabiting the Middle Volga region of Russia.

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Basic Principles Of Russian Language Study As Foreign

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Abstract
The proposed article is devoted to the problem of Russian language study as a non-native language, taking into account the specific linguistic peculiarities of student native language. Many of them do not have correspondences in Russian language, just as Russian language has its own unique features. The aim of the article is to highlight the basic principle of Russian language teaching and suggest the most optimal ways of its application. They used such leading methods of research as analysis, comparison and generalization. The study was conducted on the material of Russian and one of the Turkic (Tatar) languages. The consideration of native language is considered by the authors as the main principle of Russian language teaching as non-native. The methodological basis of consideration principle concerning the peculiarities of bilingual student native language is the results of the comparative study of the studied (Russian) and native (for example, Tatar) languages. In this regard, a teacher need to know about the specifics of bilingual student native language in order to prevent interpreting errors and to take into account the transpositions in the process of teaching Russian language as a non-native language. We believe that this study makes a certain contribution to the field of linguistic didactics and it can be interesting for all those involved in the education of migrant children. The results of the study will be useful for the teachers working with bilingual students.

Key words: education, Russian as non-native; inflectional and agglutinative languages; Tatar language, juxtaposition, the principle of a native language consideration.

Introduction

The linguistic landscape of the earth is represented by a variety of languages, which have some similarities, as well as the differences between themselves. Wilhelm von Humboldt said that "every language makes a circle around the people to whom it belongs, which a person is allowed to leave only insofar as he immediately enters into the circle of another language" [1]. Such an approach presupposes an oppositional opposition of two systems of the "worldview" in the thinking of bilingual person (Weltansichten, according to Humboldt), two language pictures of the world, two cultures - one related to the native language, and the second one connected with a non-native language.

The teaching of Russian language as a non-native one is one of the aspects concerning the development of student bilingualism - the ability to use a native and Russian language alternately in the learning process and life situations (see: [2-6]). That is why the principle of taking into account the peculiarities of a native language plays a special role in the system of teaching Russian as a non-native language. Let's consider this problem on the example of one of the Turkic languages - Tatar language.

The state and the degree of native (Tatar) language development, the history of its relations with Russian language, the system and the history of writing (before October 1917 and during the first years after the revolution, they used the Arabic alphabet, at the end of the twenties the Arabic alphabet was replaced by the Latin alphabet, and since 1938 it was replaced by a new alphabet based on Cyrillic alphabet) - all this can not but affect the study of Russian language by Tatars. One can not ignore also the features of the Tatar language's sound structure, its structures - word-formative (agglutinative), grammatical (lack of grammatical gender) and syntactic (the features of word connection and word order in the sentence), etc. during the teaching of Russian language. Many of them do not have correspondences in Russian language (see: [7-11]).

Materials And Methods

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In order to achieve this goal, we used such research methods as analysis, description, comparison and generalization. In order to achieve the goal of the article, we analyzed the grammars of Russian and Tatar languages and studied linguistic dictionaries. The comparison was used as one of the main methods of study. In order to perform the study, the work of scholars on the grammar of Russian and Tatar languages, comparative typology, theory and practice of teaching Russian as a non-native language, linguistic didactics, textbooks and teaching aids in Russian language and linguistic dictionaries were involved. The words on the material of Russian and Tatar languages were cited for an illustrative example. This article also used the results of our observations concerning the work with students and bilingual students, with the peculiarities mastering Russian language as a non-native one by them.

Results

The comparison of the different structure (unrelated) languages allows us to establish similarities and differences between them. It is necessary to pay attention to the typological (morphological) characteristics of Russian and Tatar language prior to beginning. Russian and Turkic linguistics accumulated a large number of studies devoted to various aspects of language study. Back in the XVIIIth century on the basis of Sanskrit comparison with Greek, Latin, and also with Turkic languages, the German linguist Friedrich von Schlegel came to the conclusion that languages can be divided into inflectional and affirmative (agglutinative) based on the presence or the absence of a root change. He wrote: "Every root in Indian or Greek is what its name says, and it is like a living sprout; due to the fact that the concepts of relations are expressed through internal change, a free field for development is given ... Yet, everything that was obtained from a simple root, preserves the imprint of kinship, is mutually related and therefore preserved. Hence, on the one hand, wealth, and on the other hand is the strength and the durability of these languages. <...> In languages that have affixation instead of flexion, the roots are absolutely different; they can be compared not with a fertile seed, but only with a pile of atoms (and they are not chaotic, but added, attached to the root in order - L.L., M.S.) ... Their connection is often mechanical - by external connection. From the very beginning, these languages lack the embryo of living development ... and these languages ... are always heavy, confused and often stand out in their waywardly arbitrary ... character" [12]. Thus, Russian and Turkic languages are structurally related to two typologically different groups. A distinctive feature of the morphological structure of Tatar language, as well as of other Turkic languages, is agglutinativeness (from Latin "agglutination" - gluing) - a special way of words and word forms development, which consists in the attaching to an unchangeable root of a word in a certain sequence of unambiguous standard affix chain, connected with each other by a palatal harmony according to the law of synharmonicity.

Both word formation and word-change in Tatar language is carried out by adding affixes to the root of a word, each of which, as a rule, has only one grammatical meaning - number, case, voice, inclination, tense, person, etc. As you know, one of the most typical features of agglutinative languages is a highly developed way of suffix development among words and word forms.

The difference in affixation methods in Russian and Tatar is one of the essential ones not only for the theory, but also for the practice of language teaching. It manifests itself in the following.

First, in Russian, the same affix can express several grammatical meanings. For example, in the word "рук-ам", the ending "ам" is simultaneously the indicator of both the plural form and dative case. In Tatar language, each affix can have only one grammatical meaning. Consequently, one affix will indicate plural and quite another one - the dative (in Tatar language - the aditive) case: кул-лар (руки), кул-га (руке), кул-лар-га (рукам).

Secondly, the same grammatical meaning in agglutinative languages is always expressed by the same affix. If, for example, in Russian the dative case of a single number of nouns can have different endings depending on the type of declension: -е (стене), -у (столу), -и (лошади), then in Turkic languages any grammatical meaning of dative case (aditive case in Turkic languages) is always expressed in one way: стена-га – стене, өстәл-гә - столу, ат-ка - лошади.

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Thirdly, Russian language is characterized by so-called internal flexion (from Latin flexio ("bending, transition") - the change in the root morpheme), which is accompanied by the change in the grammatical meaning of a word. In Tatar language, the root morpheme does not undergo such a change, except for the cases when the assimilation of sounds takes place, in which the grammatical value of the stem does not change. In Tatar, unlike Russian, the root morpheme can be used in isolation, as an independent word with a certain meaning, and represents some part of speech. For example, ак (белый) (adjective), бер (один) (numeral), тел (язык) (noun), мин (я) (personal pronoun), яз (пиши) (verb), etc.
Fourth, Russian inflection, as a rule, should be closely related to the basis of the word, which is not used without an end. For example, приду (при-ид-у), расти (раст-ти), etc. And in Tatar language the word-changing affix is added to an independent word. For example, кил-ә-м - приду (кил – приходи, -ә is the affix of 3 person singular, -m is the affix of the 1st person singular); үс-әргә – расти (үс – расти, -әргә – the form of infinitive), etc.

Discussion
The study of word formation in different-structure languages (Russian - inflectional, Tatar - agglutinative) allows you to pay attention to both similarities and discrepancies. The discrepancies we have revealed are conditioned by the morphological features of languages. For example, the presence of flexion in Russian language, its ability to express several grammatical meanings simultaneously. The presence of affixes in Tatar language and their ability to express only one grammatical meaning. The obtained results are important both for general linguistics, comparative typology, and for the practice of teaching Russian and Tatar languages. We believe that during the preparation of future teachers of Russian or Tatar languages, the comparisons based on the material of Russian and Tatar languages are relevant so that students can explain the nature of interference errors of students studying Russian or Tatar language as non-native one.

Conclusions
Our conclusions are the following ones: the structural difference between Russian and Tatar languages in the system of word formation also consists in the distribution of word-building means within a word. Unlike Russian language, in which affixes are subdivided into prefixes placed before root, and to the suffixes after it, in Tatar language affixes can only stand after a root. For example, өстәл-дә (на столе), ат-сыз (без лошади), дус-лык (дружба), etc.
Thus, the difference in the methods of affixation is one of the significant contrast differences in the system of word-formation and word-change within Russian and Tatar, and the methodology for teaching Russian language as a non-native language should be based on the consideration of a particular native language peculiarities. First of all, it is necessary to take into account, that a pupil, by the time of commencement the study of Russian language has a certain reserve of knowledge and skills in native language, which makes it possible to use this knowledge in some cases, especially when you study grammar. Secondly, it should be remembered that the knowledge of specific features of native language (the closest relationship of agglutination with the law of synharmonicity, the absence of the grammatical category of gender, the absence of prepositions, etc.) is a necessary support in the study of a non-native language.
The task of Russian language practical mastery can be achieved only if non-Russian pupils study all aspects of Russian language - its phonological system, word formation, morphology (on syntactical basis), and syntax - with a simultaneous development of pronouncing, spelling and punctuation and also speech skills, taking into account the characteristics of his native language (see: [13-19].
Teaching Russian language in a multicultural educational environment, a teacher promotes the unity of all nations. He promotes the development of a balanced national-Russian and Russian-national bilingualism, which expands the possibilities for the education and self-education of a student, enrich languages and cultures, strengthen mutual respect and trust between people of different nationalities with unique ethnic-cultural characteristics.

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Teaching Grammar In Spanish As A Foreign Language:Whether It Is The Central Component?

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Abstract
This article presents a panoramic look at the evolution of the role of grammar in teaching Spanish as a foreign language, its significance and interpretation in the various theories, focusing on the juxtaposition of theories of communicative and cognitive currents.
The article gives a comparative analysis of two approaches to teaching grammar in Spanish as a foreign language – communicative and cognitive. The theoretical basis of this work consists of the works of such foreign scientists-the authors of the grammars, as Jose Ruiz, Campillo and Rosario Alonso Raya. The starting point of the study was the examination of the evolution of methods and approaches to teaching a foreign language, as well as a detailed analysis of the cognitive and communicative approaches, hence the relevance of this work since the question of the role that grammar needs to take at Spanish language lessons and how it should be presented, continues to interest every teacher of a foreign language.
This article is an interesting multi-faceted study from the point of view of linguistics, didactics and history of language. The authors point out that when contrasting two approaches to teaching grammar in the Spanish lessons, each of them has its strong and weak sides, but from the point of view of the authors, the cognitive approach is the most efficient from the standpoint of pedagogy.

Key words: grammar, generative grammar, cognitive grammar, communicative grammar, the problem of learning the Spanish language, Spanish as a foreign language.

Introduction

Since the beginning of the twentieth century we have witnessed the evolution of methods and approaches to teaching Spanish as a foreign language, and, moreover, to understanding the role of grammar in that context.
We went from grammar-translation method, which was originated in the XVII century and got its development in the nineteenth century as a method of teaching Latin, to the communicative approach, the use of which today is predominant. The first, already long existing method based on the study of normative grammar. It comes from the fact that a detailed analysis of grammatical rules allows us to understand the rules, required for the translation of sentences and texts from the studied foreign language into our native one. This method assumes that foreign language learning is nothing but remembering his grammar, which has as its final goal the ability to translate. Grammar is taught based on the principles of consistency, organization and deduction: the rules are first presented and then they are implemented in the translations, forming, thus, a scheme, based on the practice of using these rules and error correction.
In the early 70-ies of XX century the communicative approach arose in Europe as a reaction to the use of two main methods of language teaching: audiolingualism and situational method, based on linguistic structuralism. This approach views language as a communication tool. It offers certain communication elements which determine lexical, grammatical and socio-cultural values corresponding with the proficiency level of language learners. Correcting mistakes is secondary, because the primary focus in the classroom is on communication. Communicative exercises are used, in which is not so much valued the correctness of grammatical structures used and the size of vocabulary, as those abilities that exhibits the student to cope with the tasks. Thus, this method performs its primary task by introducing a motivational component, aimed at increasing the confidence of student to the learning process.

Materials and methods

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In writing this article were used as textbooks for the teaching of Spanish language and grammar books of practical and theoretical nature. Primarily two types of grammar were analyzed: in the first place - a communicative grammar, designed for teachers, regardless of whether they are native speakers or not, who are able to look at the book from a professional point of view and want to analyze the use of the language. The contents of the second book, based on cognitive grammar, is a pedagogic grammar for use in the classroom and for self study. This book is easy to understand, it is comfortable to use and the students are easy to find there answers to their questions because all material is presented in a clear and orderly form.

Results

The question under study is, of course, very relevant. The question about the role that grammar occupies or should occupy in our classes, stays continuously interesting, in varying degrees, for each of the teachers.

Not questioned that the rule should be the engine or the handler, the framework for various linguistic units, which students use in the classroom. It is obvious that the rules contain numerous exceptions, which, in turn, lead to additional complexity when learning a foreign language. The teacher must know the rules and, if necessary, to explain them, but at the further stages of training, the teacher together with the students should discuss the nature of rules and its interrelation with the strategies of language learning. Thus, linguistic literacy should be the basis of studies of Spanish as a foreign language.

In this sense, Ruiz Campillo [1] confirms that "attention to the formal aspects is absolutely necessary." This attention to form is one of the main issues that relate to the teaching of second foreign languages in general and teaching Spanish in particular. The problem of the importance of formal part in relation to other linguistic aspects, on the one hand, is criticized, and on the other aroused the enthusiasm.

On the other hand, this dispute will be resolved by Sánchez Pérez [2]: "there have existed and continue to exist two fundamental trends, which are clear and opposite (...). These two trends can be identified as grammatical and conversational. The first is based on the advantage of the grammar; the second is based on the priority use of linguistic materials extracted from communicative reality".

And although the grammar is fundamental in the classroom, it is not the only aspect of them. It should be combined with other aspects that also are important: sociolinguistic phenomena, pragmatics, speech, communicative intention... they also sometimes contain important hints, as grammar, but because in their nature, unlike grammar, they are not clearly structured, teaching is not always clearly defined in the classroom.

In contrast to traditional models of language teaching, we believe that activation of the communicative approach has led us to the fact that grammar has gone by the wayside, and the content - at first, because it is content rather than form was considered the most applicable in natural communication. This, of course, assumes that students learn a limited set of concepts, which does not require them thinking in the study of language, which sometimes leads to a different result, the opposite of the desired effect.

And so we, foreign language teachers, must recognize that the ideal is a balance between form and content, between grammar and communication. The main attention should be paid to specific linguistic features, which are necessary for our student to communicate in the target language, but in addition we need to determine the structure and expressions that the student must know.

And there should be used the functional grammar, which, in contrast to the normative grammar, focuses on explaining linguistic phenomena and offers a long list of their application, allows to apply learned grammatical rules without describing them, and using them in different situations. And so this grammar focuses on how those rules work, and not on their description. It gives explanations in which language is an element of communication, not an isolated phenomenon. Therefore, communication efficiency is, apparently, a fundamental element of functional grammar, avoiding systematization of rules.

Discussion

Communicative grammar and cognitive grammar are two fundamental ways of approaching teachers of Spanish as a foreign language to grammatical phenomenon. Both types of grammar are important when

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teaching Spanish and they, in some cases, lead to clashes of different points of view on the question of the use of grammar in the classroom[4].

As a model of communicative grammar we accept work of Matte Bon, which is based on the principles of speech grammar [3]. In its development it includes the pragmatic aspects and sociolinguistics in the analysis of speech. This grammar considers the text as a new unit of communication that has semantic-pragmatic value, not only meaning, but sense. Just the speech is the source of grammar, as its repetitive patterns are the basis of speech grammar. Thus, it is appreciated that this grammar goes beyond the text, including the context and the speaker, and pragmatics. It goes from the speaker, trying to convey what he means in using the language according to his communicative intent. Consequently, this grammar is from the point of view of the speaker, not the system.

We are talking about grammar that describes the contexts in which we can find examples of usage rules. But the problem is that if to describe all occurrences of a particular rule, then the resulting list is very long. There is the difficulty-whether it is convenient for the students, and what we can do with it.

Apparently, Matte Bon's grammar does not highlight the functional importance, to which we earlier referred, and which we believe is fundamental in verbal use from the position of learner or language teacher. It seems that this usage has a descriptive purpose, not explaining, says Llopis-García [2]: "Grammar, which retrieves its value from the forms of a rapid flow of speech, can be a descriptive grammar (in verbal terms), but by itself will never become an explanatory grammar. On this basis, it seems that if we want to get explanatory grammar that reflects the value that we need, we must stop paying attention to pragmatic and linguistic value, in order to begin to consider the strictly grammatical meaning. What we really strive for is that our grammar was really functional."

Ultimately, the idea is to give an explanation from the point of view of the speaker, at that time, as the grammar only tells us that the speaker can do, based on his knowledge of the language. The speaker uses language according to his communicative intent, in other words, grammar is a tool, used to transmit information and not a catalogue of traditional norms and rules, on which the speaker bases his linguistic reality. Without a doubt, this is a significant factor for the formation of a grammar, conceived from the position of the speaker, not the system.

In contrast to the previous grammar, Gramática básica del estudiante de español [6] is based on the principles of cognitive grammar, which defend the idea that form and meaning are inseparable. Grammar is compiled into a form that passes values. When the speaker changes the form, according to his communicative intent, it contributes to the value change, which is inseparable from the change of the form. This is due to the fact that cognitive grammar does not come from the study of traditional norms, but from the tools that allow the student to use metaphorical and symbolic aspects of speech, to identify conceptual similarities and differences between second language and native language, making, thus, the conclusion about the creation of linguistic reality. Based on this, students learned knowledge, included in the structure, built on the basis of grammar. In this grammar, the cases of consumption are not presented, but the actual value is explained, that is contained in various written and oral expressions of the speaker, so that it is possible to work with this value in search of the ultimate practical application [7].

In accordance with all of the above, we can say that the approach to grammar defines the contents of the work, setting goals and especially the group of students. This is especially true when we are faced with typical for the Spanish language cases, in which the knowledge of grammar is particularly important, as some of them are difficult to understand. For example, the difference in meaning of the verbs "ser" and "estar" ("to be" in both cases) in combination with the same adjective; the use of the adverb "igual" as an indicator of doubt, and not in the context of the comparison; the use of the futuro simple in assumption meaning; differences in the use of the verbs "haber" and "estar" to describe location or choise between indicativo or subjuntivo depending on verbs of mental activity in subordinate clauses.

Therefore, we believe that it is necessary to bring the student to ensure that he thought about grammar, in order to his knowledge of the language was progressive and significant. It is not enough just to memorize the rules, you need to go further and try to make such conclusions that will apply to the use of language.

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To ensure that the student was literate is not an easy task, but attention must be focused not only on the quality of the grammar that will be useful at the time of encoding and decoding rules, but also on the idea of "competence", which involves the knowledge, actions and behaviour to be effective. According to Yakubova and Gassaway [8]: "Although being competent does not mean educated or intelligent, this general capacity is based on knowledge, so accurate knowledge transmission is essential to receive good result and it influences all the other factors".

Insights

In the teaching of Spanish as a foreign language, the fundamental understanding is that grammar cannot be understood when to study it isolated, but only in combination with the other integral units of linguistic space, so the language should be taught as a holistic phenomenon. In accordance with all the above and unlike the traditional teaching methods, based on the predominance of grammar, it is the conceptual approach, not grammar, is the most efficient from the standpoint of pedagogy.

On the other hand, the authors force us to think that communication method has its strengths (as mentioned above). But, despite of the lately exercised enthusiasm, a tendency to leave unexamined some grammar rules is demonstrated, that sometimes leads to significant differences between the practical use of the language and the frameworks that limit the rules, instead of contribution to a more inclusive approach [9].

Cognitive method, if not removes, at least, blurs this unconscious boundary that exists between the two areas – teaching and learning a foreign language [10].

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The Effect of Effective Teaching Components on the Strategic Performance of English Language Schools in Naghadeh

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Abstract
One of the problems of educational systems is the lack of achievement of educational goals. Educational goals are generally transcendental, ideal, and useful because the educational system intends to educate those who have a social, scientific and ethical development, and have the skills to play a proper role in society. Hence, teaching in educational institutions in an effective manner will not only affect the performance of the institution, but also affect the performance of individuals at all levels. In this research, the relationship between effective teaching components and organizational performance will be investigated. This research is descriptive survey and in terms of its purpose. Measurement of strategic performance in four years (financial, learning, stakeholder, and internal process). The statistical population of this study was staffed by instructors of selected English language schools in Naghadeh city.

Keywords: Performance Management, Balanced Scorecard, Effective Teaching, Teaching Indicators

Introduction:
If the teacher has positive personal characteristics and appropriate methods, then the probability that students will achieve the desired goals will be increased. This necessitates the teacher's accurate and accountable treatment. It is also necessary for the teacher to correctly select the teaching objectives (Kazemi, 1374) and apply appropriate methods. Therefore, teaching and what is going on in the classroom is important for any educational system to achieve goals, because there is a relationship between teacher's behavior and student's academic achievement (Rjaalzadeh, 1996, and wentzel 1997). The most important features of teaching are: purposefulness, systematicity and dynamism. The quality of teaching depends on several factors that recognizing each can be effective in improving the quality of the subject. Some of these factors are: teacher, student, educational environment, non-physical resources such as training programs - evaluation. Strategic performance management helps organizations to intelligently monitor their strategies and identify deviations and contradictions. Root causes of deviations and ultimately improve recovery programs to maximize the realization of strategies. Through a strategic performance management system, organizations will be able to take care of the realization of strategic outcomes by examining how they implement their strategies and programs. Today, knowledge is recognized as a key competitive asset, which is the basis of sustained growth and the key to maintaining the company's sustainable competitive advantage. Knowledge management also allows organizations to use their intangible assets And this benefit creates value by improving the organization's performance; On the other hand, in today's knowledge-based economy, higher education institutes as centers for the development of human resources play an important role in economic growth and the progress of countries. Therefore, in this research, we tried to find a deeper understanding of this issue by examining the relationship between the components of effective teaching and organizational strategic performance.

Theoretical Foundations of Research:
The following can be cited as the factors that can affect the teacher's teaching and behavior in the classroom:
Student: Behavioral and individual characteristics of the student (intelligence, creativity, language and culture) are very important, but these affect the managerial dimensions of the classroom.
- Tools and resources to learn
-Teacher

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- Learning conditions and factors affecting it: This includes teacher, student, academic content, and resources, and refers to the following: (Hamza, 1996)
A) learning motivation;
B) Awareness of the inadequacy of knowledge and skills
C) Identify and identify the knowledge and skills to be acquired. This recognizes the purpose of learning. In medical education, this is generally expressed in terms of behavioral goals.
D-Opportunity to practice
E) Awareness of progress (Safavi, 1374).
It is essential to discuss the role of the teacher and the content of his teaching in student learning Because he provides a framework for the transfer of his knowledge in the form of predetermined goals and also with a specific strategy, such as a lecture or a question and answer. Therefore, the behavior of professors greatly influences other factors affecting learning of the shadow.
In each interaction between the teacher and the student, the educational objectives are presented in the form of scientific content that influences the teacher's ability and dominance in each teaching position on learning, content control, scientific information and the speed of information provision.
Many experts list good and effective teaching qualities. Some of these indicators are referred to below.
The result of Ryan's studies was extracted in ۱۹۶۰to identify effective teaching factors in the form of three important factors for the teacher. These factors include:

1. Intimate and Fahim versus indifferent and alien
2- Organized against unfair program
3. Promoting and creative versus impassive and everyday

From his point of view, teachers who are on the positive side of each of the above three factors are considered effective.
Flanders indicators in the 1970 study led to the identification of two effective teaching methods and called them direct and indirect teaching. In direct teaching, relying mainly on lecturing and directing teaching and teaching activities by the teacher, and indirectly teaching the teacher's reliance on questions and answers, accepting new thoughts and ideas, and inclusive encouragement. His studies showed a more comprehensive learning of exclusionary teaching. In 1973, Furst and Rosenshire identified five teacher attributes that lead to academic achievement in the student (Lefrancois, 1994):

1. Curiosity
2. The desire for professional teaching
3. Transparency in teaching
4- Variety in teaching
5- Learning to lear

In 1982, McKay identified a broad study of 28 behaviors in teaching strategies that led to effective teaching in 4 parts of the teaching process. These include: verbal arrangement, sequencing and presentation, ethical engagement and individual interaction. Strategic performance management helps organizations to intelligently monitor their strategies and identify deviations and contradictions.

Root causes of deviations and ultimately improve recovery programs to maximize the realization of strategies. Through a strategic performance management system, organizations will be able to take care of the realization of strategic outcomes by examining how they implement their strategies and programs.
Performance appraisal helps management to control the position and status of the organization at any moment. As a result of performance evaluation in the organization:

•The weakness of staff skills and their educational needs.

•Information is required for growth and development planning, especially in the field of human resources.

•Good feedback on the extent to which the goals are achieved.

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•Growth (development) in processes is practicable.

•Cheering and punishment are systematic and effective.

•A common mentality and a logical connection between management and staff is established.

•Tangible and intangible assets are controlled.

•Creating a balance between conflicts in the organization is possible (conflicts between profits, stakeholder growth, etc.

•The key information of the processes is gathered and the background of the use of previous experiences is provided for planning future activities (Gholami and Noor alizadeh, ۲۰۰0).

Research background:

Mehregan and Dehghan Nairi (۲۰۰۹) using the Balanced Scorecard method in a study entitled "Strategic Model for the Evaluation of Higher Education Institutions" reviewed the performance of four top management faculties in Tehran University.

Fallah (۲۰۱۰) presented a model for performance management for Isfahan State University by integrating a balanced scorecard and data envelopment analysis in his thesis.

Book and Kiani (۲۰۱۰) in a research entitled "Using the Balanced Scorecard Integration Method and Data Envelopment Analysis to Assess the Strategic Performance of Managers", which was done in a case study in a research company.

There are some common goals, such as achieving strategic goals and creating a balance in performance evaluation.

Shahi and Anvari (۲۰۰۷) explained in an article entitled "Using a balanced scorecard to assess the performance of universities and higher education institutions" by introducing a hypothetical model, how to design and design a strategy map for universities and higher education institutions.

Arabi and Mousavi (۲۰۰۹) in a research entitled "Strategic Model of Knowledge Management to Promote the Performance of Research Centers" reviewed a model for knowledge management in research institutes to enhance their performance. The main assumption that was confirmed by this study was defined as follows: the coordination between knowledge strategy, the production and development of knowledge, knowledge transfer, and the application of knowledge in research institutes, with regard to the research strategy of the research institutes, leads to their performance enhancement.

Research Methodology:

Considering the results of this research can be used in some selected educational institutions of English language in Naghade city and information from the school environment is prepared by a questionnaire, it is a survey method of field type and is a case study type. Sampling in the organization was done randomly and the validity of the questionnaire was verified by the experts. Determination of the sample size is determined by the Cochran formula. The reliability of the questionnaire has also been proven in previous studies.

Analysis of the findings:

Descriptive statistics:

The descriptive analysis revealed that about 64% of men and about 36% of women. About 25% of people under the age of 30 years, 30% between thirty to thirty-five years, 40% between thirty to forty and 5% above the age of forty. About 6% of apprentices, 54% of undergraduate students, and 40% of graduate students.

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Inferential analysis of data:

- **Professional features**

The average professional dimension is equal to 3 $H_{\circ}$:

٣ The average professional dimension is not equal to H_1:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Professional features	١٠٢	2.9٥٤٣	.787٤٤	.0687٩

One-Sample Test

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Professional features	-.045	١٠١	.9٨٨	-.00٦٦٦	-.15٧٧	.13٦٥

With regard to the significance level and the obtained coefficient T, we conclude that the assumption of zero is accepted and the average of the marginality with the value of 3 is not significant.

- Average personal characteristics

average personal characteristics dimension is equal to 3 $H_{\circ}$:

3 average personal characteristics dimension is not equal to H_1:

According to the significance level and the obtained coefficient T, we conclude that the assumption is zero and the average of the dimension of personal characteristics is not equal to .٣

	N	Mean	Std. Deviation	Std. Error Mean
personal characteristic	102	3.7444	.89342	.09943

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
personal characteristics	8.444	101	.011	.60977	.5055	.8009

- Average component of stimulation to learning

The average stimulation to learning dimension is equal to 3 $H_{\circ}$:

٣ The average stimulation to learning dimension is not equal to H_1:

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One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
stimulation to learning	102	2.7346	.67545	.09721

One-Sample Test

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
stimulation to learning	-4.044	101	.011	-.23338	-.4987	-.1901

According to the significance level and the obtained coefficient T, we conclude that the assumption is zero and the mean of the stimulus dimension for learning is not equal to 3. Since the upper and lower limits are negative, we conclude that the mean value of this component is less than 3.

Test of Effective Secondary Teaching Effectiveness

Considering the significance level and the obtained coefficient T, we conclude that the assumption of zero is accepted and the average of the effective teaching dimension does not make a significant difference with the test value (number 3).

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Strategic Performance	102	2.9987	.63337	.07881

One-Sample Test

	Test Value = 3					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Strategic Performance	-.116	101	.930	-.00333	-.1453	.1499

Correlation test of effective teaching dimensions and organizational strategic performance:

According to the correlation test between the effective teaching dimensions and strategic performance management, the following results are obtained. If the level of significance is less than 0.05 then this correlation is proved The financial dimension of strategic organizational performance management has a positive and significant relationship with three dimensions of professional characteristics, stimulation of learning and personal characteristics of teaching dimensions Then, stakeholders have a positive and significant relationship with the stimulus of learning. Learning from organizational organizational performance management has a positive and significant relationship with the stimulus learning component. Next, the internal process of organizational performance management has a positive and significant relationship with the stimulus of learning and personal characteristics.

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		Professional features	Stimulates learning	personal characteristics
Financial dimension	Pearson Correlation	.3٤٤*	.5٧٨**	.4٤٥**
	Sig. (2-tailed)	.019	.00٢	.00١
	N	102	102	102
Consumers	Pearson Correlation	.207	.3٩٨**	.169
	Sig. (2-tailed)	.069	.002	.139
	N	102	102	102
Learning	Pearson Correlation	.0٩٥	.3١١**	.٤٤5
	Sig. (2-tailed)	.775	.000	.087
	N	102	102	102
Internal process	Pearson Correlation	.٦٦6	.2٤٥*	.2١٩*
	Sig. (2-tailed)	.888	.024	.034
	N	102	102	102

Conclusion:

In this research, we tried to investigate the mean of the status of the three dimensions of effective teaching and effective teaching after using the test. The results showed that the correlation test results showed a significant positive correlation between some of the three effective teaching dimensions with four dimensions of organizational strategic performance. It is suggested that the spatial scope should be wider and the results should be compared with each other. Examining the structural, legal, human and cultural barriers to strategic performance and the effective teaching of suggestions to future researchers.

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Childhood In The Focus Of Russian Sociological Studies

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Abstract
Modern childhood is constantly changing; it reflects all the socio-cultural, economic and political transformations of society and the world of adults. Sociology of childhood as a specific branch of sociology needs adequate methods of empirical data collection and analysis, the creation of new explanatory and prognostic theories, and the development of a professional scientific community.
In Soviet Russia, sociology has long been stigmatized as an anti-social bourgeois science; therefore, its development was slowed down for years. Further, the party elite began to use sociology for ideological propaganda. The stages of development of child sociological research correspond to the logic of sociology development in the USSR – a flowering of Russian sociological studies of childhood in the beginning of the XX century was turned into persecution and oblivion in the 1940-1950s, and further into the revival of the sociological studies of children in 1960-70s in keeping with the existing ideology. A crisis in the Russian society in the 1990s caused a new resurgence of interest in children.
The work represents the content analysis of articles about children and childhood published in the Russian journal *Sotsiologicheskie Issledovaniya* (*Sociological Studies*) for the period 1990-2014. The goal of the study was to reveal the main tendencies of development of the Russian sociology of childhood. We analysed a total of 128 articles. The review enabled to identify the dominant topics of studying childhood, empirical issues of organization, conduct and interpretation of the obtained data, and to describe the studies according to their localization, duration, age groups of child respondents and used methods of data collection and processing. The materials of expert interviews with specialists in the field of studies devoted to childhood enabled to reveal empirical and theoretical-methodological difficulties of studying childhood and children.
The results of the study indicate the prevalence of a socialization approach in studying childhood among Russian sociologists, the deficiency of "soft" methods of study, the use of educational establishments for sociological surveys of children, and the insufficient knowledge of pre-school children. The Russian sociology of childhood has an uncertain status. It faces the disintegration of a scientific community and the insufficient participation of young researchers. All this decelerates the development of methodological grounds for sociological studies of childhood.

Key words: childhood, Russian sociology of childhood, methods of study, social roles of children.

Introduction

As we know, Soviet sociological research devoted to children had long been isolated from the world scientific community. At the end of 1980, Russian sociologists had an opportunity to participate in foreign scientific conferences, read the publications of foreign researchers, participate in collective research projects etc. Thus, new horizons for the development of the Russian sociology of childhood were opened.
In 2010, the journal *Current Sociology* prepared a special issue devoted to the analysis of the state of childhood sociology in ten countries – Finland, Great Britain, Australia, France, Italy, Germany, Romania, the USA and the Netherlands [2, 3, 6 - 13]. The authors of the article deal with two topics: the status of children in the country and the history and modern state of local studies devoted to childhood.
As noted by D. Bühler-Niederberger according to the results of that study, the status of childhood sociology in a certain country gives an idea of the major tendencies in the development of this society. Nowadays, we see a transition from theoretical to more practical social and political studies. This reflects the interests of modern academic world in the epoch of globalization [4].
The study of the review materials gives information about a marginal position of children in society and a peripheral status of childhood sociology with respect to sociology.

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Modern state of Russian sociology of childhood can be called a project at the initial stage using the expression of L. Alanen, the Finnish researcher [1]. The sociology of childhood has not yet been widely respected by the scientific community, though Soviet and Russian scientists have tried to provide a theoretical basis to the new branch of knowledge since the end of the 1980s. Evidently, the sociological studies of children and childhood are of great current interest (the customers are both state authorities and public entities). However, sociological techniques of studying children are poorly developed in Russia. Besides, there are hardly any longitude studies. Generally, scientists prefer to study children addressing to the opinion of adults – parents, nursery teachers, schoolteachers, and social workers.

In this article, the name "sociology of childhood" is used as an umbrella notion, which includes both micro- and macro-sociological representations of children and childhood. Besides, childhood is also interpreted in several ways: as an age stage of individual development (from 0 to 18), as a social-demographic community (children) and as a social phenomenon integrated in some context at the macro-level.

The choice of time interval (from 1990 to 2013) is conditioned, on the one hand, by the institutional establishment of Russian sociology of childhood in 1990. At the end of the XX century, a new branch emerged in the Russian sociology – the sociology of childhood: a subject field of this middle level theory is defined, special courses emerge in the Russian universities etc. So far, sociological studies have been conducted withiin a framework of other applied sociologies – mostly, the sociology of family and social education. On the other hand, we should note that methodological bases for foreign and Russian sociology of childhood in that period is changed (in foreign countries, this process was initiated earlier). A milestone in the development of sociological representations of childhood was conditionally called a "new" sociology of childhood. As noted by D. Bühler-Niederberger, both the individualization of a private life and the expansion of the range of issues related to children and childhood in a modern society are the prerequisites for the establishment of a "new" view of childhood [5].

The epithet "new" symbolizes a new discovery of the world of childhood and handling children as the actors who transform social reality actively and affect the world of adults. This, in turn, means that we should reject the previous attitudes to children from the perspective of establishment – as the objects of a socializing impact of adults. A new view of childhood implies that it is studied "here and now"; therefore, childhood is divided into many unique worlds of children. The foreign and Russian researchers (J.Qvortrup, A. Prout, A. James, C. Jenks, L. Alanen, I.S. Kon, S.N. Mayorova-Scheglova and others) are the "ideologists" of this approach to childhood in sociology.

Methods of study

We have carried out the content analysis of publications in the *Sotsiologicheskie Issedovaniya*, the leading Russian journal on sociology, during 1990-2014 to reveal current issues of sociological studies of childhood in Russia.

The choice of a journal is conditioned, first, by its status among other periodicals in this area. The journal is edited from 1974; it is a part of the Scopus and Web of Science quotations system. Second, since there are no specialized journals on sociology of childhood in our country, such subject entries as Sociology of Family, Sociology of Youth, Demography, Social policy and Social Structure etc. in *Sotsiologicheskie Issledovaniya* are very important for the stimulation of Russian sociological studies of children and childhood.

The goal of this analysis is to reveal the main tendencies in the development of the Russian sociology of childhood.

The accompanying objectives of the content analysis of journal publications are to reveal a scientific interest in the sociological study of childhood and the specifics of the representations of children and childhood, methodological and methodic difficulties of studying a child community, and a new comprehension of the Russian studies of childhood within a framework of a "new" sociology of childhood.

We have created the sample of articles for study in several stages. At the first stage, we have selected the articles by key words referring to children and childhood (children, adolescents, schoolchildren, pre-

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school children, minors, young students, foster children etc.) in their titles. In total, the study archive contains more than 200 titles of articles. At the next stage, we have expanded the list using the articles without key words in the titles though with an appropriate content. At the final stage, we have selected the articles devoted to the empirical studies of children and childhood (children were the respondents) from the entire bulk of data. Besides, we have excluded the articles of foreign researchers and the articles without the description of a methodology of study. Finally, we have created a set of 128 articles. We have studied the content of the articles and, in parallel, revealed the categories and units of analysis. In the end, we have defined such categories of analysis as "methods of study", "age of child respondents", "social roles of children", "concepts of childhood", "a base for research", "areas of study", "scale of studies", "financing" etc.

In total, we have analyzed 128 articles, which describe empirical studies of childhood addressing to children as informants (experts).

A half-formalized interview with experts in sociological studies of childhood in Russia was an additional method of data collection. The list of experts: E1 – a researcher at the Monitoring Research Laboratory of Moscow City Psychological-Pedagogical University; E2– a lecturer at the Child Lecture Hall of the Polytechnic Museum; E3 – a chairman of Sotsiologiya Detstva (Sociology of Childhood) Research Committee in the Russian Association of Sociologists; E4 – a head of the Issledovaniya Sovremennogo Detstva (Research of Modern Childhood) center in the national research university Higher School of Economics. The interview enabled to clarify the essence and reasons of the revealed characteristics and challenges of sociological studies devoted to children.

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Results

First, let us give general characteristics to the studies of childhood represented in the journal. All the journals were subdivided into five groups: 1990 – 1994, 1995 – 1999, 2000 – 2004, 2005 – 2009, 2010 – 2014.

Table 1 – Contingency of periods and scopes of the studies of childhood

Scope of study	Period of publication					
	1990-1994	1995-1999	2000 2004	2005-2009	2010-2014	Total
International	0	0	2	0	0	2
All-Russia	6	0	4	1	1	12
Regional	2	4	5	4	9	24
Transregional	2	2	3	4	6	17
Local	11.	10	22	17	13	73
Total	21	16	36	26	29	128

As shown in Table 1, the publications about children and childhood are represented unevenly in five marked intervals of the publication. At the first and the second periods, the children are less often represented in sociological studies than at the next period. In the 1990s, the articles about children are placed in the sections "Facts. Comments. Notes (from a sociologist's worktable)" and "Applied studies" Later, the content of the journal became wider and "child" studies were placed in the sections "Social education", "Sociology of family" and "Sociology of youth".

The analysis of the scope of organization and conduct of sociological studies of childhood enables to conclude that they were mostly local. Most articles are based on the empiric data collected in the city (or another locality), its part or a particular establishment (social asylum, rehabilitation center, educational colony etc.). Thus, the publications of the journal rather fulfil theoretical and empirical toolkit of the sociology of children (micro-level) than the sociology of childhood (macro-level).

The description of longitude studies are represented in 14.1 % of publications. Only 6 articles use the SPSS (or its analogues) to process quantitative data.

In fact, all the methods of study of childhood singled out from the studied articles are represented by questioning (82.2 % of studies) and interviewing (20.3 %)1. Surveillance (8.6 %), case study (2.3 %), focus groups (3.1 %) and other methods are less represented in the toolkit of scientists.

We should note that the study of children, unlike the study of adults, is limited by social and psychological frameworks. Psychological limitations of research possibilities are associated with the emotional and psychological immaturity of a child who cannot always express his thoughts and formulate evaluative judgements. Social frameworks are conditioned by the sensitivity of particular child topics (for example, family violence) and child's insufficient social experience. In this case, qualitative methods of data collection are used to help children to express their emotions, feelings, and thoughts, since it is much simpler to do it in a game or a in drawing than in answers to direct questions. Therefore, we need "soft" and "child-friendly" instruments of study. "Child-friendly" methods are ways to obtain non-qualitative information through play using projective methods and the analysis of products of creative activity in child's habitual environment with the implementation of the principles of visibility, emotional saturation, dynamics, and combination of various stimulus materials.

We have revealed such methods only in eight articles from our sample. Moreover, sometimes, the authors do not give descriptions of such methods and just mention their names. Therefore, we cannot evaluate the degree of their "friendliness" to a child.

The group of child-friendly methods of studying childhood includes the methods of uncompleted sentences, analysis of compositions and semantic differential. Some researchers introduce the elements of "soft" techniques in the content of questionnaires or interviews. N.S. Temirov who studied life values of the Uzbek schoolchildren offered them to fantasy on the topic "What would you do if you become a

[1] Hereinafter: the sum of responses exceeds 100 % in case of multiple choice.

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wizard?" [3] M.Yu. Sibireva designed the projective technique "A person in the city" to reveal how the megalopolis affects the socialization of a pre-school child [2].

We can also study childhood by relying on the products of child activities, mostly leisure activities, since training activity implies the inequity of status and motivation for achievements. The results of children's creative activity (drawings, stories, collages, diaries, projects) can be quite informative. Thus, I.P. Bashkatov and T.S. Strelkova studied the specific features of adolescent graffiti to define the areas of work for the prevention of vandalistic manifestations among young people [15]. S.V. Moshkin and V.N. Rudenko collected child political anecdotes and treated them as "an indicator of the state of mass consciousness" [24, P. 136]. In their study, the world of childhood is represented as a projection of the world of adults where pre-school children interpret political events.

Another important source of information about the world of childhood – reminiscences of childhood – was not included in the study, since one of the criteria of article selection was children's direct participation in the study (except from the publications about early and pre-school childhood). This information channel can be used for studying such sensitive topics as family violence, sexual relations, abortion etc.

Children-informants in the collected articles are subdivided into the following age groups: pre-school children – 3.1 % of the studies, junior schoolchildren – 8.6 %, adolescents – 71.1 %, youth – 69.5 %.

We identify adolescents as the source of information about childhood, since, first, they are already capable of evaluating the significance of various events and juxtapose them; second, adolescence is a difficult age period, which is subject to asocial manifestations; third, adolescence is a bridge between childhood and youth in human life. The article Deti na Ulitse: Razmyshleniya Sotsiologov [Children on the Street: Thoughts of Sociologists] contains the commentaries for the justification of choosing the age group of child respondents. "The age of 11-12 is a watershed, since a child "leaves" the courtyard and goes to the street and even outside the city." [18, Pp. 71-72].

Early youth attracts researchers' attention, since young persons "enter" an adult life – they have finished their school education, they have professional self-identification and the established system of value orientations.

The studies often had the combinations of two groups of respondents – adolescents and young people, which is explained by the transitivity of these periods. Two articles by M.N. Rutkevich Sotsialnye Orientatsii Vypusknikov Osnovnoi Shkoly [Social Orientations of the Graduates from Middle School] and Sotsialnye Orientatsii Vypusknikov Sredniy Shkoly [Social Orientations of the Graduates from High School] [26, 27] are representative in this respect. Therefore, the materials of the Russian journal enable to conclude that the Russian sociology of childhood is mostly the sociology of persons aged 14 – 17.

The examination of the bases for studies (mainly by questioning) shows that the scientists prefer educational establishments: comprehensive schools, vocational colleges, correctional and residential establishments (104 articles). Other places for collecting information about children and childhood include establishments of social security (3 articles), public transport and streets (6), healthcare establishments (7), establishments of the penal enforcement system (13) etc.

Unequal positions of a child and an adult in educational establishments and foster homes is inevitably reproduced in the study: *A teacher enters the classroom. He is always there, he used to command. The teacher says: We have a lesson, you fill in [forms]* (E1)

The very environment of educational establishments does not correspond to the objectives of the study. An expert gave the example of a head of the orphan house interfering with the course of study: all the children answered the question about a children's rights ombudsman in Saint Petersburg, since they were prepared by the head beforehand.

On the one hand, scientists' choice of educational establishments is quite explicable – schoolchildren spend the majority of their time there, it is easier to organize mass surveys there. However, on the other hand, the change of the leading activity from learning to communication in adolescence, reactions of emancipation and grouping with peers innate of adolescents, and the orientation on giving socially desirable answers are indicative of the necessity to shift research to extra-institutional space and (or) to

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change the methods of research. As noted by the author of the article Odurmanivayuschie Sredstva v Podrostkovoi Srede [Psychotropic Substances among Adolescents], "…some respondents (both schoolchildren and the students of intermediate vocational education establishments) abuse drugs and toxic substances, though they denied it during the interview [21, P. 83]. R. M. Khanipov gives the following recommendations for questioning in the educational establishment: to ensure that schoolchildren sit alone, to ask a teacher to go out [31]. T. A. Gurko studied the peculiarities of adolescents' personality in different types of families and included psychological tests and the deception scale in the form to evaluate the sincerity of respondents' answers [19].

We have revealed the specifics of a sociological view of the Russian scientists on childhood using the conceptions of relations between childhood and the world of adults mentioned above (childhood as a "social nursery", "a special tribe", "parallel world", "3D – discrimination, deprivation, deviation") and children's social roles (children-consumers, children-informants, children-interpreters and children-actors) [30].

The concepts "3D Childhood" and "A special tribe" prevail in *Sotsiologicheskie Issledovaniya*. In the first case, childhood is represented as dependent, suffering, and experiencing the situation of deprivation, discrimination, and maladaptation. The second concept is closely intertwined with the previous one in Russian publications. However, children are striving for independence and freedom of will here.

These concepts are the most visible in the articles of the first and the second periods, where childhood was mostly treated as "suffering" or "deviant", and children were only perceived as an object of normalizing impacts of social institutes. In general, the 1990s are represented in the studies as the "time of troubles", "time of changes", a period of commercialization, homelessness, and high incidence of alcohol and drug abuse.

In the journal publications, adolescents and young people are opposed to dependent pre-school children and junior school children. The first ones are represented as independent and responsible towards their health, labor and educational activity, which is seen in the titles of publications: "adolescents' self-preservation behavior", "an adolescent in business", "city adolescents – car washers". Besides, other works indicate that this age period of childhood is difficult: "why are adolescents aggressive?", "risk factors of adolescents' mental disorders", "adolescents' intentional self-injuring".

"Childhood as a special tribe" is represented in its extreme manifestations in the studies of adolescent deviations. The union of the concepts "a special tribe" and "parallel world" is reflected in the publication about child labor. In the article Gorodskie Podrostki – Moischiki Mashin (Tenevoi Trud ka Faktor Sotsializatsii) [City Adolescents – Car Washers (shadow labor as a factor of socialization)], the author says that the borderlines between childhood and adulthood are erased "…Being 13 – 15 years old, they are accustomed to working and regulating their behavior, they are perfectly aware of what they can do and what they cannot do in the world of adults."[23, P. 142].

In a joint article Korystnye Prestupleniya Nesovershennoletnih [Profit-Motivated Crimes of Minors], E. G. Zinchyuk and Yu. G. Karpukhin underline cause-and-consequence relations between "Suffering Childhood" and "Deviant Childhood", "…today, many representatives of a young generation have a suffering childhood, which causes moral deformation in the psyche, moral ugliness and physical imperfection." [20, P. 103]

The materials of the Russian studies enable to identify two key social roles of children and adolescents – consumers and informants. In one case, children are the objects of socializing, protective, controlling and other actions of adults. This is especially referred to two socially vulnerable groups of children – orphans and disabled children. Their interests, specific features of adaptation and problems are studied indirectly, by resorting to the opinion of experts: parents, pedagogues, medical workers and other institutional adults. The representation of children as the participants of social reality is mostly associated with the social role of informants, partly interpreters.

Children are informants, since they represent the specific information about a certain child community: students of a mass or elite school, children of megalopolises and provincial children etc. Less frequently,

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children are the ones holding knowledge of the issues other than childhood including the attitude to atom energetics, the development of ethnic representations, the attitude to Olympic values etc.

Nevertheless, in some articles from our sample, the authors do not treat childhood as problematic. Instead, they study its peculiarities – the specifics of economic consciousness, attitude to social problems etc. In some articles, children are the experts on the issues of an integrated education, the quality of school teaching, doing business, parental practices [see, for instance: 22, 14, 16, 25] etc. The publications devoted to children's organizations, self-government in schools, the problems of defending the rights of children including the right for education and free expression of their opinions and judgements try to perceive children as actors instead of consumers.

The topics of studies of children and childhood according to the materials of the articles have been subdivided into 15 groups. Some works include topics from several groups. The group is singled out if the topic occurs in three or more publications.

Table 2 represents the dynamics in the topics of "child" studies conducted by the Russian scientists in a larger scale. The first, the second, the third and the forth periods of publications are united to reveal the tendencies in the development of the sociology of childhood in the 1990s and 2000s. The topics of studies are ranged according to the frequency of publications (N > 3).

The 1990s witnessed the Soviet priorities of sociological studies – value orientations of children and youth, leisure time organization, specific features of communication, family as an institute of child socialization etc. In the 2000s, sociologists were more interested in two important components of the quality of childhood – health and education of children and orphans and disabled children (the two most vulnerable groups), especially since the public attention to both groups contributes to the implementation of new technologies of social adaptation and rehabilitation. Inclusive and integrated schools, foster families, child villages appear, the issues of a barrier-free environment and coping with the defects of "state" children upbringing are being discussed. All this becomes the subject of sociological studies.

Migration, self-governing, violence, social inequality and social exclusion became the new topics of studying the world of childhood.

Table 2 – Topics of the Russian studies of childhood

Topics	1990s		2000s	
	frequency	Rank	Frequency	Rank
Orphanhood and homelessness	1	-	6	IV
Disability	-	-	3	-
Deviations	10	II	2	-
Delinquency	6	III	4	V
Poverty and inequality	-	-	4	V
Health	2	-	13	II
Education	3	-	12	III
Labor	4	V	3	-
Family	6	III	6	IV
Value orientations	18	I	15	I
Migration	0	-	3	-
Violence	1	-	3	-
Self-governing	0	-	3	-
Communication	5	IV	2	-
Leisure	6	III	3	-

The dominant socialization approach to children as a counter to the perception of a child as an actor is a conceptual issue for Russian sociology of childhood:

A child is not thought of as independent from some institutions (E1)

It is hard for us to accept that children are something independent from something. This should be either children and school, or children and family, or children and those orphan homes. (E3)

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To obtain child's opinion ("not from adult's opinion, but from child's opinion), we need special instruments for research, special organization of a research space, child's trust to a researcher, and, if possible, levelled positions of a researcher and a respondent. To penetrate into the world of a child, scientists need children as guides, researchers and interpreters.

The ideas of a new sociology of childhood including multiple childhoods, children's social activity and their participation in the construction of childhood and adulthood are hardly adopted in the Russian soil. Certainly, this is mostly associated with a popular image of a child as a non-adult, non-independent, non-reasonable in the public mind. An expert gave an incident during the classes with 10-12 years old children in the University of Children (Moscow) as an example: *A lecturer comes with his child and gives a lecture. During the entire lecture, he was scoffing his child and shutting him up, because he wanted a child let him work. Well, certainly, it won't develop a sense of dignity in the audience." (E2)*

Multiple childhoods means a variety of empirical material and theoretical constructs. K.N. Polivanova, the head of the Modern Childhood Center, expressed her research approach as "creating a rout among many points instead of holding a certain position".

Conclusion

Russian studies focus on the quality of childhood, which we, like E.B. Breeva, define as the unity of health, education and spiritual and moral component [17]. The impairments of a particular component or all the components cause the deformation of childhood and lead to both external (according to the world of adults) and internal (between children of various social groups) inequity.

Russian researchers perceive childhood through the lenses of intergenerational relations, the influence of parents and institutional adults. The features that we conditionally referred to a social role of children-actors like, for example, "social competence" and "value orientations" also define successful socialization. In the Russian studies of childhood, the answers to the questions "How do children influence the world of childhood?", "How do children defend their rights?", and "What can children give to adults?" are rare. In a climate of a demographic crisis, childhood is perceived as a phenomenon that needs special attention and defense from the state. Therefore, the vectors of possible actions towards children are denoted by such lexemes as "socialization", "influence", "development", "adaptation", "upbringing", "care".

The topics of the Russian sociological studies of this social-demographic group are determined by the crisis state of childhood including the growth of orphanhood, disability, deviations, delinquency, child poverty etc.

In the result, Russian sociological studies focus on the deviations of childhood instead of "normal childhood". In the sociological aspect, the concepts of "Childhood as a Special Tribe" and "3D Childhood" prevail, while children's social roles in the empirical studies are mostly manifested in the forms of consumers and informants.

The problems of the Russian sociology remain the same. Methods of studying children (especially pre-schools children) are poorly developed; scientists do not use extra-institutional sites to collect information and address to children as merely informants and not the participants of the study or interpreters.

The Russian studies of childhood are not systematic. Publications in the *Sotsiologicheskie Issledovaniya* are a kind of "topic stuffing" in the space of sociology without continuations and serious scientific discussions. This is caused, among other things, by status problems of the Russian sociology of childhood. As noted earlier, the leading Russian journal on sociology has neither constant nor periodical subject entry "Sociology of Childhood"; the articles about childhood and children are placed in the subject entries "Sociology of Youth", Sociology of Family", "Sociology of Education", "Sociology of Law. Deviant Behavior" or "Demography".

The professional community in dissociated in the field of studying childhood. Therefore, theoretical constructs are repeated many times and some topics become overused (for examples, value orientations). In the result, the problematic field of the Russian sociology of childhood has many "white spots".

Russian studies of childhood represented in the journal are not only conducted by sociologists, but also by psychologists, pedagogues, and lawyers. However, there are no interdisciplinary contacts between them. This situation does not contribute to the development of theoretical bases of sociology of childhood either. However, the publications of the specialists from the family sociology sector in the Institute of

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Family of the Russian Academy of Sciences (I.F. Dementieva, T.A. Gurko), the Institute of Sociology of Education (V.S. Sobkin) and some others have some consistency.
It is true that nowadays, Russian scientists do not work in the paradigm of a "new" sociology of childhood, since there are a few sociological studies of childhood. Besides, they are conducted within a framework of a socialization approach.
Russian studies of childhood represented in the journal "Sotsiologicheskie Issledovanya" are conducted by sociologists, psychologists, teachers, and lawyers. The lack of interdisciplinary contacts also does not contribute to the development of theoretical basis for the sociology of childhood.
The preliminary conclusions need to be further specified and developed. Thus, we are going to use the materials of other Russian periodicals on sociology, to analyze the monographs and textbooks on sociology of childhood, to study the activities of the "Sotsiologiya Detstva" (Sociology of Childhood) – the research committee of the Russian society of sociologists etc.

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