Modern Journal of Language Teaching Methods (MJLTM)

ISSN: 2251 - 6204

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Social-psychological stability of family values between generations and their translation to grown up children

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Abstract

Up-to-date relevance of the studied here problem is conditioned by peculiarities of modern society development, its social institutes and the qualitative distinctness of interpersonal relations. The scientific and technological progress, informatization and computerization determine not only a quality of interaction between people but also establish the newest criteria for family existence. Attention is attracted to the existence specifics of family as the primary social institution, in which formation runs of values, social attitudes and behavior strategies. Including of “new” members into the existing family system, i.e. a child’s birth, results in a necessity emergence of some means formation for transfer of basic values, traditions and rituals. This paper is aimed at both theoretical and empiric studying of family values and their stability between generations as well as ways and versions of their translation from parents to grown up children. The main method for this problem studying is the qualitative analysis of results of an empiric investigation with aid of two psycho-diagnostic methodic procedures, one of which is CbVA (by Fantalova E.B.) and second is the “value orientation types” (by Rockeach M.). The hypothesis was confirmed about the psychological stability of family values and their successful adoption by grown up children. The additional result of the research is the fact of transformation of family values in compliance with social requirements and society’s establishments.

Keywords: family values, grown up children, interpersonal relations, family system, psychological stability, adaptability.

Introduction

The economical and political problems of the modern society together with the conflict character of its social institutions activities make a serious influence on life-sustaining activity and mental health of the most part of the citizens. The latter have to encounter a solving & overcoming necessity of problems of all kinds, whether it’d be social disputes, financial difficulties, communicative barriers, etc. Often, this population’s social-psychological activeness becomes a source for people’s stresses, negative inner turmoil or destructive behavior of all the kinds. First of all, this affects a space of interpersonal relations and especially family stability, which turns out to be in the position of taking the bulk of hits of any social contradictions (Satir, 1988). Both parents and children are forced to find ways of joint efforts putting for coping with difficulties of all kinds and their overcoming (Silyayeva, 2002). Well, as a matter of fact, often for the elder generation, social problems become a team-building psychological factor, while for young couples, they turn out to be a destabilizing stimulus predestinating their departure or breakdown of family relations. In this case, the direct influence is rendered by social-psychological activeness becomes a source for people’s stresses, negative inner turmoil or destructive behavior of all the kinds. First of all, this affects a space of interpersonal relations and especially family stability, which turns out to be in the position of taking the bulk of hits of any social contradictions (Satir, 1988). Both parents and children are forced to find ways of joint efforts putting for coping with difficulties of all kinds and their overcoming (Silyayeva, 2002). Well, as a matter of fact, often for the elder generation, social problems become a team-building psychological factor, while for young couples, they turn out to be a destabilizing stimulus predestinating their departure or breakdown of family relations. In this case, the direct influence is rendered by social-psychological factors, i.e. by the changed to the large extent conditions of life-sustaining activities of contemporary young people, the specifics of their inner turmoil and the peculiarities of their thinking (Kamneva, 2004). As a whole, this leads to the situation specified by some researchers as a modern family’s peculiar transformation and refashion, change of its basic values, attitudes and inner guides (Skynner, Cleese, 1984; Rogers, 1980). These authors believe as follows. “A family stops performing its basic social-psychological functions such as traditions conservancy, transfer of life experience, individual adaptation and socialization, etc.” (Skynner, Cleese, 1984). Now, many functional family tasks are taken by mass media as well as internet and social networks (Wellman, Haythornthwaite, 2002). They not only provide young people with important information and necessary knowledge but also perform education and upbringing of the oncoming generation and besides, they translate some life values to them.
At the same time, originally always, family represented the place, where a person obtained the necessary and important for him/her psychological support, help and protection (Peseschkian, 2016). Exactly in family, a person felt his/her own stability and his life environment stability, too, as in many ways, his/her early experience of interpersonal relations formed his/her “life scenario”. (Berne, 2010). However in the modern constantly changing conditions, the family finds itself under pressure of external factors. In connection with this, it is forced adapting so to change some of its characteristics and trends. The modernization and transformation affect not only internal interpersonal relations, rights and obligations of its members but also the specifics itself of the family values. They acquire the clearly expressed informational-business-oriented nature, i.e. now, family traditions and values tend to be in tune with criteria of the new social situation. Thus, family and its values in their new forms corresponding to epoch requirements become a subject of scientific and empiric analysis. In this paper, the focus it put on stability studying of family values in their transfer from generation to generation. In connection with this, the goal is set of this problem empiric studying and some consistent patterns finding of family values stability between different generations.

Literature Review
In many ways, a single person’s existence is determined by other people that he/she constantly interacts and contacts with. (Rahkovskaya, 1995). Since the moment of his/her birth and along with growing up, for the baby, such people are parents, who perform the basic functions of his/her upbringing, education and training. The baby’s feeling of safety, comfort and satisfaction of his/her hunger and other vital needs becomes the significant factor of his/her psychological and social adaptation (Maslow, 1971). Acquiring his/her experience of interaction with the external world gratifying to his/her parents actively, a child goes through the process of socialization or joining to the social community. Exactly in the family, there takes place the effective realization of positive intentions on acculturization of its members (Kohn, 2003).

A formation of a family as the primary social institution determines a formation of favorable conditions for a successful personal and mental development of its potential participants. It becomes one of the most important and significant social-psychological spaces, in which stable interpersonal contacts support mental health of its members as well as creative development of their personalities. (Moreno, 1960). Inside of family, there are created such conditions that make their direct psychological influence on family members determining their successful social position, status, economical behavior, professional achievements and financial success; they also form at them the ability to overcome life difficulties and obstacles (Dedov, 2015).

An emergence of family as a small group is characterized with involvement of two people into a common psychological space of mutual relations (Lewin, 1997). As a result of their intermediate interaction, the joined activity emerges, in the course of which they are found themselves to be a subject and an object of the interpersonal relations at the same time. While performing the chosen social roles, the family members obtain the life experience of constructive communication and empathetic understanding of another person. These factors presence make a basis for duration, successfulness and stability of the family existence. Along with it, staring since a moment of two people’s meeting and the family formation, among them, there take place family obligations distribution, control taking by one of them, psychological dependence or domination establishment. As a result, the family members are forced to abide a certain actions succession, perform rituals, play games, perform such deeds, which correspond to collectively accepted group-binding rules, norms and requirements (Berne, 2010; Dedov, Khudyakova, Pozharskaya, Pronina, Zheleznikova, Mikhalkina, Karpova, 2018). Afterwards they acquire a status of an all-family law, a style and a strategy of behavior, on which it is possible to distinguish a representative of this or that family dynasty from others. Now a distinctness of family every member’ reactions is determined not only by a specifics of emerging situation but also by the formed intra-group or family values. This way inside of it, some preferences and sympathies emerge and stable interpersonal mutual connections are established (Zhuravlyova, 2006); also a system of punishment and encouragement is formed.

Besides, when getting into a new social group, often, a person sticks to his own rules, stereotypes and styles of reacting, which were formed as a result of his/her acquired life experience. The person performs deeds proceeding from his/her previous criteria of understanding of the environment and his/her relation to it (Krylov, Zelichenko, 2011). In a group unlike his/her individual and independent behavior, the person has to correlate his/her actions with the similar actions of the other participant. The fulfillment necessity of the sophisticated mental activity on correction and adaptation of his/her behavior with actions of the other
participant leads either to a conflict situation or to favorable conditions establishment of their co-existence. (Harris, 2012).

An arrival of a new family participant – a baby – results in change of the entire structure of the installed interpersonal family relations (Silyayeva, 2002). The “diad” is transformed into many-dimensional family system (“triad”), in which all its elements are so tightly connected to each other that instantaneously any transformations and modifications affect each of participants. A baby in a family acquires a special value and significance for surrounding him/her close people. The baby gets into the attention center of his/her close relatives, who divide authority over him/her among them and determine an each one’s influence extent on the baby’s behavior. In the family, while obtaining his/her own first experience of communication with the external world, the child creates his/her own ideas on social roles, which he/she would be forced playing during all his/her life (Rakhkovskaya, 1995).

In a family, children’s ageing and coming to adulthood is a natural reflection of their mental and physical development. Gradually, they accumulate their own life experience of interaction with the external world, make their basic social connections, finding out their truth or falseness, are taught to leading skills of coping with perplexed life situations (Kamneva, Shirvanov, 2012). This process acquires the important psychological significance both for parents and children. It is important for parents, when their “physical” care transforms into the psychological love, trust, acceptance with all virtues and shortages and understanding (Korobanova, 2018). To the equal extent, it is important for the ageing children, who acquire a relative independence, while becoming responsible, socially active and productive people.

The separation of a child, who got adult, from the parents’ family envisages his/her financial and territorial independence, i.e. the former child obtains an ability to support his/her needs and separate residence in full. For the parents, the emergence of the child’s own adult life becomes a “revelation” of a kind and its implication is a cardinal re-building of the entire system of the family intra-relations (Manukhina, 2011). The exclusion of one person from among the constant members of the family structure turns out to be identical in many ways to the process of a baby inclusion into the family. As a result, the well-established order of interpersonal interaction starts to be transformed.

Along with it, while fighting for their individuality, the grown up children create their own subjective space, in which parents are not always welcome. In his systemic theory of family, Bowen M. introduced the concepts of the process of “alienation” and “translation” between generations. In his opinion, the “translation” represents a “constant interaction of family members in duration of life of three generations, when behavioral and emotional reactions are transferred from one generation to another via direct mutual relations. The “alienation” is a contact loss between family members. To a certain extent, the “alienation” from parents is necessary for making autonomous co-existence possible and for creation of own family”. (Kerr, Bowen, 1988).

As a small social group, a family goes through all the stages of formation, when two unacquainted persons meet each other and make the decision about joint living. The result of such activity becomes the emergence of social-psychological space of mutual trust, support and help rendering. Thus, the family builds the personality’s fundament from those norms and values, by which the person is guided afterwards through all his/her life. Namely the norms and values accepted in the person’s family form his/her behavior, control and regulate activities of already adult person.

Materials and Methods

For studying of the issue about family values stability among different generations, the empiric research was conducted, participants of which became fifteen full families, i.e. parents (mother and father) and their grown up child (in the age from 18 to 25). The investigation was aimed at psychological analysis of mutual dependence of family values in different generations and their stability level determination between the parents and the grown up children.

Two psycho-diagnostic methodic procedures were used: a) the test developed by E.B. Fantalova called “Correlation level between Values and Availability in different life spheres” (CbVA) (Fantalova, 1997) and b) the psychological methodic procedure developed by M. Rockeach “Values-based orientation” (Rockeac, 1979).

In the basis of these methodic procedures, the authors’ assumption lies that the personality values space represents a set of subjective significant elements & characteristics, personal meanings and life goals, which determine and regulate human behavior. (Fantalova, 1997; Rockeac, 1979).
The idea of the both methodic procedures was based on the authors’ hypothetical assumption that one of essential determinants of values-motivational sphere of a personality is the mobile gradually-changing-in-the-course-of-activities ratio between two planes of “co-knowledge”. The first plane embraces comprehension of leading life values, personal plans and further personal goals, while the second plane includes everything that is directly available and connected with realization of concrete easily reached goals; thus the second plane is the zone of “easy availability” (Fantalova, 1997). The stimuli making material of the methodic procedure is represented by the list consisting of 12 concepts. The methodic procedure developed by Rockeach M. allows studying a person orientedness and determine his/her relation to the surrounding world, to other people, to him/herself and to clarify his/her world perception, key motivation of his/her deeds and the basis of his/her “life philosophy”. The author considered the values as kinds of a stable belief that some goal or way of existence is more preferable than another (Rockeach, 1979). He makes a distinction between two classes of values, terminal and instrumental ones. The terminal values are defined as person’s belief that some final goal of his/her individual existence is worth of making best efforts for its reaching. The instrumental values mean beliefs that some conduct is more preferable in any situations (Rockeach, 1979).

The results obtained on the selected methodic procedures were processed with aid of the correlation analysis. At the parents and the grown up children, the correlation dependences were found out between the scales “value” and “availability” in the test CbVA and between ranges of terminal and instrumental values in the test “Value orientation”.

Results
Let us give more detailed consideration to the obtained results on each of the selected methodic procedures.

The psychological test CbVA allowed finding out that in 10 from 15 families (66%), the choices of parents and grown up children on the scale “value” mainly coincide – the correlation coefficient is equal to 0.5. One can say that the guiding life preferences on the scale “value” of a grown up child are mostly determined by the same priorities of their parents. So the model of world arrangement and social reacting accepted in a family forms the relevant behavior of an already grown up child. However, the essential differences were found out in the results of the parents and grown up children’s choices on the scale “availability”. As a matter of fact, on the scale “value”, the parents and the children chose virtually the same things, while as for the scale “availability”, their opinions mostly diverged. Majority of the grown up children gave a high score on the scale “availability” to the value “health”, while on contrary, the parents considered this resource being of low availability for them. The same is observed in relation of such vital issue as “cognition (educative upgrading)”: the grown up children consider this value to be achievable for them, while in some cases, the parents negate an expansion possibility of their education or mental scope. The aspect of “love” many children defined as important but hardly available for them, while the parents considered this resource to be quite available for them.

Also the basic results obtained on the methodic procedure “Value orientation” revealed some interesting consistent patterns of choice from among terminal and instrumental values made by the parents and their grown up children. The parents’ choice of terminal values coincides mainly with the values choice made by their grown up children. In 11 from 15 families (70%), the considerable choices coincidence is observed (correlation coefficient 0.6). At decisions making, the grown up children are guided by values-goals, for reaching of which they go on and which are accepted in their families. As for the terminal values for a person, they define sense of his/her life and point out, what is especially important and significant for him/her. (Rockeach, 1979).

However, for accomplishment of life goals and realization of personal plans, they use diverse means (instrumental values), which differ from values of their parents. The instrumental values are a person’s belief that a certain style of actions or a personality peculiarity is preferable in any situation (Zhuravlyova, 2006).

Discussion
As the psychological analysis of the obtained data shows, a number is seen of values, which are significant virtually for all the participants of the research. On choices quantity, they are possible to be laid out as follows: happy family life; love; health; well-to-do material life; self-confidence; presence of good and faithful friends; interesting work; freedom as independence in behavior and actions; cognition (educative upgrading); active
deedful life; beauty of nature and art; creativity. The values are represented in the descending order and point out the priority of family and positive family mutual relations. The adoption by a child of the basic family values takes place in the childhood on the conscious level. And as the result of the interiorization, they are transformed into the ethic norms and moral principles. So the moral-ethical attitudes start acting on the unconscious level ensuring the entire system of social reactions of an adult person.

Conclusion
The obtained in the course of the empiric research results can represent a scientific interest for a consequent cross-cultural analysis and a comparison between diverse social and ethnic groups. As for the hypothesis that a family tends to the conservancy of its high-priority social-psychological positions with aid of the stability in it of the most important family values, this was partially confirmed. Along with it, the psychological contact and the interaction between parents and grown up children are exposed to serious social, psychological and informational impacts (Petrovsky, Polevaya, 2001). Now in family, the communication effectiveness depends on a mobile telephone, a gadget, a presence of a communication channel, network or connection (Wellman, Haythornthwaite, 2002). The people’s strive for conservancy and transfer the family traditions from generation to generation stays the important factor of their successful cultural socialization (Shnurenko, 2016). The results of the conducted empiric investigation speak for the fact that a value orientation accepted in a family makes strong influence on a behavior of grown up children. This influence consists in the situation that some values are translated by a family in duration of several generations determining its members’ behavior distinctness.

At the same time, the values matured under the family influence not only are transferred from generation to generation but also are transformed, modernized and evolved. Even in the case that grown up children negate norms and values accepted in their families, they still stay under the influence of the family values. Being a plastic structure, constantly, a family goes through metamorphoses in line with society requirements. In connection with this, life priorities and goals of grown up children are changed and this way, the latter create their own value orientation and reflect their adaptive strategy of behavior. Every family is unique on its content. Some individual values, norms and behavior models are intrinsic to every family; and the latter transfers them to its children.

Recommendations
The materials of the article would be interesting and valuable for social psychologists, who conduct their practical and consultative work among age-diverse family couples. Also the article would be useful for professional preparation of oncoming specialists in the area of psychology of family and psychological consulting.

References
https://doi.org/10.1002/9780470774298
Motivation of the labor activity of civil servants: theoretical and practical aspect

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Abstract

The relevance of the research is due to the need to develop theoretical and applied approaches in solving the problems of effective motivation of civil servants work activities, focused on the achievement of final results. It should be borne in mind that the motivation of civil servants is determined by many factors inherent in this field of work and, above all, the functional characteristics of the civil service, based on strict subordination to laws and regulations.

In this regard, this article is aimed at identifying the features of an effective system of motivation for the civil servants’ work activities. At the theoretical level, the general theoretical and methodological problems of the effectiveness of work motivation are investigated. Internal motivation of a civil servant is considered in the context of key conditions ensuring its development, taking into account the specifics of the work of civil servants.

The leading method for the research of this problem is: the theory of activity by A.N. Leontyev, as well as the works of foreign and Russian scientists and leading practitioners in the field of personnel management, social and organizational psychology.

The article presents the results of a research of the severity levels of the civil servants’ labor activity main motives, which allows evaluating the current state of their motivation, predicting the further development of labor behavior. The study revealed that there are six types of reactions of the behavior of civil servants to their work motivation. Each of the reactions is caused by the influence of three factors: the purpose of reinforcement; way of motivation; mental type of excitability of civil servants.

The developed motivational complex of labor activity (MCLA) allows actively regulate the positive and negative aspects of changes in the labor behavior of civil servants, to predict the consequences of any changes in the system of motivation of the ministry and department employees; predict the consequences of failures on the effectiveness of the organization’s personnel management system and propose ways to change the strength of the motives in the motivational complex of civil servants’ work activities.

The materials of the article are of practical value for educational institutions of higher education for the training of specialists in the field of personnel management, managers of the civil service in Russian Federation.

Keywords: motive, motivation, motivation, motivational environment, labor activity, efficiency of motivation, motivational resource of labor activity.

Introduction

Effective management of the activities of public authorities is impossible without the motivation of appropriate public, personal and organizational behavior of the officials participating in it, civil and state
officials. The problems of building an effective system of workers motivation in various organization types have quite significant differences. They are especially manifested in the comparison of the civil segment in the sphere of labor and labor relations in the public sphere of activity - the system of state power and non-state administration; therefore, "...the interest of employees in the qualitative fulfillment of the tasks assigned to them is now the focus of attention of researchers both in private and public sector" (God’s Will, 2013). According to A.A. Kozyreva, Russia entered the stage "...of the transition from the adaptation model to the models of intensification and achievement based on the increasing importance of highly skilled labor, greater opportunities for the formation of productive partnerships of workers with the management and administration of enterprises" (Kozyrev, 2010).

The goals and objectives of the motivation of public civil servants are based not only on general, but also on specific principles and methods of their work. At the same time, they contain such specificity, which is determined by many factors inherent in this field of work and, above all, the functional characteristics of the civil service, based on strict obedience to laws and regulations. This determines the relevance of the development of corresponding theoretical and applied approaches in solving the problems of effective motivation of the work activities of civil servants, which is focused on achieving final results.

**Literature Review**

The study of general theoretical and methodological problems of the effectiveness of labor motivation is devoted to the works of Russian (T.Yu. Gordeeva, I.G. Kokurina, A.A. Litvinyuk, E.S. Mal'tseva, N.S. Pryazhnikova, V.P. Pugacheva, T.A. Rodermel, V.A. Semykina, S.N. Stepanova, N.E. Tarasova and others), and foreign scientists (M. Armstrong, B. Wojcischke, A. Kolyanchik, R. Sprenger).

The study of the effective motivation system of civil servants' labor activity features was carried out in the works of many Russian and foreign scientists (A. A. Bozhya-Volya, D. Bolkhov, A. A. Kozyrev, K.O. Magomedova, B. Kh. Marayeva, I. I. Rogov, V.A. Jatsenko, J. L. Perry, L. R. Wise, H. G. Frederickson, D. K. Hart., D) Houston and others.). At the same time, a number of theoretical and methodological aspects remain, requiring clarification of the procedure for their implementation in practice. For example, quite often there is a mixture of the concepts of the effectiveness of "labor motivation" and "labor activity motivation", as well as the concepts of “motivation”, “incentive” and “reward” for work, which reduces the effectiveness of the applied motivation systems as a whole.

There is some disagreement in the understanding of motivation at the philosophical and general psychological level, as well as a mismatch in the understanding of motivation in psychology and management. R.K. Sprenger writes about the “linguistic fog of motivation” and notes that the unresolved nature of this issue often leads to personality manipulation and even suggests a new term “Motipulation” (Sprenger, 2004). Janusz Gzhe lyak also writes about the shortcomings of many theories of motivation, highlighting such a disadvantage as weak consideration of the irrationality of many subjects of labor, which at the same time complicates the control and development of full-fledged labor motivation. The term “motive” (from Lat. Moveo - move) is a generalized image of material or ideal objects that are significant for a person (or a certain group of people), which largely determines the direction of his activity and the achievement of certain results. At the philosophical level, motivation is associated with a general understanding of the activity and the factors that determine this activity, which ultimately allows us to speak about the subject of activity. At the same time, the nature of the activity itself is still largely incomprehensible, although there are many authoritative researchers studying this phenomenon (Brushinsky, 2003; Losev, 1991; Nalimov, 1989; Petrovsky, Yaroshevsky, 1998; Hekhauzen, 1986). The whole history of philosophy and psychology is connected with the search for the main determinants of activity.

A similar situation is observed at the general psychological level, where both activity and motivation are often defined through other concepts, which themselves also need to be understood. For example, through needs, goals, values, interests, inclinations, orientation, attitudes, level of aspirations, will, imagination, dreams, fantasies, intuition, emotions and feelings, etc. (Pryazhnikov, 2012) . A variety of motivational manifestations encourages different authors to offer their systems of motivation (Armstrong, 2009; Pugachev, 2008). At the same time, various authors offer many of their theories of motivation: the theory of justice by J.S. Adams, the theory of ERG by K. Alderfera, the valence-instrumental theory of general expectations by V. Vroom, the theory of social attitudes by A.K. Gastev, F. Herzberg’s motivator-hygienic theory, labor needs hierarchy (self-actualization theory) by A. Maslow, D. McClelland’s theory of motivation, X theory and Y theory by D. Mac-
Gregor (and Z theory by U. Ouchi as the development of the views of D. MacGregor), the concept of the “state of flow” by M. Chiksentmihaii, the theory of the hierarchical structure of personal dispositions by V.A. Poisson et al. (Pryazhnikov, 2016). And even more, there are many different interpretations and views on motivation (Heckhausen, 1986; Gordeeva, 2006; Kokurina, 1990; Leontyev, 1983; Reisberg, 2005).

The term “civil servants motivation” (PSM), used in most studies, means “a person’s predisposition to respond to motives based mainly or exclusively on the missions of public institutions themselves” (Perry, Wise, 1990). In these works, PSM is determined by such factors as “self-sacrifice”, “compassion”, “interest in public needs” and “the possibility of participation in the development of public policy”.

Most studies of the labor motivation characteristics of civil servants clearly indicate a stronger influence on the civil servants motivation of internal factors, primarily the organization’s mission.

For our study, the most important are the concepts of “motivation”, “stimulation” and “reward” for work. Often, issues of incentives and remuneration are negotiated with the civil servant at the stage of concluding a contract, but his inner motivation often depends on the employee himself, and is not always amenable to formalization. In general, we single out the following basic criteria for distinguishing these concepts: 1) localization by time (for which stage of work it is more appropriate); 2) subjective localization (from whom it comes and by whom it is performed); 3) activity localization (correlation with a specific activity); 4) legal registration (on a loss of agreement or strict documentation); 5) real benefits for the employee himself (a form of presenting benefits, ranging from promises and expectations to specific, “tangible” benefits) (Pryazhnikov, 2016).

In management, the concepts of “motivation” and “stimulation” of labor are often distinguished. At the same time, motivation itself often correlates with internal motivators of labor activity, and stimulation - with external ones. Although the term "stimulus" (from the Lat. - Stimulus - a sharp metal tip, which drive a buffalo or a bull harnessed to a wagon) is also often seen as a strong motivating factor for certain action. In addition, in psychology there are “motives-goals” (“meaning-forming motives”) and “incentives motives”, where the first ones are focused on the main goals of the activity, but in order to realize the activity, more specific drivers - incentives are needed (according to A.N. Leontyev). As a result, the development of the motives themselves is indicated through the “mechanism of motive shift to the goal of action”, when, for example, at first a person does something, perhaps not fully aware of the socially useful goals of his activity (where his motive may be money, self-affirmation, avoidance of punishment, etc.), but then his motives may approach goals and, finally, even coincide with them (Leontyev, 1983).

Thus, when separating motives (as internal motivators) and incentives (as external motivators), it should be remembered that an external influence with proper management and development of the employee’s personality itself is gradually assimilated by the person as something meaningful for himself and transferred into internal action plan (“internalized” - according to Vygotsky). With this approach, we can say that the external has become internal, i.e. there is no clear boundary between motives and incentives, considering that “motive shift to a goal” can occur in the opposite direction, when “a motive starts to move away from the goal” (with unsuccessful development of the subject of labor or poor management), and these processes can also alternate (for example, in cases where the employee himself doubts the meaning of his work).

The ability to separate the notions of “motivation”, “stimulation” and “reward” for work enhances the scientific productivity of such a method, helping to better assess situations in which management spends a great deal of effort to develop the incentive system and expects appreciation and return from civil servants in work, but in reality all this does not happen.

Exactly the internal motivation of a public servant that largely ensures high rates of his labor, often compensating for the ineffective leadership and imperfect organization of the labor process (monotonous, bureaucratic, with violation of medical and hygienic labor standards, etc.). Based on this, we can single out the following key conditions that ensure the development of such intrinsic motivation (considering the specifics of the work of civil servants).

1. **Organizational and managerial conditions.** Among them: 1) study of advanced experience in the development of systems of motivation, incentives and remuneration for work in the course of advanced training, business games, internships for managers and employees responsible for labor motivation in a specific subdivision of the ministry and department; 2) professional and psychographic study of the characteristics and specifics of civil servants’ labor with the aim of identifying scientifically based labor standards and grounds for a more equitable assessment and remuneration for work in specific positions and official posts; 3) improvement of
the internal regulatory framework in order to minimize disparities in wages (especially, between managers and subordinates); 4) the introduction of more flexible incentive and wage systems, considering the expectations of specific employees and teams; 5) improving the organization of labor itself (minimizing bureaucratic support, encouraging employees who are able to perform tasks for a limited time - as the antithesis of unreasonable «workaholism», when specialists are encouraged for overtime work, etc.).

2. Psychological and pedagogical conditions, including: 1) strengthening the psychological component in the training of civil servants (familiarity with advanced experience in the development of labor motivation); 2) discussion in work collectives of questions of motivation, stimulation and remuneration for work; 3) activation of scientifically based studies of the situation in a particular organization with motivation, incentives and rewards; 4) consideration of the proposals of the workers themselves to improve the system of labor motivation (as an option to develop staff participation in the management of the organization and specific teams), etc.

In conclusion, it should be noted that, on the one hand, motivation, stimulation and remuneration are largely interrelated and form a unified system of “labor motivation”, but on the other hand, one should also remember the specifics of each of these concepts in order to carry out more targeted managerial influences that promote their development and improvement.

Materials and Methods

The aim of our research is to identify the levels of expression of the main motives for the work activities of civil servants, which allows us to evaluate the current state of their motivation, to predict the further development of labor behavior.

In the modern theory of human resource management (HRM) there are many classifications of motives for labor behavior. Most of them have both positive and negative aspects in relation to the practical effectiveness of their application in the system of labor management of staff in general and civil servants in particular. Studies conducted by A.A. Litvinyuk, starting from 1985 to the present, allow us to develop a new classification of motives, which is quite effective, as practice has shown, to solve issues related to the management of personnel labor behavior (Litvinuk, 2016).

By their nature, they form five basic groups (table 1), forming a motivational complex.

<table>
<thead>
<tr>
<th>The name of the motive</th>
<th>Motive definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motives of acquisition (MA)</td>
<td>The choice of method of work-oriented material rewards for its results</td>
</tr>
<tr>
<td>Motives of satisfaction (ME)</td>
<td>The choice of the method of work activity ensuring the receipt of positively colored emotions from the result and (or) labor process</td>
</tr>
<tr>
<td>Motives of security (MS)</td>
<td>Orientation to such a variant of labor activity, which allows you to avoid getting unwanted sanctions for its improper results</td>
</tr>
<tr>
<td>Motives of submission (MD)</td>
<td>Choosing a way of working in accordance with the personal interests of the individual, and the role prescriptions and group norms relevant to him</td>
</tr>
<tr>
<td>Motives for energy saving (MP)</td>
<td>Choosing a way of working that maximizes the ratio of the expected result and the energy required to achieve it</td>
</tr>
</tbody>
</table>

The motivational complex of labor activity (MCLA) is a relatively new concept for HR management. In 1992, it was first formulated by A.A. Litvinyuk as an independent theory of motivation. Under it, it is proposed to understand the holistic dynamic system, the interconnected elements of which are the motives of acquisition, satisfaction, security, subordination and energy saving.

Separate groups of motives are considered in the framework of this theory of motivation not abstractly, but as interrelated components of a whole, providing, on the basis of their mutual influence, emergent effects in the labor behavior of civil servants. In this regard, MCLA makes sense to present, as a “black box”, the connection of which with the external environment is mediated through the input and output parameters.

The input parameters are labor incentives, which are used to correct the labor behavior of personnel. The output parameters are the behavioral responses in response to them from individual performers and the civil
servants of the organization as a whole. Through this approach, it was found that between individual groups of motives that form the elementary base of MCLA, there are two groups of permanent (activating and oppressing) and one group of temporary (suppressing) links (Litvinuk, 2016).

Knowing the structure and direction of the permanent links between motives in MCLA, it is possible by logical inferences to predict all possible changes in the labor behavior of employees after any corrections in the system of their labor motivation.

Preliminary provisions of the theory of motivation complex were formulated by A.A. Litvinyuk for analyzing the behavior of public sector employees in 1998. To check them, about 300 public sector employees were surveyed. The positive results of the use of the motivational complex serve as the basis for improving the efficiency of material incentive systems for the personnel of organizations. Methodical developments made on the basis of the theory of motivational complex create a platform for the development of its application.

In the course of the research program, the creative team of authors, on condition of anonymity and maintaining the confidentiality of specific answers, surveyed 120 civil servants representing the Government of Moscow, a number of federal ministries and departments. Most of the respondents in it were women (81.7%). The revealed gender disproportion further led to some modifications in the structure of the employees' motivational complex of labor activity. According to the survey, the average length of service of respondents averaged 14.1 years (for men, 14.6 years), and the average work experience in the GGS position was 5.4 years (for men, 4.1 years).

In the course of the study, the diagnostic complex methodology was used to identify the severity levels of the main motives of the civil servants' work activities.

**Results**

When analyzing the formed profile of the motivational complex of the labor activity of the interviewed men, the tolerances of the strength of the action of the acquisition motives (MA = +3), the security motives (MS = +4) and the motives of energy saving (MP = -2.5) are clearly visible. This may indicate the following trends in the organizational behavior of the interviewed civil servants, which can be assessed only on the basis of information about the nature of work in government:

- switching of interest from achieving results to the process of labor activity;
- deterioration of interpersonal relations in a team;
- excessive innovation activity;
- complete subordination of labor behavior to group norms;
- changes in the system of material incentives for labor have practically no effect on labor behavior;
- lack of emotional interest in the work, the desire to do the work, and the “right to account” for it;
- bureaucratization of labor behavior, norms and rules are not implemented for the sake of achieving efficiency of labor, but for the sake of their observance, avoidance of punishment and sanctions;
- excessive cohesion workgroups development circular bail.

The results of the evaluation of the motivation of female civil servants revealed other states of motives. Here there are only permissible deviations of individual motives: acquisitions (MA = 3), security (MS = 2.5) and subordination (MD = 2.1). Their influence on labor behavior takes the following forms:

- switching priorities from achieving results to the work process;
- deterioration of interpersonal relations in a team;
- complete subordination of labor behavior to group norms;
- changes in the system of material incentives for labor have practically no effect on labor behavior;
- report on the work done becomes much more important than its result;
- decrease in the level of labor discipline.

Comparison of the identified motivational profiles of the labor activity of the interviewed men and women shows that:

- the labor behavior of men is more strongly influenced by the system of material remuneration used (their elasticity is higher);
- men apply rules and norms of labor behavior more bureaucratic;
- men less take into account the interests and opinions of their colleagues in their professional activities;
- men are more likely to make innovative and creative decisions.

The factor of seniority of civil servants also has a certain influence on MCLA (Table 2).
Table 2 - Indicators of the correlation relationship between the power of action of motives and the work experience of employees

<table>
<thead>
<tr>
<th>The name of the motives</th>
<th>Correlation coefficient value</th>
<th>Chaddock’s Communication Scale</th>
<th>Coefficient of determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motives of acquisition (MA)</td>
<td>-0.461</td>
<td>Moderate</td>
<td>0.213</td>
</tr>
<tr>
<td>Motives of satisfaction (ME)</td>
<td>0.098</td>
<td>Weak</td>
<td>0.010</td>
</tr>
<tr>
<td>Motives of security (MS)</td>
<td>0.215</td>
<td>Weak</td>
<td>0.046</td>
</tr>
<tr>
<td>Motives of submission (MD)</td>
<td>-0.372</td>
<td>Moderate</td>
<td>0.138</td>
</tr>
<tr>
<td>Motives for energy saving (MP)</td>
<td>0.204</td>
<td>Weak</td>
<td>0.042</td>
</tr>
</tbody>
</table>

The data in Table 2 allow us to draw the following conclusions about the strength of the influence of seniority of civil servants on the groups of motives for their work activities.

1. There is a moderate negative relationship (-0.461) between the strength of the acquisition motives (MA) and the work experience of the civil servants, which indicates that the professional experience of civil servants usually leads to a greater orientation of their professional activities to the detriment of the achievement of real results. This orientation provokes the development of mutual responsibility and reduces the innovative level of labor behavior of civil servants.

2. Moderate negative, but slightly less pronounced dependence (-0.372) also exists between work experience and the force of action of the motives of subordination (MD). It leads to an increase in the frequency of interpersonal conflicts in the professional labor activity of civil servants, an increase in the mercantile spirit of their labor behavior, and an increase in emotional dependence on the process of labor activity.

3. On the strength of the actions of other groups of motives, the professional experience of civil servants has virtually no effect.

The above analysis of the strength of the motives in the MCLA of civil servants allows us to proceed to the stage of the algorithm of the diagnostic complex methodology for predicting the directions and the power of changing the motives of the civil servants' work activities. The grouping of the obtained forecast values are presented in Table 3.

Table 3 - Forecast changes from the actions of the motives of the ICMT of civil servants, score

<table>
<thead>
<tr>
<th>Motive designation</th>
<th>Motive power</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>generally</td>
<td>of women</td>
<td>of men</td>
</tr>
<tr>
<td>MA</td>
<td>1</td>
<td>-1.5</td>
<td>-4</td>
</tr>
<tr>
<td>ME</td>
<td>0.4</td>
<td>7.5</td>
<td>-4.5</td>
</tr>
<tr>
<td>MS</td>
<td>1.4</td>
<td>1.5</td>
<td>0.5</td>
</tr>
<tr>
<td>MD</td>
<td>0.2</td>
<td>-3</td>
<td>8.5</td>
</tr>
<tr>
<td>MP</td>
<td>-2.6</td>
<td>-4.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Discussion

Our forecast of the labor behavior of civil servants, provided that the system of motivation for their work activity remains unchanged, gives not quite acceptable results for effective management.

When assessing the forecast values of the motivation of the male civil servants (Table 2), the following tolerable deviations of the force of action of individual motives of labor activity are clearly visible: the motives of acquisition (MA = -4) and the motives of satisfaction (ME = -4). In addition, the motives of subordination acquire an anomalous force of action (MD = 8.5).

1 Qualitative reflection of the dependence of the factor sign on the resultant.
2 Shows how much of the variation of the explained variable is taken into account in the model and is due to the influence on it of the factors included in the model.
With the presence of activated P-communication, considering the impact on the labor behavior of civil servants the permissible deviation of the force of other motives no longer has any practical meaning, for the development of the appropriate type of failure “drowns out” all other deviations from the accepted norms of labor behavior. In our case, we have the actualization of the type “falseification” fault that switches the interests of the employees to achieve the result of work on a report about it, “no matter how it is done - it is important that the work accepted.” In practice, this leads to additions to the “labor achievements” and falsification of reports on the nature and results of their professional activities. In other words, a system of double standards begins to form in the executive branch when some reports are generated for themselves, others for external users.

Consequently, the actualization of the “falseification” type is clearly predicted for male employees. Female employees may develop a “super-innovative” type of failure as excessive innovative activity of personnel labor behavior (change for change), which usually leads to instability in the activities of departments and divisions of government, to unnecessary restructuring and reorganization. The factor of such instability is the high level (65.6%) that we identified in the labor activity of the respondents, forcing them to independently determine the course of action and the rules of their work.

In connection with the identification of deviations exceeding the permissible level, when making corrections to the system of motivation of labor activity of the surveyed civil servants, it is necessary to provide for:
- strengthening the power of action motives of submission (MD);
- reducing the strength of the security motive (MS).

Such a correction can be achieved using corrections in the system of labor motivation of civil servants (Table 4).

<table>
<thead>
<tr>
<th>Ways to increase the power of action motives of submission (MD)</th>
<th>Ways to reduce the power of security motives (MS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in the volume of benefits provided to each member of the working group from their joint activities</td>
<td>The use of the system of control of labor activity of employees by end results</td>
</tr>
<tr>
<td>Altruistic actions of members of working groups</td>
<td>Dependence of the system of sanctions on the will of the head</td>
</tr>
<tr>
<td>Increase team cohesion</td>
<td>Sanctions are imposed only on specific dates (for example, once a month on the basis of work in the reporting period)</td>
</tr>
<tr>
<td>Long term joint work of members of working groups</td>
<td>Staff learn about the procedure for imposing sanctions only upon completion of the implementation of labor operations</td>
</tr>
<tr>
<td>Consistently carried out labor operations</td>
<td>Separate categories of workers are never subject to sanctions.</td>
</tr>
<tr>
<td>Consistent use of time-based forms of remuneration</td>
<td>The use of a system of motivation to work on the performance of an effective contract</td>
</tr>
</tbody>
</table>

Thus, the analysis of the strength of motives in MCLA profile, formed under the influence of the gender factor and the forecast of its change in perspective, led to the conclusion of the ineffectiveness of the system of labor motivation of civil servants used in the surveyed agencies.

**Conclusion**

A study of the existing principles of designing a system for motivating the work activities of civil servants in Russia has shown that they are focused on motivating career growth, improving skills, striving to improve their service status and prevent turnover in the civil service system. They were reliable in a “command economy”. At the same time, focusing on the above foundations no longer corresponds to the current external negative impact of the general labor market on the systems of motivation for the work activities of civil servants. First of all, they are several times inferior to the basic part of the wage. In addition, within such a system, there is a sharp gap in the payment of 10% of highly and low-paid categories of civil servants. There is a need to modernize the current system of motivation for the work activities of civil servants in Russia.
based on such a model that provides it with an increase in the efficiency of motivation to a greater extent than it is now results-oriented.

For the design of an effective system of motivation of civil servants' labor activity, focused on the achievement of final results, it is advisable to use a motivational complex of labor activity (MCLA), formed by five generalizing motives of labor activity: 1) acquisitions (MA), 2) satisfaction (ME), 3) security (MS), 4) submission (MD) and 5) energy saving (MP). In particular, the motivation focused on the achievement of end results by an effective civil servants contract (MKRek) has a formalized form: MKRek = 2 (MA + ME) - (MS + MD + MP). The final result of the motivation model with an effective contract depends on the proportions of each of the motives that form it. The proportions are affected by failures arising from errors in the system of motivation for work.

MCLA - a complex that allows to actively regulate the positive and negative aspects of changes in the labor behavior of civil servants, to predict the consequences of any changes in the system of motivation of employees of the ministry and department; predict the consequences of failures on the effectiveness of the organization’s personnel management system and propose ways to change the strength of the motives in the motivational complex of civil servants’ work activities.

The developed diagnostic methodology for identifying the severity levels of the main motives of the civil servants' labor activity allows the use of an effective system of motivation of civil servants' labor activity in different authorities and in the changing conditions of their functioning. An analysis of the strength of motives on the basis of the MCLA profile, formed under the influence of the gender factor and the forecast of its change in perspective, testifies to the lack of effectiveness of the current system of motivation for the work of civil servants.

Recommendations
To prevent the identified anomalous changes in the power of the motives, it is required to make the following corrections to the system of work motivation of civil servants:
- introducing into the organizational culture of civil servants elements that increase the level of cohesion of working groups by team building;
- in the organization of labor activity to focus on the sequential rather than parallel nature of the labor operations being carried out;
- avoid unnecessary cases of staff rotation and, if possible, do not place employees in different offices;
- actively implement an effective contract in the system of labor relations with civil servants;
- to make the transition from the system of operational control to control by end results.

When applying the recommended system of motivation, it is legitimate to supplement it with a system of material and non-material motivation.

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https://doi.org/10.1037/0033-2909.127.3.376


https://doi.org/10.2307/976618


https://doi.org/10.1787/budget-v7-art3-en


Interpreting and its Cognitive Root

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Abstract
Undoubtedly cognitive process is an important element in almost all modes of translation. Translation has long been identified as a socially situated activity and is referred to as the interaction between the process and context. Translation as subfield of language, therefore, is a cognitive and context bound phenomenon and is regarded as an act and event. Regardless of its various modes, it roots in psycho-social interaction. Accordingly, translation is considered as a social and mental event that manifests in context and is referred to as a biological entity to which cognition is a source of energy. The cognitive power can be realized in space (environment) through translation (interpreting) activity. Translation as an artful communicative task, requires the dimension of mental power and context (space) for realization. The absence and malfunctioning of any of these elements result in the disruption of the flow of communication and increased amount of waiting time and lack of satisfaction. In this work, we intend to trace the relevancy that cognition has with translation and that to pave the way to stimulate for new findings and to make the reader aware of cognitive limitation as an impairing element in translation/interpreting activity. Moreover, we conclude with a discussion of cognitive gaps and suggestions for further research.

Keywords: Cognitive Deficiency, Mental Load, Waiting Time, Working memory

1 Introduction
Considering the above points, it is reasonable to say that cognition lies behind language and goes far beyond it and can be referred to as cognitive backstage. As translation is a subpart of language the word ‘language’ is repeatedly referred to, but the focus of study is on translation and the paramount role of cognition. When we engage in any language activity, it is an artistically creative process and we draw unconsciously on vast cognitive resources and mappings, call up innumerable models and frames all fall into the category of mental mappings which require a top accurate mental processing and computing. The cognitive backstage, an everlasting and dynamic process, is referred to as a non-observable element and this non-observable feature of language is an impediment to the researches to get a tangible access to the mental frames and hence the evaluation turns out quite difficult. It is argued that the AI (Artificial Intelligence) in some aspects is a prototype of human’s brain but it lacks the creativity and rapid and logical reaction to immediate and unforeseen occurrences that mind well deals with. IA is able just answering to Yes or No questions and follows the conventional rules, while the brain and cognition go far beyond this limit and most researchers agree that even a super-intelligent artificial language is unlikely to exhibit human emotions like love or hate, a major drawback labeled on IA. Accordingly, AI is not able to compute or evaluate the variables available between the two extremes of ‘Yes’ and ‘No’, ‘Zero/one’ which are the focus of attention to Fuzzy Logic of Lotfi A. Zadeh, whereas the mind do that in an amazing way. To develop the argument, let’s start dealing with the relationship that lies between cognition and language. Therefore, it is advisable to study translation (the subpart of language) along with cognition because cognitive factors enable language to emerge and come to existence. Discovering the main source of energy that makes language dynamic, surely illuminates answers to such debating questions as why retrieval of information and images from long term memory to short term memory in some cases is difficult and sometimes impossible (anomic aphasia and circumlocutions)? Language is almost always portrayed as an independent and self-productive entity, while the reality could reflect a different idea. Language same as the other cognitive behaviors, is a mental entity which needs to be developed. Language (translation) is a sociopsychological phenomenon because the mental factors and the neurons mesh with the environmental elements (contextual factors) which are regarded as the prerequisite for language manifestation and maturation. It is worthy of mentioning that mind is powerful enough to encompass all human mental abilities including language and translation. Our argument is focused mainly on language rather than on translation, since language could be the key to translation challenges. Demystifying language and its cognitive aspects, the nature of translation could be well disclosed. So the back-stage cognition and the myriad cognitive mappings that take place in the mind, are absolutely important in controlling language as a mental capacity. Psycholinguistics (the study of the mental processes that a person uses in producing and
understanding language and how human learns language), the evidence of brain lateralization, critical age hypothesis as a proof of the biological basis of language, hemiplegics, plasticity, split brains, dichotic listening, cerebral lesions, contralateral brain function, genetic evidence, etc. are plenty of evidences to justify that language and translation are mental and environmental entities. Scrutinizing the special mental mechanism of the brain and the amazing anatomy and physiology of the nervous system and the millions of neurons active in the brain and the Equipotential Theory of the neurons and their multi-functionality feature we can arrive at new conclusions to decode the hidden interrelationship that exists among the elements of cognition, genes, context and translation activity. This question now arises that to what extent does the Modularity Theory truly play out? The lesion in one area of the brain, for instance, left hemisphere known as commanding half for language abilities should impair language acquisition and performance while experiments elsewhere corroborate that for hemiplegics or those who undergo hemispherectomy, the right hemisphere can take over many of the language functions that would normally reside in the left hemisphere, albeit, with some severe loss of language function in adults. If we maintain that mental behaviors are localized in the brain and that the brain is modular or the linguistic abilities are left-hemisphere domain specific, so it is surprising that how the right hemisphere can take over the mental behaviors typically controlled by the left half? This study thus tries to answer this debating question or to pave the way for further study on this challenging area. Certainly the brain is composed of a well-organized data classification filing. This debating question also comes to mind that why a piece of information is missed in the data filing system or does it stay safe forever? If the latter is true, so, where it lies and why its retrieval is either difficult or in some cases impossible and that, is the brain equipped with a morgue (filing)? Clearly, finding answer to such questions and finding the key of the black box of cognition, requires careful studies and extensive work. One assumption could be that the neurons of the brain are multifunctional and equipotential same as the plasticity feature of the two halves. This means that every neuron is able to deal with not only perceptual matters, but is also able to deal with the face recognition perception and can handle vision function and so forth. So, each neuron has the capacity to handle multi functions and thus all the neurons are equipotential to carry out cognitive tasks of any sorts and types, otherwise the brain’s commanding system would fail to control the huge and myriad cognitive mappings that take place momentarily in the brain. In other words, a neuron is somehow like water or liquid. Water and liquid in general have the quality to take the shape of any container, so the neuron’s function is somehow resembled to the multi-shape-getting capacity of liquid and hence this means that a neuron has the capacity to deal multiple functions such as face recognition, emotions, perception, vision, etc. The multi-functionality feature of neurons makes it possible for the brain’s commanding system to control efficiently the huge volume of data processing and heavy and complex computing tasks. So multi-functionality (multidimensional nature) and equipotential feature of neurons are the most important cognitive features. The main problem that causes mental block or makes retrieval difficult, could either be due to the lack of access of the main system to the already stored and classified data or could be due to the lack of specific data in the data filing system and therefore making the process of getting back information (data) stored on the brain difficult and sometimes impossible, at the worst. Again this question arises that, is a datum erasable or exists in the brain forever and why subjects use circumlocutions or face with anomic aphasia? Let’s come back again to the question ‘how the right hemisphere can take over the mental behaviors typically controlled by the left half?’ It can be a big surprise to ask why the brain consists of two halves and why the two cerebral hemispheres are connected to each other through the corpus callosum (i.e. callosal commissure or fibrous network)? In order to clarify these debating issues surely we need to have a good understanding of the mechanism of the brain as well as the relevant notions. The prevailing accepted notion about the function of the brain is that the left hemisphere controls the linguistic abilities and the right half controls the non-linguistic elements. If this is so, how hemiplegics can gradually acquire language with the help of the remaining half? And how language savants who are deficient in general intelligence and are intellectually handicapped individuals, despite their disabilities, show remarkable talents in language skills? It is argued that linguistic ability is not derived from some general cognitive ability, but exists independently. The language savants idea supports the modularity notion of language in that if brain were not modular, the savants would be deficient in all cognitive abilities, while we see that in case of savants at least their linguistic ability remains autonomous. It seems logical that the brain is modular, but the ability of children with SLI (Special Language Impairment) is in conflict with the ability of the language savants. Autonomy of language faculty as experienced with SLI children and language savants and its independency of the general cognitive
ability and the Equipotentiality notion put forward by Karl Spencer Lashley (the idea that the brain has the ability to use any functioning part of the brain to do what a damaged part of the brain no longer can do; and the coined law of mass action) suggest that there is a possibility that one hemisphere mirrors the other half. In other words, they are reflector of each other and in general the human is favored with two brains with exactly equal capacities and hence in case of cerebral damage to any part of the brain, the brain’s function reduces in proportion to the scale of the aphasia. Accordingly, if we accept that following to the left hemisphere lesion, the right one attempts to take over the function of the missing part, thus it can be deduced that a mechanism and anatomy exactly same as the left hemisphere do exist in the right hemisphere and, therefore, the plasticity / flexibility and the contralateral brain function explicitly portray the compatibility and adaptability of the two halves in taking over mutual functions.

The image illustrates Broca and Wernicke areas in the left hemisphere where language abilities reside and it shows that arcuate fasciculus, a nerve of fibers, connects Wernike’s area to Broca’s area. French neurosurgeon Paul Broca discovered that the Broca area in the frontal part of the left hemisphere is responsible for language production and hence impairment in this area entails agrammatic speech and problems with syntax. In the 1870s German neurologist Carl Wernicke discovered that Wernike’s lesion or sensory/fluent aphasia in the back part of the left hemisphere results in difficulty in comprehension and those patients who suffer from sensory aphasia face with anomia and use circumlocutions.

Generally speaking, regardless of special cases of hemiplegics and cerebral lesions which impair cognitive function of language abilities, any cognitive deficiency hinders translation activity specially its simultaneous mode that takes place momentarily. If this status occurs, definitely we shall experience increased amount of waiting time (more waiting time vs. less satisfaction), successive pauses, disruption of verbal behavior, loss of confidence, increased number of miscues in both written and oral translation, though the latter requires working on live but the point is that each require different level of accuracy. No translation software can be found to function momentarily parallel with the unobservable cognitive backstage and hence this reveals the artfulness and demanding features of translation and interpreting activity. Therefore, an interpreter or a translator is required to have adequate linguistic and cultural knowledge of both S and T language. Furthermore, interpreter’s (translator) expertise and topic familiarity are very contributive, while the absence of these elements entails mental load and cognitive limitations that strongly affect the quality of written or oral translation product. Cognition as an interdisciplinary phenomenon is an unlimited source of energy for every event that takes place in the universe since an event typically encompasses the dimension of space.
(context) and cognition which are necessary factors behind its realization; likewise, translation (interpreting) is no exception. The notions of localization and equipotentiality imply that all the brain’s areas are equally active in overall mental functioning which is logically right and that is to some extent similar to what is already referred to as multidimensionality or multi functionality nature of the brain’s neurons, because this feature speeds up the overall mental functioning and the computing and processing mechanism of the brain’s nervous system. If we accept that the brain is modular, this idea furthermore seems reasonable that each module like atom generates new module which enjoys the same make-up, commonalities and structural data inherited from its master module to maintain life cycle. So, this process of modular life cycle maintains a proper data retrieval and storing system.

2 Theoretical Framework
This study takes advantage of Fodor’s Modularity of Mind and the Equipotential Theory Psychology put forward by U.S. psychologist Karl Spencer Lashley who maintains that all areas of the brain make an equal contribution to overall functioning. In some aspects, the notion put forward by the U.S psychologist is close to the plasticity (i.e. flexibility) idea which argues that after hemispherectomy the remaining hemisphere attempts to take over the functions of the missing one. Let’s first deal with the modularity notion of Jerry Fodor which posits that there are functionally specialized regions in the brain that are domain specific for different cognitive processes. In this work our chief focus of study is translation but as translation is a mental activity inevitably we draw unconsciously on cognitive study and its ramifications.

Based on the above theory the mind is subdivided into smaller parts called modules that can independently be created and then be used in different systems. The theory supports that a modular organization structure can work more efficiently. It is hence logical that a modular system works more efficiently but this question arises that if the brain is modular for different mental behaviors, and if linguistic abilities are left-hemisphere domain specific, so, how these localized cerebral damaged patients later can retain their language abilities? The aim of this research, therefore, is to find answer to such debating issues as hemispherectomy versus retention of language abilities.
3 Methodology
This work combines a qualitative explanatory case study design and is theory grounded with the aim of theory building through comparative analysis. This study concludes with guidelines to moderate the mental load and cognitive impairment. This might also be worthy of mentioning that the use of Logic and Probability Theory in this research has many benefits including combining logic with probability to make new deductions. The very idea of combining logic and probability might look strange at first sight as logic is concerned with absolutely certain truths and inferences, while probability theory deals with uncertainties. The combining of logic and probability theories and taking advantage of observation hence can greatly lead to new findings. It should therefore come as no surprise that they have been applied in all fields that study reasoning mechanisms such as philosophy, artificial intelligence (AI), cognitive science and mathematics. Unobservable feature of cognition makes it impossible to give a thorough description of the cognitive system. Instead, arguments backed by logical reasoning (logic combined with probability and observation) help to fill the gaps in our knowledge of the non-observable cognitive backstage.

4 Research Question
Does cognitive limitation impair the flow of communication and affect translation output?

5 Literature Review
As already stated, translation/interpreting is an activity which embraces mental and contextual elements. Therefore, same as other mental events or occurrences in the universe, translation requires a cognitive power accompanied with context for manifestation, but the two factors operate in tandem. Translation similar to simultaneous interpreting mode is cognitive and context bound and hence the role of cognition in all modes of translation is of paramount importance. Therefore, cognitive limitation resulting from cerebral lesions, anomic aphasia (a type of aphasia characterized by problems recalling words or names and using circumlocutions) and so forth could have a direct impact on the quality of output of a translational activity. Clearly the commonalities between oral and written translation make our study more meaningful. Accordingly, the similarity that exists among all modes of translation activity is the cognitive and contextual features that enable a phenomenon like translation or interpreting task to take the form of an event as translation in general is a mental behavior which is closely involved in cognitive system and hence the cognitive malfunctioning results in semantic deviations, miscues, and disruption of communication either oral or written. In fact, the more cognitive deficiency entails a less quality output. Clearly the accuracy of interpretation or restating of the original message in the receptor counter is directly related to the interpreter/translator’s degree of comprehension. Now this question comes to mind that ‘under what conditions an accurate comprehension takes place?’ It is possible to posit a number of conditions (e.g. “familiarity with the subject matter, (Dennis Cokely, 2014)” and interpreter/translator’s adequate linguistic and cultural knowledge of both S and T language etc. Dennis Cokely implicitly notifies that the existence of shared and encyclopedic knowledge are contributive to fully comprehend the pragmatic and to decode correctly the original message. It should be reminded that our focus of study in this work is on interpreting and its cognitive roots, while nearly all modes of translation are referred to because cognitive roots and mental limitations as common factors, impair translation process either oral or written. The keywords ‘immediacy’ and ‘here and now’ as distinguishing features of simultaneous interpreting are attached to simultaneous interpreting mode by Franz Pochhaker who holds that interpreting is a task which is performed across linguistic and cultural differences that exist between S and T language: “Within the conceptual structure of translation, interpreting can be distinguished from other types of translational activities most succinctly by its special feature of immediacy: in principle, interpreting is performed ‘here and now’ for the benefit of people who want to be engaged in communication across the barriers of language and culture (Franz Pochhaker, 2003). The barriers of language and culture which this scholar refers to could be the lack of cultural and linguistic counterpart and commonalities between S and T language. The phrase ‘here and now’ suggests the shortage of time and stressful condition under which simultaneous interpreting work is carried out. Minhua Liu, Diane L. Schallert and Patrick J. Carroll in their work titled Working memory and expertise in simultaneous interpreting (2004) applying the sentence, “moment-by-moment operations in the process of simultaneous interpreting involve expressing in the target language the meaning of the original message”, develop the concept of concurrent speaking and listening which clearly points out that simultaneous interpreting could be
a stressful experience. David Morley supports a mental quality for any language activity and hence in this aspect enjoys a common point with Gile and Jean Piaget who maintain that language is environmental and cognitive bound, thus indirectly notifying that language is a biological phenomenon: “When we engage in any language activity, it is an artistically creative act of community and we draw unconsciously on vast cognitive resources and mappings (mental models) call up innumerable models and frames, set up multiple connections, coordinate large arrays of information, and engage in creative mappings, transfers and elaborations (David Morley, 2012)”. Attila IMRE in the paper ‘Communication Through Translation’ posits that translation is as a bridge between participants of a social context. Furthermore, asserts that there is a strong relationship between communication, language and translation. This idea reveals that language and translation are biological entities that realize in context.

Swiss developmental psychologist Jean Piaget (1896-1980) also asserts that: “the cognitive development as a progressive reorganization of mental processes resulting from biological maturation and environmental experience”. This scholar believes that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, then adjust their ideas accordingly”. Arina V. Annenkova (2012) also in the paper ‘Translation as a Means of Teaching Intercultural Communication’ affirms that translation process involves human cognitive sphere and intercultural issues. John Benjamins in his book Describing Cognitive Processes in Translation: Acts and Events addresses translation as an act and event and has its main focus on the cognitive and mental processes of interpreting (translation) as well as including the social situation (context) in the exploration of interpreting or translating process and at the same time the paper by Andrew Brook / Pete Mandik titled The Philosophy and Neuroscience Movement (2007) embodies elaborations on such concepts as linguistic deficits of aphasic patients, localization, cognition and the brain as quite relevant terms to language and interpreting activity. Gile’s Effort Models for Interpreting (March 25,2014) typically exemplifies the cognitive property of interpreting and the necessity of memory effort in any translational activity: “The key concepts of the Effort Models are the Processing Capacity and ‘the fact that some mental operations in interpreting require’ a significant amount of it (Gile, 1992: 191). Since each interpreting phase implies an effort, the interpreter should therefore be able to find a balance among them in terms of energy. Kade in the following saying along with Pochhaker postulates stressful condition and the shortage of time in simultaneous interpreting: “Interpretation is defined as a form of translation in which the source-language text is presented only once and thus cannot be reviewed or replayed, and the target-language text is produced under time pressure, with little chance for correction and revision (Kade, 1968)”. This saying by Jean Piaget also illustrates the importance of environment in maturation of cognitive data: “It is greatly worthy of mentioning that the cognitive development is a progressive reorganization of mental processes which result from biological maturation and environmental experience (Jean Piaget, 1896-1980); the notion also argues that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment and then adjust their ideas accordingly”. This also deserves consideration that regardless of some minor differences John Benjamins, Jean Piaget along with Chernov / Gerer, David Morley, Gile, Andrew Brook / Pete Mandik, Warren Burggren supports cognitive involvement in language and translation (interpreting) activities. Nearly all these scholars admit that language as well as any translational activity is the result of the involvement of cognitive and environmental factors. Warren Burggren, meanwhile, in the the following notion asserts epigenetic involvement and its contributing role in language evolvement. It is notable as well that Jean Piaget and Noam Chomsky hold a mentalistic view on language. Warren Burggren’s notion also deserves consideration: “Epigenetic inheritance likely contributes to evolution both directly and indirectly (Warren Burggren, 2016), hence there is a necessity to illuminate the terrestrial environmental role in language evolvement”. Warren Burggren implicitly takes into account the biological aspect of language and that language evolvement is influenced by the surrounding environment. Nearly all the notions put forward by these scholars, illuminate the cognitive and environmental characteristic of language in general and interpreting activity in particular. Simultaneous interpreting, therefore, is referred to as truly a work of art that realizes in stressful condition by an interpreter who has a high sense of imagination and with adequate linguistic and cultural knowledge of S and T language as well as being well skilled in improvisation and extemporization. In view of these facts, therefore, language is strongly tied with cognition, context (space), and neural underpinnings. In this work the focus of argument is being shifted from ‘interpreting activity’ to ‘language and its features’ largely due to the fact that translation/interpreting is
regarded as a subpart of language and hence demystification of language, illuminates the non-observable cognitive realm and the mechanism relevant to translation activity.

6 Conclusion
In view of all the above facts it can be deduced that lag time, pauses, mental load on the mind of interpreter, and semantic deviations in translation specially of its simultaneous mode, have a direct relationship with cognitive impairment, linguistic deficiency, and environmental impacts. Generally speaking translation is an act and event with having its main source of energy in the cognitive and mental processes. If the retrieval of the already stored information takes a long time or in some cases becomes impossible, could be due to such problems as either the neurons do not find a datum equal to the one which exists outside of the brain (mirrored data mechanism) or the already stored datum is being damaged as the result of cerebral lesions. The lack of shared knowledge between the brain’s data system and the contextual data causes successive pauses, interrupted flow of communication, delay in the reproduction of a new output in the receptor language and ultimately we should expect to experience cognitive load on the mind of interpreter and feeling of anxiety. One way to eliminate or moderate the increased amount of waiting time (lag time), successive pauses and cognitive load is to recommend interpreters to obtain encyclopedic knowledge about the topic because inadequate familiarity with topic and subject of discussion definitely results in semantic deviation and inaccurate rendering. Interpreters should create a temporal synchrony with the source message and this mostly happens once encyclopedic and shared knowledge are available. Interpreter’s performance, however, is compared with the amount of waiting time and the number of miscues and errors. Accordingly, there is a direct relationship between the amount of lag time and interpreter’s number of errors. Short-term memory limitation also is a barrier to interpreter’s grasp of sufficient portion of the original message. The more an interpreter obtains the encyclopedic knowledge, the less the pauses, miscues, and the cognitive load will be and more swiftly the retrieval of information from the long term memory to the working memory will be. Therefore, topic familiarity, interpreter/translator’s background information, linguistic and cultural knowledge and content relevancy play an important role to achieve a perfect apprehension of source language message and to offer a quality interpreting product; conversely, the absence of any of these factors could lead to mental load and cognitive deficiency.

Acknowledgement
Building an academic discipline requires the committed efforts of many researchers, and it is only on the strength of the collective achievements of scholars past and present that this work has come to exist. I actually owe a great debt of gratitude to the entire community of scholars who have contributed to this field. My sincere thanks also go to Dr. Abdollah Karimzadeh and Dr. Ahmad Basir Vafai whose effective cooperation has been valuable. I am also extremely grateful to the esteemed reviewers for their useful guidelines and the invaluable time they spent on reviewing the current work.

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Appendix
Transcription Notations
AI  Artificial Inteligence
S   Source
SL  Source Language
T   Target
TL  Target Language
National and Cultural Specifics of the Glutton Discourse (on the basis of the Russian, English and Chinese Languages)

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Abstract
The purpose of this research is studying the problems connected with the identification of the national features in the glutton (gastronomic) discourse and the representation of the national world pictures in the Russian, English and Chinese languages. This paper proves the linguistic status of the gastronomic discourse and offers its definition, analyses its genres, defines the notions and the concept of the gastronomic world picture. The special attention is given to the identification and the complex analysis of the types of the pragmatomic terms in the Russian, English and Chinese languages. The authors draw the conclusion that gastronomy is one of the most important tools for assimilation of another culture. Having accurately analyzed the names of dishes from various national cuisines, the authors specify the concept of gastronomic discourse, reveal similarities and differences in the names of various dishes from the perspective of cultural linguistics. Thus, the glutton discourse expressed by verbal means, has its own semantic form determined by its values and characterized with ethnic and cultural specifics.

Key words: gastronomic discourse, language and culture, cultural linguistics, national linguistic picture of the world, connotation, anthropocentrism

1. Introduction
Reflecting the religious belief, life and setup of people of different nationalities, gastronomy is an important component of peoples’ mentality. Hence, it is no surprise that national cuisines differ from each other. In our opinion, gastronomy, along with the language, is an important tool for assimilation of another culture. This paper is devoted to a comparative analysis of the national and cultural aspect of the gastronomic discourse. The subject of the research is culturally marked names of dishes and foodstuffs. The purpose of the article is to differentiate the gastronomic world pictures of the Russians, Englishmen and the Chinese in the light of the names of national dishes. Mankind cannot live without foodstuffs, however, the representatives of every nationality have their own taste preferences reflected in the adequate language and text material: gastronomic terminology, the recipes of national cuisine, menus, articles on cookery, etc. Any lexical or text material in this area of human activity is an inexhaustible source for identifying the ways of verbalization of the dominant features of a national character. Since the state of food supply, their processing and consumption for every nation are determined by a relatively rigid set of consumer standards, the stable nature of the national features of a linguistic personality is reflected in the glutton discourse. The glutton discourse is interpreted as a form of the implementation of a national language in the text structure of speech in the line of communication connected with food consumption. The communicative situation of food consumption is ethnically and culturally conditioned and has character parameters by which the mental signs of a nation can be identified. The glutton component of the discourse is primarily based on the glutton vocabulary which acts as a key material for the identification of a national character.

2. Literature Review
Discourse is an act of communication that results in a spoken or written speech (Arutyunova, 1990; Morozkina, 2016; Kazantseva E.A. et al., 2018). The typology of discourse can be based on various grounds. As the gastronomic (glutton) discourse operates within the framework of the institution of cookery, it is studied as a genre of institutional communication. A. V. Olyanich defines the gastronomic discourse as a special type of communication related to the state of food supply, their processing and consumption (Olyanich, 2007). The study of the gastronomic discourse phenomenon is associated with the works of A.Yu. Zemskova who singles out skill sharing, training, familiarization with the cookery culture and traditions of other peoples and the formation of food preferences as the goals of this type of discourse (Zemskova, 2009). P.P. Burkova also identifies training (skill sharing), familiarization with the cookery culture and traditions of other nations as the goals of this discourse (Burkova, 2004). According to A.Yu. Zemskova, the participants of the gastronomic discourse are: an agent, i.e. a person with extensive experience, skills, abilities, knowledge in the field of glutton, and a client, i.e. a person with an intention to cook something, or a visitor to a catering establishment (Zemskova, 2009).

On the basis of the abovementioned features, we see that these authors hold similar points of view. A. Yu. Zemskova marks out an agent with wide experience in the field of gastronomy and a client who means to cook something or to visit a place of public catering as the participants of the discourse. The linguists also have common ground in the issue of the purposes of the gastronomic discourse apart from one distinctive feature specified by N.P. Golovnitskaya. A. Yu. Zemskova and P.P. Burkova believe skill sharing or training, familiarization with the cookery culture and traditions of other nations to be the goals of this discourse, but according N.P. Golovnitskaya, the goal of the gastronomic discourse is developing the consumer’s food preferences and cultural dominants associated with food as it is the man’s primary need (Golovnitskaya, 2008).

3. Research Methods

The methodology used in the study has a complex and integrative approach, including general, general scientific and special methods: descriptive, comparative, linguistic and cultural, cognitive and interdisciplinary approaches to the analysis of the names of dishes in the framework of the gastronomic discourse.

The typological method allows to typologize and analyze historically developed ideas on cookery (in our case – on the basis of several languages of different structure) as well as to reveal how the comprehension of the gastronomic discourse is connected with the main world-view preferences, social and economic processes, culture, traditions and customs of organizational structures of a particular era.

4. Results And Discussion

The world is the man and the environment in their interaction. The picture of the world is the result of processing information about the environment and the man. The picture of the world is necessary for the man to adapt to the world in order to gain a clear comprehension of it. In general, the picture of the world is understood as an arranged set of knowledge about reality which was formed in the public consciousness. The linguistic form of reality allows us to distinguish its special kind, namely, the linguistic picture of the world.

The proposition that language is a necessary condition for the process of thinking was formulated in the works of the greatest linguist–theorist of the nineteenth century Wilhelm von Humboldt. He wrote that the person’s thinking depends on the language he/she uses. Every language has its own internal form; besides sounds and media of expression, languages also differ from each other by the way of perceiving the world (Humboldt, 1984). Wilhelm von Humboldt wrote that "the language is not the product of an activity, but an activity" (Humboldt, 1984). The definition “the language picture of the world” was introduced by L. Weisgerber, a German linguist of the XX century, a representative of the new humboldtian school. In every language, in his opinion, there is a special world-view, i.e., “the linguistic representation of the world can be considered as a linguistic thinking, because, firstly, the representation of the world is its comprehension, and, secondly, the representation of the world, or the reflection, is of a linguistic nature” (Weisgerber, 2004). L. Weisgerber found the idea of the ethnicity of the language content in W. Humboldt’s doctrine about the inner form of the language. L. Weisgerber developed his theory of the language picture of the world on its basis. L. Weisgerber believed that the freedom of the human mind from the linguistic picture of the world exists but it exists within the picture of the world. The representatives of one nationality cannot get rid of their picture of the world, but within it they can afford some "maneuver" which makes them individualities. However, the peculiarity of the
personality is always limited by the national specificity of his/her language picture of the world. L. Weisgerber wrote, "Everyone is known for the ability to maneuver in the process of learning and applying his/her native language and ... he/she is quite able to keep the peculiarity of his/her personality in this regard" (Weisgerber, 2004). That's why the Frenchman will always see the world from his/her language window, the Russian - from his/hers, and so will Chinese do, etc. Thus, like E. Sepir, L. Weisgerber could say that people who speak different languages don’t live in the same world on which the different language labels merely hang but in different worlds (Fatkullina, 2002). In the same way as Leo Weisgerber, American linguists E. Sepir and B. Wharf proceeded from Humboldt’s doctrine about the inner form of the language. The main idea of E. Sepir and B. Worf’s hypothesis is that people see the world differently through the perspective of their language. Every language reflects the reality, i.e. the world, in its own way; any language leads the thoughts of its speakers in the direction that is determined by the world-view reproduced in the language, that is why languages differ in their pictures of the world. The linguistic picture of the world is a set of ideas about the world which was historically formed in the everyday consciousness of a particular linguistic collective and reflected in the language. It is a certain way of conceptualization of the reality. In this context Yu.D. Apresyan (Apresyan, 1995) notes that every natural language reflects a specific way of perceiving and organizing (=conceptualizing) the world, and the meanings expressed in it develop into a certain unified system of views, a kind of the collective philosophy, which is imposed as a mandatory for all native speakers. According to Yu.D. Apresyan, the way of the reality conceptualization peculiar to the language is partly universal and partly nationally specific, hence, speakers of different languages can see the world a little differently through the perspective of their languages.

To reveal the character of the nation means to reveal their most significant social and psychological features which were historically developed by the nation under the influence of their living conditions, the lifestyle, etc. The national image is formed by the natural conditions and the environment which determine the kind of work, traditions and customs. In this regard, the works of modern linguists draw the conclusion that the language, being a unique sign system that serves as a means of communication, thinking, self-knowledge and learning the world, expresses the national culture, stores and transmits social and collective experience, cultural norms and traditions from generation to generation, thus, uniting people in time, geographical and social space. It is the language that helps people to understand themselves and the world. Social and historical experience, including the national one which determines the specific features of the language at all levels, is secured in the language (Fatkullina, et al, 2018). Due to the specificity of the language, in the minds of its speakers there appears a certain linguistic picture of the world. This picture of the world is characterized with the national and cultural specificity, as it is formed under the influence of historical events, geographical conditions and the ethnic characteristics of the nation. That is why, in the humanitarian paradigm the language is defined as one of the leading features of the ethnic group. The study of the national character cannot do without learning the language of the people, as the language plays an important role in understanding the mentality of the people - native speakers (Kazantseva, et al, 2018).

The mentality, in its turn, being part of culture, is a "generalized social and psychological state of the people, nation, person, formed as a result of the historically long ... impact of the natural, geographical, ethnic, social and political, cultural conditions of the environment on the subject of mentality ... on the basis of the organic connection of the past with the present” (Vorobyov et al, 2014). There exist many different approaches to understanding the content and specificity of the national and cultural mentality. The most significant is the linguistic and cultural methodology, which is based on the anthropocentric paradigm of understanding the language and the culture, considering it as a key principle not only of linguistics, but of other human sciences. Anthropocentrism shows that the language "is created according to a human being, and this scale can be seen in the organization of the language; in accordance with it, the language must be studied" (Apresyan, 1995). A person develops in the space of the language and the culture, thus he/she is a language and culture carrier. This unity forms a national linguistic picture of the world, where language is one of the main features of an ethnic group. The main objective of the linguistic and cultural studies is "to understand the culture through the language" (Fatkullina, 2015), which is thought to be the most important factor for preservation and manifestation of the national and cultural mentality. In this paper we investigate the glutton (gastronomic) picture of the world, which is, in a wide linguistic and cultural, social and philosophical aspect, a multi-level construct reflecting the views of different ethnic groups. The glutton picture of the world can be attributed to...
as part of the cultural picture of the world. At the same time there is a particular connection with the language picture of the world. The research pays special attention to the cultural differences that influence gastronomic nomination. "The gastronomic picture of the world" means "the conceptual model of gastronomic preferences", which influences the names of food products (Yermakova, 2011).

The gastronomic nomination, using the set of means existing in the language, is considered to express the spirit of the people, is a reflection of the identity of the nation and has the ability to influence the formation and development of ethnic culture as a whole. The gastronomic language picture of the world is a set of certain components, which include a taste sense, glutton ideas, gastronomic concepts. Verbalizing with the help of language means (discourse), these components form a complex structural and semantic entity. The gastronomic language picture of the world is formed as a result of the evaluation activity of the human consciousness in the process of cognitive comprehension of the reality.

Gastronomic objects and their linguistic representatives in the language picture of the world correlate primarily at the level of the nominative vocabulary of national languages. It is the specificity of the glutton nomination that makes up the wealth of linguistic means typical for every nation, in which the spirit of the nation is reproduced.

This phenomenon can be clearly seen, for example, at the level of motivated pragmamonyms, denoting products of consumption important for national cultures: Russian, chocolate “Chime”, “Russia-Troika”, "A Happy Easter", vodka “Hope you enjoyed your bath!!!”, «Let’s Start!»; English, Poular de Edouard VII chicken, Earl Grey tea, Yorkshire Pudding, Chinese, General Tszo chicken.

The “Russian cuisine” concept is as wide as the country itself. The names and the ingredients of dishes, taste preferences differ quite significantly depending on the region. Whenever people move, very soon they introduce their traditions in local cooking and get acquainted with the cookery practice of the region, implement and adapt it to their own ideas about healthy and tasty food. Thus, over time in the vast territory of the country people developed their own food preferences.

Traditional Russian dishes do not need exotic ingredients and special knowledge, however long experience is needed to cook them. Through centuries the major ingredients have been turnip and cabbage, fruits and berries of every sort and kind, radish and cucumber, fish and meat, such cereals as oats, rye, scarlet grosbeak, wheat and millet. The Russians learnt about fresh dough from Scythians and Greeks. China introduced tea to the Russians, and Bulgaria told them how to cook peppers, vegetable marrows and eggplants. A lot of interesting Russian dishes were adopted from the European cuisine of the XVI-XVIII centuries, this list includes smoked foods, salads, ice-cream, liqueur, chocolate and wine. Pancakes, borsch, Siberian pelmeni, okroshka, Guryev porridge, Tula gingerbread, the Don fish have long been a kind of culinary brands of the state.

English cooking preferences are connected with the history of national culture, too. The concept "food" is not often come across in the legends and myths of Albion. Most often there described meals on the tables of the knights of the Round table. They are mainly dishes made of meat of wild animals. Traditionally Englishmen are considered to be “meat-eaters”. There is a legend that in England fried beef was granted the official status “Aristocrats’ food”, and in the XVII century bull gammon was knighted. In the XXI century the conservative English cuisine remained true to its traditions. Meat is still very respected at any feast, and, first of all, they are roast beef and beefsteak (Oshchepkova, 2006).

In the minds of the Chinese people food and spiritual culture are interrelated concepts. This phenomenon is reproduced in the language, where there is the concept “cookery culture” formed by the confluence of two words “food” and “spiritual culture”. In addition, the expression "food is the God of the people" (Bol'shoy kitaysko-russkiy slovar'), i.e. "the people consider food as their heaven", conveys the idea of Chinese people about food in the best way. It emphasizes the primacy of nutrition in human life, not only in terms of the life support of the organism, but also in terms of enriching the culture of the people with the phenomenon of national cuisine and related traditions.

The history of Chinese civilization and their national cuisine has more than 5,000 years. The ancient written treatise “Shutszin” contains a well-known phrase “ruo4 zuo4 he2 geng1, wei2 er3 yan2 mei2” which can be interpreted as follows: “If you make seasoned soup, than only salty and sour” (Bol'shoy kitaysko-russkiy slovar'). This expression has two meanings. The first one, which can be understood easily, dates back to the Chinese tradition of using table salt and sour plum fruit as the main seasonings to cook a dish of excellent taste. Thus, they emphasize harmony and balance which are the key philosophical and aesthetic values of the
Chinese culture. The second meaning, a deeper one, is a delicate metaphor for the governance of the country, symbolizing the fruitful unification of a variety of skills and talents.

The Chinese language is rich with metaphors that include cookery terms. The names of many national dishes are very poetic and figurative, for example, “ants climbing a tree”, “lion’s head”. Besides, there are a lot of dishes which names include proper nouns - as a sign of people's respect and love for the cook who invented the dish, or for the place where the dish was firstly cooked (Fatkullina, 2014).

Let’s analyze the anthroponyms used in the glutton nomination, which can be divided into the following groups:

1. Nominal pragmatonyms (dishes named after men, who were statesmen, writers or diplomats and invented new dishes):
   - beef stroganoff, rakhamov shchi, peter’s and ekaterina’s kvass, garnish kannning, zrazy and consomme nelson, pudding cowley, soup john bull, soup of charles V, mutton chops pompadour, salad olivier, pies napoleon and pies talleyrand, chickens richelieu, pavlov’s dessert, stalin’s chops, dongpo pork, steamed pork with spices and vegetables (the name of this dish contains the name of Tszo Tszuntan, a Chinese military and political figure of the Qing dynasty. This dish was invented in 1950s by Pan Canhui, a Hunan cook, who was forced to emigrate to the United States), vodka “Putinka”, cocktails: Tom Collins, John Collins, Hemingwayspecial, Alexander, etc. (Hongjin, 2008).

However, nominal pragmatonyms should be differed from historicism-pragmatonyms. Personal pragmatonyms are always written with a lowercase letter, which emphasizes the complete fusion of the name of the inventor with the concept of this dish. Whereas, "historical" dishes are always written with a capital letter, which emphasizes the fact that they are named exclusively in honor of this or that person in respect for them or for their glorification as a kind of monument of their era.


All phenomena of the reality, especially pragmatonyms, are reflected in the language picture of the world (Fatkullina, 2011). The language is a mirror of the surrounding world, as it reflects the reality and creates its own picture of the world, specific and unique for every language and, accordingly, the nation. Reproducing the conceptual picture of the world, the pragmatism is secured in the phraseological fund of a language. Very often, the stereotypes only peculiar to one culture are fixed in the phraseological units with the names of national products and dishes. In the Russian language an example of this is lexeme “kasha” (porridge) symbolizing something incomprehensible, muddled or viscous: who made kasha, let him/her eat it, it means “who made the mess, let him unravels it”.

The British associated fish with the food of the monks; meat was a usual dish mostly for rich people; the poor could only afford smoked herring. If a certain object or person was said to be neither the first, nor the second, nor the third, it meant that he was either insignificant and it was not even worth mentioning about him, or he was "at the wrong time, in the wrong place" (Sakaeva, et al, 2017).

Антипридирип: neither fish, flesh nor fowl nor whatever is, neither fish nor fowl, neither fish, flesh, nor good red herring.

A lot of Chinese dishes and their components have a symbolic meaning associated with historical figures, beliefs, events. For example: fish in the culinary culture of China is a symbol of good luck and prosperity; the word “yú”, i.e. “fish”, is pronounced in the same way like “plenty”, “abundance” (Simvolicheskoye znacheniye kitayskoy kuhni). Hence, the fish served to the table symbolizes good luck, a wish for success and prosperity.

5. Conclusion
Thus, we can say that glutton discourse has both universal and ethnic and cultural characteristics. Universal names should include the equivalents available in a variety of languages and corresponding to identical recipe, such as “scrambled eggs” (English, omleité; Portuguese, omelet; French, omelette; Turkish, Omlet, etc.). However, in terms of nomination mechanisms, these names have national characteristics stipulated by the structure of national languages.

The analysis the theoretical material revealed that the linguistic identity of the person is an integral part of the structure of national consciousness and communication (Fatkullina, 2011). Food consumption acts as one of the types of communication activities. The integrative part of the communication of this type is the glutton discourse, in which the national character is located and demonstrated.

Ethnic and cultural pragmatonyms are motivated for the representatives of one nation, while for another linguistic culture they are often lacunar units: Russian, borshch, kvass; English, pudding; Chinese, fried rice, Peking duck.

The most typical for the Russian and English linguistic cultures object of gustative consumption is "porridge", for the Chinese, it is rice. For Russian culture, porridge is a kind of calling card and an iconic food product. As a rule, the pragmatonym "porridge" is connected with folk customs: as a symbol of fertility, porridge was a must treat at a wedding feast. The English culture is also closely related to the referent "porridge". The well-known "oatmeal" is one of the favourite English dishes.

In the course of the research it was revealed that in the linguistic cultures analyzed the perceptive feature prevails in the nomination, and the emotional parameters prevail in the Russian and Chinese languages while the pragmatic ones dominate in the English language.

6. Acknowledgements

The study was supported by the Russian Foundation for Basic Research, projects 17-04-00193/ОГН and 19-012-00430 A.

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A Special Case of Effective Communication to Establish the Rules of Conduct for Market of Medical Products Manufacturers

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Abstract
The article presents the results of the conditions analysis for the development of the market for stent production for coronary arteries at the Russian market. The data demonstrate a real example of prioritizing market participants and protecting the interests of domestic producers with an emphasis on import substitution policies. The article shows the process of step-by-step formation of the legal framework and requirements for participants in the public procurement market of medical products.

Key words: coronary angioplasty with stenting, import substitution, regulatory legal act, public discussion.

I. Introduction
Coronary heart disease (CHD) is the leading cause of death in the Russian Federation. It is the reason of more than 28% of all deaths (about 600,000 people a year) [1]. Over the past 10 years the endovascular surgical method has been actively developing in Russia - coronary angioplasty with stenting, which allows reducing mortality and disability level from myocardial infarction in 2-3 times, significantly improving the quality of life of patients with CHD. The number of such operations for 10 years increased by 6.5 times and amounted to 180 thousand in 2016, with a requirement of 350-400 thousand per year [2]. Even 5 years ago almost 100% of these operations were made only by imported instruments. However, in 2016 almost 20% of operations were done with the use of stents of domestic production. Herewith, it didn’t come of the quality of leading western manufacturers products. This trend can be considered as a real practice of import substitution at the market [3]. Despite the widely publicized policy in the field of supporting import substitution, the market continues to receive ambiguous signals.

II. MAIN PART
For example, on June 13, 2017, the Government of the Russian Federation published a draft resolution ‘On supporting the localization and expansion of the production of medical products in the Russian Federation’. The project obliged 248 Russian medical institutions (under the list) to purchase coronary stents from sole suppliers in the amount of not less than 90 percent of the annual volume of health facilities from 2017 to 2024. It is quite ordinary situation of implementing the procedure of purchasing from sole supplier. However, at the moment there is only one organization in Russia, which is defined by a single supplier. By the Order of the Government of the Russian Federation №. 855-r dated May 12, 2015, there were defined Stentex (a subsidiary of Renova and the American concern Medtronic). Nowadays, the company provides products that were manufactured in the US, Mexico and Ireland, but plan to localize stent production until 2020. As the work with a sole supplier is the right, and not the duty of the customer, the text of the Order did not restrict competition at the market, unlike the draft of the Resolution.

Analysis of the Resolution draft showed that the project provides ‘protective’ conditions for including in the list of sole suppliers of other domestic and foreign producers.

The first barrier was that the only supplier could be a Russian stent manufacturer with positive long-term (no less than 3 years) post-marketing multicenter (at least 2,000 patients) randomized clinical trials (RCT). We are talking about tests for stents for coronary arteries of metal uncovered, stents for coronary arteries that release the drug, the location of production of which is planned by the specified legal entity on the Russian Federation territory.

A foreign manufacturer can also become the sole supplier. His plans should include the creation of production on the Russian Federation territory. And also the manufacturer must have the results of long-term (no less than 3 years) international post-marketing multicenter (at least 10 000 patients) randomized clinical trials. Tests should be carried out with respect to stents for coronary arteries of metal uncovered, stents for coronary arteries that release the drug, the location of production of which is planned by the specified legal entity on the Russian Federation territory.
The analysis of the domestic market of the manufacturers shows that there is no suppliers who can meet that strict Russian requirements for the number of patients in RCTs and the time of observation for granting the status of a sole supplier, including Stentex.

The second barrier was that no domestic manufacturer currently meets the requirements for clinical trials. It will take at least 4 years for the clinical trials mentioned in the draft resolution to be carried out. According to Federal Service for Surveillance in Healthcare (Roszdravnadzor) in Russia, in 2014 and 2015 there were no such tests (Letter №0111-30/15 from 19.01.2015 of the Roszdravnadzor ‘On providing information on pre-clinical and clinical trials for 2014’ and the letter of Roszdravnadzor of 08.02.2016 No. 0111 -215/16 ‘On providing information on pre-clinical and clinical trials for 2015’). Thus, the specified requirements in the draft acquire obvious protective character.

The authors of the article also revealed a disadvantage in the preparation of the resolution draft. The basis for this judgment was the task posed by the Chairman of the Government of the Russian Federation. It means the task of taking measures to increase the share of Russian products at the market of medical devices through import substitution and the creation of an own industry that produces medical products. To solve the task, it is expected to clarify the requirements for legal entities when drafting legal acts of the Government of the Russian Federation on the definition of a sole supplier (suppliers) of medical devices.

During the development of draft legal act, there should be included: input and output criteria for projects; counter obligations, which must be met by producers; method of determining the weighted average price; requirements for the stages of production carried out on the territory of Russia; requirements for the Russian raw materials used; requirements to the quality of products; requirements for the transfer of advanced western technologies. All of its suppose involving interested organizations in the development of the resolution draft. This is also stated in the resolution of the meeting of the Government of the Russian Federation of April 6, 2017 No. DM-P12-20pr. In opening remarks to the meeting of April 6, 2017, the Chairman of the Government of the Russian Federation specified that when solving the issues of import substitution, ‘it is necessary to involve the medical community in this regard - as they will work with this equipment.’ The authors of the article, as a result of the analysis of the resolution draft, did not disclose data confirming the involvement of interested organizations, which are definitely the domestic producers of products. By products means stents for coronary arteries of metal uncovered, stents for coronary arteries, which release the drug (by type) producing on the Russian Federation territory.

By the results of the analysis, it became obvious that the adoption of the resolution draft in the original version could lead to the monopolization of 90% of the market and make Stentex a monopolist at the market of coronary stents from 2017 to 2024. Consequences of monopolization can be defined as follows:

- stopping the development of new domestic stents and closing down already established domestic productions;
- refusal to register and supply new stents to the Russian market by leading western producers because of the impossibility of selling them to medical institutions;
- absence choice for doctor of the necessary instrument, based on medical indications for the patient;
- overspending of budgetary funds.

The resolution draft that is under consideration caused an active discussion in the professional and expert community. The site for accumulating expert judgments became the official website for posting information on the preparation of regulative legal acts and the results of their discussion. Link to the document, where you can see the content of the process of public discussion and anti-corruption expertise is http://regulation.gov.ru/projects#npa=67098. During the 14 days of discussion (June 13–27, 2017) 269 registered users of the site voted for support of the project, and 279 users opposed it. And 46 participants of the public discussion presented their proposals.

The authors of the article also took part in the public discussion with pointing out that in the original version of the resolution draft would entail the monopolization of the market, as it provides significant advantages to the Russian producer Stentex compared to other Russian producers such as NanoMed, Angioline and Stentonik. With considering the order of the Government of the Russian Federation that defines Stentex as the sole supplier, this organization would not be subject to testing requirements, unlike other domestic producers. For the authors of the article it was obvious that this resolution draft of the Government of the Russian Federation contradicts Article 1 of 135-FZ of 26.062006 ‘On Protection of Competition’, regarding ‘preventing, limiting, eliminating competition by federal executive bodies’.

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The results of the public discussion radically changed the text of the resolution draft. All requirements that have a protective nature have been removed. The interests of domestic commodity producers were ensured. They are given advantages when submitting an application for participation in the procurement, provided that Russia is confirmed as the country of origin of the product. The conclusion on the production confirmation is issued by the Ministry of Industry and Trade of the Russian Federation (Decree of the Government of the Russian Federation of May 10, 2017 No. 550). From the text of the project, instructions for compulsory procurement from a single supplier have been deleted. According to the new version of the project, the customer has opportunity to conduct the purchase by auction. It can be interpreted as the presence and further development of competition between domestic producers at the stent market. The resolution is limited to two years of validity - until December 1, 2019. This time is given to domestic manufacturers to launch the process of clinical trials of stents, as well as to activate the processes of localization of production of foreign manufacturers in Russia. Definitely, in two years the new resolution draft will again be in the focus of the professional and expert community.

The example that was presented in the article characterized the process of public discussion and anti-corruption expertise as an effective tool for interaction between society and the state. This tool will help to normalize the signals of the current policy providing that it is actively used by representatives of civil society and the business community. As a result, in the Russian practice of lawmaking, there will be fewer drafts of regulatory legal acts, the adoption of which can dangerously distort the import substitution strategy adopted to the Russian economy renewal.

Acknowledgment
The research was supported by grant of President of Russian Federation according to state support of leading scientific schools (grant № NSh-5449.2018.6).

III. REFERENCE
Interdisciplinary Integration as a Condition of Development of Cognitive Activity of Younger Students

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Abstract
This article deals with the current state of social development characterized by a constant increase in information that makes increased demands on the dynamics of education. The problem of activation of the learning process has been and remains important. It involves the improvement of methods and organizational forms of educational work, providing active and independent theoretical and practical activities of students.

The need to enhance cognitive activity is dictated by the increased requirements for education and training, which are imposed by the modern stage of development. Now the problem of activization of cognitive activity finds the solution in practice of the best teachers.

Cognitive activity in the modern sense is defined as the active state of the student, which is characterized by the desire for learning, mental stress and the manifestation of volitional efforts in the process of mastering knowledge. In pedagogy, there are three levels of cognitive activation—reproducing, interpreting and creative, and two meanings of the concept of activity are used: activity as a state associated with the implementation of some action or moment of communication and activity as a property of the person associated with social tasks.

Keywords: Primary school, activity, cognitive activity, cognitive interest, integration, integrative approach, interdisciplinary integration.

Introduction
The content of primary education lays the foundations of scientific knowledge transferred to the basic General education and specialized classes of the school. The future of the child, his intellectual development, interests and reading, attitude to further work is largely determined by the content of education in primary school. In new pedagogical technologies, in contrast to the activities of the informant, special attention is paid to the work of the coordinator, consultant, organizer of creative activity and independent cognitive activity of the student, as well as the implementation of control and correction in accordance with the expected results of the educational process.

The main factor in the development of cognitive activity of primary school students is not only the degree of their knowledge and skills, but also the correct establishment of the educational process, allowing to form important mental functions of the child, ways of mental work.

Analysis of the literature shows that the term "cognitive activity" is based on the concept of activity. It looks like a lot of aspect phenomenon that requires in different areas.

- biological (M. Bekhterev, N. A. Bernstein, etc.);
- psychological (L. S. Vygotsky, B. F. Lomov, etc.);
- teachers (Ya. A. Komensky, D. Locke, I. Shchukin, etc.)

The biological aspect—an active initiative related to the concept of activity problems, is closely related to the understanding that it is the result of the accumulation of energy in humans. Biological activity characteristic hereditary properties that ensure human adaptation to the environment. The source of activity is the external environment and internal processes occurring and living in the body. Man actively goes and because of their natural qualities, and because of social significance.

Activity from the point of view of the psychological aspect of S. L. Rubinstein in the context of is considered as part of the question of the deterministic view of the General psyche. Here, activity is manifested in the action of external causes that occur through internal conditions, manifested in the action of external causes, as a result of external conditions and depends on internal qualities. Activity turns into a new relationship of a person, this happens when a person manifests himself as a person, and active activity becomes the owner of the relationship.
Cognitive activity is manifested in all areas of the educational process. Ways to activate the educational process offer the development of interest of students, active teaching methods provide for the development of cognitive interest. To increase cognitive activity it is necessary to form cognitive interest of students. In order to live in a modern civil society and work on the way of its development, to form an active, energetic, ambitious person, able to strive for new discoveries, to be responsible for their actions and actions, to be afraid of difficulties, not to hide in someone else’s shadow, active, intelligent, interesting. Analyzing all the phenomena of social life, vital individuals for the development of society, its social and economic development, life in the ranks of civilizations. In pedagogical science, the formation and education of such qualities as the formation of students’ independence, activity of students, preparing for independent life. Cognitive activity is a prerequisite and result of psychological and physical development of the child. The development of the child’s intelligence as a whole covers not only a certain amount of knowledge, but also the development of cognitive creativity, thinking, imagination, thinking, cognitive nature with the development of techniques and methods of cognitive activity. For the development of the child, the importance of memory and thinking is of great importance. All this is inextricably linked with the formation of the environment, knowledge, skills, ability to remember and think.

Thus, to increase the activity of mental activity it is necessary to organize games that contribute to the development of cognitive activity of children. With the help of the game, children independently implement the basic actions and experience, their knowledge, impressions of the world around them. During the game, children develop mental retardation in solving given tasks. From here and develop logical thinking, imagination of a child. And the implementation of integrated learning makes it possible to synthesize the necessary content, methods and means of assimilation of the structure, content of education, to prevent excessive efforts for the child. The vitality of knowledge, that the source of need, the pursuit of knowledge, the desire, increased creative initiative awakens.

Pedagogical integration deepens, enriches the content of transferred education, plays an independent role. At the same time," duplication of knowledge " has recently been introduced in practice, and teachers are achieving what is much better. When is it appropriate to refer to integration in knowledge: studying the content of education combined with the knowledge of other objects; studying the content of education requires supplementation, enrichment; to groupProvanz concepts in one place simultaneously in several items. The concept of integration was formed in the fundamental Sciences, in the XVII century it was used to refer to a specific operation in mathematics. In the middle of the XIX century the concept of "integration" along with the concept of "differentiation " is its dialectical contradiction and introduced into science to explain the mechanism of evolution of a living organism. These concepts are acceptable to characterize the processes occurring in all spheres of material and spiritual life of society. Depending on the nature and adaptation in the various Sciences of the second half of the XX century, is characterized by ermengarde Sereno sentence sand, "integration" - the term, following the philosophy of science, Economics, geography and others.b. the description applies to processes. Over the past decade, the concept of "integration" is widely used in pedagogical science. In considering the different definitions, it is necessary to apply terminological methods and to consider the concept of "integration" from the point of view of its minority.

The modern pedagogical literature describes the integrated training "integration", "integrated lesson", "integrated period", etc. b. explanations are often found, but their theoretical justification is difficult to find. Features of integrated learning as a pedagogical phenomenon, the concept of initiative based on the General philosophical category of "integration" can be defined by considering "pedagogical integration«.

The word "Integration" comes from the Latin integration - "restoration"," addition", integer - "whole","whole". Accordingly, this phenomenon, broken for some reason, losing its integrity, and later, thanks to the interaction between the elements, restored unity. The basis of this concept is the concept of integrity, dialectical rules of particles and integrity, which are explained as the relationship of particles, can not lead to a simple sum of particles.

In the "philosophical encyclopedic dictionary" you can find the following definitions:" Integration(from the Latin language integratio-restoration, addition, integer-whole), the front artist", the side of the development process associated with the integration of fractional particles and elements in the whole component. Integration processes can already take place within the existing system - in this case, they lead to its integrity and the level of organization, and lead to the creation of a new system from the previous unrelated elements. Some parts of integrated integrity may have different degrees of autonomy. During the integration process in
the system increases the intensity of relationships and relationships between the elements, in particular, a new level of control. An important place in this definition is the systematization of elements within the system. In this case, the levels of integration can be different, since the components (components) that make up the integrity can maintain or lose autonomy. Here it is important to us that the regulated components are brought to a common conclusion. However, the integration of these components is possible only in the case of a common target and functional orientation.

Integration arose on its contradictory basis-differentiation of science and its branches, increase in the volume of modern Sciences and requirements to them. The deepening of the differentiated process of Sciences is one of the reasons that leads to contradictory results – integrity, integration of knowledge in various industries, in turn, to the first initiative – to ancient ancient science, its integration into a holistic phenomenon with philosophical, natural science, social science, artificial unity, characteristic of all knowledge of ancient culture, a holistic worldview. Currently, integration is a global trend, as it describes not only trends in science, but also trends in art and culture.

The technique of improving the intellectual abilities of pupils, improving their pupils’ self-esteem A.S.Egizbaev, B.A. Kadyrbaeva's technique of interdisciplinary communication in solving problems AO Baydibekova, Sh.A. Bakmaev's research.

The analysis of the works was aimed at the methodology of their teaching in primary school, where some specific aspects of the development of cognitive activity of students and the use of interdisciplinary connections were considered, but as a direct complex problem the development of cognitive activity of primary school students through the use of interdisciplinary connections was not an independent, independent issue.

Material and Methods

General scientific methods: analysis, generalization, conclusion. Theoretical analysis of psychological-pedagogical, scientific-methodical literature and documents on the subject of research; processing of the received information with the help of forecast, comparison, analogy. Pedagogical control, interview, questioning, testing, psychological and pedagogical experiment, mathematical methods of statistical processing of research data. Study and analysis of pedagogical, psychological scientific works and literature on the problem of research;

According to the research, childhood is the first stage of the child’s self-consciousness as a person, and therefore the most important stage in the formation of moral qualities, mental, logical and other qualities. The research work is aimed at finding methods to improve knowledge, logic of the child at this stage, to increase their creative level.

The most important purpose of education is to awaken students to the knowledge of their existence, the awakening of their abilities, giving a new spiritual force. Basically, the subjects are based on the logic of each science, they do not stand out from each other separately. Therefore, the task of science-to know the individual relationship. The main current goal of self-education and training is the implementation of the broad development of dialectical thinking. This problem is not solved within one discipline. Therefore, each teacher should establish training on the basis of interdisciplinary connections, not limited to the explanation of personal data, specific situations and events. When intersubject communication should provide for the relationship of material, mutual influence, General, basic trends, General social, economic, spiritual characteristics, to reveal common patterns. The knowledge gained by students, in the end, should be a guide to the value of life, the principle of behavior of each individual. Currently, in order to study the interdisciplinary connection between society, nature, man, you can use the works of great teachers, poets.

When considering the problem of interdisciplinary interaction in the theory of pedagogy, it is necessary to deepen its scientific basis. The basis of this problem lies in the processes of integration and differentiation of materialistic dialectics in the development of science.

Integration and differential processes reflect an important pattern of scientific development. These are the two most important areas of the unified process of cognition. These two directions, along with the opposite to each other, they have a mutual connection. This, on the one hand, follows from the unity of the world, on the other hand, demonstrating the diversity of objective reality.
As for the content of education in terms of this principle, it is a set of academic disciplines and their interrelation. At the present stage differentiation of educational material should be considered as a whole with its integration. The solution to this problem involves the analysis of intersubject links.

The level and activity of perception of primary school students is very high. Therefore, as a condition of constant development of their attention and attention, the presence of a large number of new materials and their mandatory hobby - the main support of each lesson. The purpose of the teacher is to preserve interdisciplinary communication, unity of the foundations of scientific knowledge provided to students. When intersubject communication conditions are created to consolidate students’ thoughts, imagination, assimilation of concepts, increase mental capacity. Ways to find effective methods of learning, the effectiveness of the content of education in the formation of the creative personality of primary school students contribute to strengthening interdisciplinary communication.

It can be concluded that the subject and importance of interdisciplinary connections are one of the most necessary pedagogical actions: interdisciplinary communication-comprehensively carrying out comprehensive education in primary school, contributes to the effective organization of pedagogical activity, work on a scientific basis. Organization and conduct in primary school relationship between subjects is a necessary and relevant condition for the development of students of the basics of science, as well as the development of education. Improving the efficiency of interdisciplinary connections in the modern process of primary education is one of the main tasks of teaching methods.

**Mathematics and speech development:** The development of students’ speech is one of the main tasks of mathematics. From the successful solution of this problem is associated with the formation of students’ skills to interpret the educational material, thereby contributing to the development of mathematical abilities to start working with the first class.

**Increasing linguistic wealth through the introduction of mathematical terms:** These works contribute to the formation of the mathematical language, the enrichment of vocabulary, the study of terms such as “meter,” “decimeter,” “centimeter,” “minute,” “day” in the study of mathematics. The meaning of mathematical terms, to tell what is clear, and to deeply master the correct spelling, which States thoughts-to make up correctly complete the know-your-feet. The formation of mathematical culture of speech allows you to eliminate grammatical and mathematical errors, not to use profanity and poverty of the language, the correct use of speech words in the system, etc. Generalities.

The use of poems in math lessons-activates the lesson, makes it interesting, and the guys listening to poetry, not showing themselves, joining the learning process, gain new knowledge.

**Contacts between subjects of mathematics and knowledge of the world:** the content of mathematical problems. ability to accurately assess the phenomena in the world; Express their opinion and argue it; Express their point of view; use the lessons of mathematics collected and collected data and information about the world.

One of the ways of implementation of interdisciplinary connections is linking tasks with the life and practice of students. Here is the solution to meaningful interdisciplinary tasks. This is done using some information in the field of natural history and local history. The lack of cognitive material in the text of the report has a negative impact on the knowledge of the world, understanding the role of mathematics, the application of knowledge in practice, connection with life, educational value of the text of the report.

**Result and Discussion**

The methodological basis of the approach to learning is the formation of knowledge about the world and its laws in General, as well as the establishment of intra-subject connections in the assimilation of the basics of science. In this regard, an integrated lesson is called any lesson with its structure, if it involves knowledge, skills and results of the analysis of the studied material by methods of other Sciences and other academic subjects.

**Connection of mathematics lessons with labor and fine arts lessons.** The main goal in the elementary grades-high-quality, systemic assimilation of educational program material, arming them with the basics. Of great importance is the formation of students’ scientific Outlook on social life, learning to work independently, the ability to combine knowledge with experience, the preservation of interdisciplinary communication.

**Contacts between subjects of mathematics and fine arts:**
- comparison of objects by color, shape, size, alignment, formation of ideas about space.
- the use of mathematical precision and symmetry in the process of painting, painting, decoration, construction.
- art drawing contest, viewing, control, distinction, perception with feeling, comparison, comparison.
- development, development and education of the child's inner feelings, moods through works of art.
- the use of geometric shapes in national ornaments and symbols.

Contacts between subjects of mathematics and music:
Via text we will talk about the Kazakh folk instruments dombyra and kobyz, will introduce you to a great dombastone and kobyz players. We think that primary school students need to make extensive use of physical training or a musical pause, which includes General developmental exercises, dance elements, recitatives and musical elements, offering students to make a few dance moves. He bethere physical minutes held in the melody, sometimes singing songs in the lessons itisha used. In music, full and comprehensive aesthetic principles are realized and the use of elements of music in the lessons of mathematics gives ample opportunities to identify the individual situation of children. A comprehensively and harmoniously developed personality cannot be formed without culture, as well as without musical culture. The development of musical culture of younger students is possible only in the case of targeted, systematic and planned organization of educational work.

One of the tendencies of musical education of schoolchildren is the progress of integration of arts. Each art form has special opportunities to penetrate into the spiritual life of a person. The development of music in combination with other types of art is a necessary condition for the comprehensive and harmonious development of the child's artistic culture.

Contacts between subjects of mathematics and physical culture:
During the analysis of the report, students form concepts on togyz kumalak and chess games in physical education. With the help of such texts inter-subject communication between the subjects of physical education and mathematics is carried out. Thus, the inclusion of elements of music and physical education to the lessons of mathematics-the education of aesthetic feelings of children, the development of creativity, observation and imagination, while maintaining efficiency.

As a rule, in most cases, primary school teachers are not specialists in the arts. Their role in the aesthetic formation of students is to organize developing both artistic and musical environment. Therefore, future teachers need to learn the basics of domestic and foreign musical culture, a variety of genres, music trends, centuries-old traditions of musical education of children, methods and techniques of working with children in the educational process.

Intersubjective communications allow building cognitive activity of pupils on the basis of General scientific ideas and methods. They form the General ability to learn and reveal the General principles of science. Modern didactics proceeds from the principle of integral reflection of science in the content of education: as a system of knowledge, as an activity, in the unity of the theory of the method, and as a system of its relations with other forms of social consciousness and practice. Science is both the result of knowledge and the activity of acquiring new knowledge. The educational subject is a unity of knowledge, methods and relations formed by students in the process of studying a certain science, branch of human activity.

With the help of multilateral inter-subject relations, not only at a qualitatively new level, the tasks of training, development and education of students are solved, but also the Foundation for an integrated vision, approach and solution of complex problems of reality is laid. That is why Intersubjective communication is an important condition and the result of an integrated approach in the education and upbringing of students.

Intersubjective theoretical connections in modern conditions of training represent an element-by-element increment of new components of the General scientific theories from the knowledge gained at lessons on related subjects.

As practice shows, interdisciplinary connections in school education are a concrete expression of the integration processes taking place today in science and in the life of society. These relationships play an important role in improving the practical and scientific-theoretical training of students, an essential feature of which is the mastery of students generalized nature of cognitive activity. Generalization also makes it possible to apply knowledge and skills in specific situations, when considering private issues, both in educational and extracurricular activities, in the future production, scientific and social life of high school graduates.
Conclusion
As a result of integration, some integrity is recreated, which in one way or other approaches the reflection of the whole picture of the surrounding world, and the components and elements of integrity can be heterogeneous and relatively Autonomous. The complex also represents also a kind of integrity, artificially created in any order (for example, the use in class of a complex of arts).
Integration involves a variety of levels of relationships between the elements, including levels similar to those that form a complex, that is, the complex as a kind of education, certain integrity can be attributed to one of the levels of integration.
So in the works of the American psychologist J. Bruner develops the idea of features of formation of a complete image of the world in cognitive activity of the person: "Knowledge is not simple copying, the presentation of the world, and active construction of model of the world which only partially and from time to time can be compared to the information arriving from the outside". In this case, the author puts forward the concept of "model of the world", which differs significantly from the image of the world, since the latter is the result of the interaction of two systems, during which a certain correspondence between the original and its reflection is established, and the model is introduced into the process from the outside and is not in causal connection with the object. A holistic image of the world is formed initially in pre-school age and its formation depends on the nature of training and education.
The personal component reflects the nature of communication between the child and the teacher in the process of integrated learning. In General, in modern psychological and pedagogical research educational process in kindergarten is focused on the personality of the teacher and the child, based on the following positions of its participants, provides for the creation of a model and interaction: the subject is on the position of the teacher in relation to the object, in this case, an adult child, puts before them any rules and offers specific techniques and actions to address it, the object-subjectivity; while the adult; subject-subjectivity, in this case, the child and the teacher become equal partners involved in learning, joint activities.
In the process of learning there are relations between the teacher and the child in all forms, but their relationship is different. In the traditional, subject-oriented learning dominated subject-object relationship of the teacher and the child, as it is primarily aimed at the formation of knowledge, skills, and the task of development and education of the individual is considered as an additional. Integrated learning also considers the formation of knowledge and skills, but the latter are not the main goal, but a means of education and development of the individual. Here the child shows interest in activity, cognitive activity, develop its independence, initiative and other qualities.
The modern approach to the organization of primary education has raised problems associated with the transition from subject-oriented learning to personality-oriented learning, which is centered on the individual, which gives rise to these positions to consider integrated learning as a holistic pedagogical system.
The essence of the modern educational paradigm of education is expressed in the idea of personality-oriented education and is that the child is considered as a complex self-developing system, recognizes the uniqueness and uniqueness of each individual and the trajectory of its development, its self-value; the target settings of primary education are shifted from the Informatization of the child to the creation of conditions and assistance in the development and self-development of the individual as a whole (in terms of the probabilistic model of the world, the degree of its development is determined not so much by his knowledge as by understanding, that is, mastering the meanings); the position of the student changes in the educational process, which should be built in accordance with the needs, interests, opportunities, provide personal meaning of cognitive activity. Integrated approach is the core and reflects the implementation of the ideas of the relationship in any of the components of the pedagogical process in accordance with certain goals and objectives of education and development, which leads to an increase in its integrity.
Methodological and theoretical provisions of the integrated approach in synthesis with other approaches outlined above determined the further research program, which consists in identifying and substantiating trends, patterns and principles of integrated education of preschool children. The system of trends, patterns and principles of integrated education of preschool children determined the construction of its theoretical model.
The personal component of the model of integrated learning includes a cumulative subject of the pedagogical process, representing the dominant subject-subject position of the teacher and the child in the learning process.
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Comparative Education System: The Case of Russia and Azerbaijan

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Abstract

It is natural that the problems of education always occupy the most important place in the activities of every state. Education is one of the most essential tools for the development of society and human cultures, spiritual, intellectual and professional potentials of society. The place of comparative education in educational sciences is among the branches of lower level education such as education in foreign countries, international education, history of education, sociology of education (İşik, 2014). The investigation of the factors affecting on the various educational systems is one the driving forces of comparative education.

In this paper based on content analysis, Russian Federation education system is compared with Azerbaijan education system for different education levels. The examination procedures, basic problems of both education systems are given.

Keywords: Education, Education systems, Comparative Education System

1. Introduction

The future of a nation, its economic well-being and security are primarily determined by its level of education, especially the qualifications of its graduates. Today it is becoming clear that only professionals can successfully carry out business and be responsible for the survival of the society, lead to survive from a deep crisis, lead to return to national and cultural traditions and establish comprehensive contact with other countries and peoples (Gorlova, 2015). Comparative education studies are in the focus of many international institutions. Many scientific societies and associations are dealing with these problems. As a result of comparative studies, the relationship between higher education levels and economic growths in the studied countries has resulted in the emergence of relations between labour productivity, quality of life and standard of society and other social institutions of the society and their patterns.

Educational comparative research offers researchers the opportunity to use the positive experience available for the solution of educational problems of their own countries, by learning the differences and causes of the training methods of the different countries. International communication has expanded its boundaries and has deeply comprehended the worldly experience of the educational organisation. Before starting to reform the education system, it is necessary to take into consideration not only the cultural values of the considered countries but also the traditions of other countries and their educational achievements deeply (Şahbaz, 2013). Altaytsev (2004) stated that "without comparative education, equitable reforms cannot be done and individualism destroys the regional and national individuality of people".

Comparative pedagogical studies on higher education systems in developed countries are expected to contribute to resolving at least three important problems.

First, for the development of higher education in a country, it is necessary to carry out research that determines the way in which the new concept of the education system is implemented.

The developed countries are obliged to cooperate in seeking solutions to similar problems they face as well, while underdeveloped and developing countries are in a struggle to develop faster by benefiting the experience of developed countries. Çubukçu (2016), who claims that comparative education has more than 150 years of history, emphasizes that comparative education has been in search of finding common and different aspects by comparing education systems in whole and sometimes in a few ways and trying to benefit from this in terms of education theory and practice, education policy, education planning and reforms, softening of international relations and providing a peace environment. When making new arrangements in education systems, various countries need comparative education. Until the 19th century, the information about the lifestyle, culture, and education systems of other peoples gathered through oral stories, and the systematic gathering of data on the educational status of foreign countries has begun by the 19th century. Marc Antoine Julien (France) developed the first questionnaire to facilitate this kind of studies and published a study titled "Comparative Education" focusing on the comparative studies of educational systems (Ryabov, 1998).

Comparative education focuses on the examination of the part of the national education system that covers primary and secondary education (Şahbaz, 2013). Comparative education is a discipline that brings useful
proposals about different cultures and ways of educating people in different countries. It helps to identify the similarities and differences of two or more educational systems (Türkoğlu, 1998). Comparative education is a research area that identifies and interprets existing education problems and their causes in communities by referring to similar factors in other communities (Neff, Lauwerys, Varış, 1979). Cramer and Browne defines comparative education as an area where different countries' education systems are investigated to solve the educational problems, while King defines it as an area through which different solutions to educational problems in the world may be produced.

1.1. Aims of Comparative Education

We can list the aims of Comparative Education in the following way;

- Providing current information about education systems, problems and practices.
- Providing the necessary information to develop training-related assumptions and make comments.
- Providing a perspective that will help the development of educational policies by examining the development and appearance of the elements affecting education in various countries.
- Making a theoretical and practical contribution to the development of an education system of the country.
- Enabling people and especially educators to expand cultural horizons and to be open to producing versatile and alternative solutions (King, 1979).
- Providing individuals with a broad perspective in facing a particular problem.
- Scientifically developing and enriching educational sciences (King, 1979).
- Adapting the methods, practices and institutions used in other countries on education (Kandel, 1955).

1.2. Benefits of Comparative Education

Benefits of Comparative education can be highlighted as follows:

- Comparative education, raise awareness and sensitivity of educators and the public, about the theoretical foundations of education and how the practical applications are in different countries.
- Comparative Education helps to learn how the problems encountered in the education systems of various countries are solved (King, 1979).
- Educational policymakers and managers can benefit from the results of comparative education research in the decision-making process (King, 1979).
- Comparative education helps managers and policy analysts by contributing in-depth understanding of foreign education systems and societies.
- While helping to understand the past and present, it plays an important role in estimating how the future education system will be (Noah, 1984).
- Comparative education removes incomplete and incorrect connotations and misunderstandings about the education systems.
- Comparative education studies can play a role in the recognition of other nations' cultures, values, successes and failures.
- Theoretical and practical studies within the scope of educational sciences can be more effective in framing the perspectives and information provided by comparative education.

In this study, we aim to compare Azerbaijan and Russia's education system.

2. Method

The relevant literature based on the content studies about the comparative education system were considered. Scientific research results, articles, graduate theses, scientific books on education models of various societies are examined.

2. Literature Review

3.1. Russian Federation Education System

The Russian higher education system has a special place in the world. The Russian higher education system is among the best in the world that involves advanced and well-developed education methods and scientific research. Russia's higher education programs are recognized by many countries. These programs are now in
the top places in UNESCO rankings. The language of instruction in the Russian Federation is determined by the law of “the languages of nations” which is a part of the general law that constitutes the Russian Federation. According to the Russian Federation Education Law, the Russian education system is a continuous, sequential level system that operates state, non-state, and various types of public educational institutions. The levels of the Russian education system can be classified as follows:

- Pre-School Education.
- General Education.
- Orphanage and child institutions without parental care.
- Professional education (primary and secondary private, and higher level professional education, etc.).
- Subsidiary education institutions.

State and municipal educational institutions conduct their activities on the basis of the model provisions approved by the Government of the Russian Federation. Thus, the education system combines pre-school, general secondary, secondary private, university, master, additional education, paid and free, commercial and non-commercial educational institutions. With Article 6 of the Russian Federation Education Act, students are entitled to education at the mother’s tongue during the basic education which is compulsory. The students may not prefer their mother tongue in education. Russian education is standard in all non-primary state educational institutions. In the various republics, the way of learning the mother tongue is determined by the relevant laws of the republic. Other non-independent peoples are provided with the opportunity to learn their mother tongue. They all have the right to negotiate and cooperate with each other and have the right to bring together education and science-industry associations in education and training complexes (kindergarten-primary school, high school-college-university) and to make participation of scientific, production and other institutions and organizations (Altaytsev, 2004). There are about 22 million students in the general education system who are studying in some 70 thousand educational institutions of the Russian Federation.

### 3.2 Preschool Education

In Russia, modern pre-school education system involves the following preschool institutions.

**a) Elementary Education**

At the level of the elementary level (during the first 4 years): Russian language, Russian literature, maths, natural sciences and social sciences are included in the education system.

### 3.3. Secondary School Education

General secondary education includes the central part of the education system in the Russian Federation, which includes: secondary schools; schools that study individual subjects in depth; gym; high school; evening schools; educational institutions such as boarding schools; private schools for children with physical and mental retardation; non-school educational institutions (children's music and art schools, choir and choreographic studios, folklore communities, children's and youth sports schools, young technicians stations, entertainment centers etc.). Secondary school graduates are the main sources of higher education institutions.

- The basic education period is 5 years. If the students pass the graduation exam, they are entitled to Basic education certificate. Russia has a network of developed schools based on the Basic Curriculum and offering advanced programs. These advanced programs can be achieved in the following ways:

- Through schools offering advanced courses in elective courses such as foreign language, mathematics, physics.
- Through schools that provide opportunities for development and deeper non-school activities in fine arts, philosophy, economics, sports and other similar fields.
- Through schools where seniors work under the supervision of a private tutor from higher education institutions and where they benefit from opportunities and academics of educational institutions (Gorlova, 2015).
3.4. Occupational Education
The general aim in vocational education is to train qualified personnel. All programs in the Russian Federation except general education programs are called professional training programs as they give diplomas and degrees and professional qualifications and entitle the students to perform their chosen professions. Professional training programs include the following:

- Vocational education.
- Higher education below university level.
- Higher education at the university level.
- A postgraduate study including doctorate program.
- Complementary education.

Higher education below university level includes programs which do not confer upon a university degree. Entry to such programs requires competition and is generally associated with completed secondary education.

3.5. University system
- In the Russian Federation, there are around 1800 university-level higher education institutions established by the states and nearly 1,900 private institutions. Higher education consists of three phases: higher education with a period of 2 years; Second stage: Basic higher education (undergraduate) with a period of 4 years of study and the third stage: Master, a 6-year study. Graduates are eligible for the following diplomas and degrees (Korovaykina, 2015).
  - Intermediate Diploma (at least a 2-year based study).
  - Baccalaureate degree (at least a 4-year based study).
  - Specialist Diploma (5-6 years' study).
  - Magisterial Degree (6 years study).
  - Candidate of Sciences (Kandidat nauk).
  - Doctor of Sciences (Doctor nauk) (Balli, 2017)

On February 9, 1998, the Russian Federation Ministry of General and Vocational Education published a more detailed regulation on this issue and determined how many course hours a student would be allowed to take a week and how many hours would be given in a program a year. The program also includes the diversified programs of Russian and other non-Russian republics. Accordingly, the training plan is of two types, standard and diversified.

Standard Program; The standard required to reach in accordance with the specified standards is guaranteed.

Diversified Program; Prepared for regional republics. The designated course hours are used to teach compulsory courses indicated in the general education program. Every teacher should write an article on a topic of education as they prefer within the academic year. This article is to be published in an educational journal published by each of the cities every year.

3.6. Examination System
Every teacher decides how to evaluate his / her students. The teachers are required to administer three examinations every term. When to administer these exams, the type of questions to be asked, and the marking and grading system depends entirely on the teacher.

3.7. Basic Problems of Education System
- Inadequate financing of high, middle and initial vocational education institutions (budget financing is best 40-50%).
- Poor material and technical support of the training process (in the last 10 years, almost 90% of the training institutions of the education system have not received the budget to buy new teaching and laboratory equipment).
- Teachers' low wages.
- The availability of quality education in colleges, universities and in high schools for children coming from low-income families and remote regions of Russia has become very problematic, and this problem is not because of the lack of abilities of children and young people.
Paid education is largely ineffective due to the following factors: The surplus income coming from paid tertiary education institutions is transferred to non-state institutions which do not offer quality education, mostly to the out-of-state Institutions.

Failure: to clearly identify paid and free educational services in preschool and school education.

The great part of income coming from private lessons is getting by the budget of the universities disrupt the process of entrance examination to the universities (Altaytsev, 2004).

3.8. Precautions taken and instructions in the Russian education system

- Developing and implementing federal-regional standards for financing pre-school education.
- Implementing a series of measures to change the teachers' social status.
- Widespread introduction of modern information technology in education, including distance learning.
- Development of a new generation of standards for primary and secondary vocational education.
- Development of a new generation of government standards for higher education, taking into account the present and future needs of the state, society and the individuals.
- Increase the role of the founding legal entities of the Russian Federation in determining the structure and volume of educational experts and assessing the quality of the work of universities (by following certification and accreditation and the application of licensing requirements by educational institutions).
- Ensuring more equitable access to higher learning based on empirical testing of the combined state exams system (Gorlova, 2015).

4. Azerbaijan Education System

- The foundations of the modern Azerbaijani education system were laid by the opening of modern schools of which opening accelerated in the second half of the XIX century and early in the XX century (Gök, 2016). The Republic of Azerbaijan has acquired independence in 1991 and has since transitioned from the Cyrillic alphabet to the Latin alphabet. The opening of private schools is based on a system.
- The compulsory education in Azerbaijan started in 1989 (Gök, 2016). The education system in the country is reorganised by designing special programs, providing modernisation of schools and equipping the schools with information technologies. The educational system of the Republic of Azerbaijan includes the following elements (Okutan, 1998);
  - General education
  - Elementary education
  - Basic education
  - Secondary education
  - Special vocational education;
  - Vocational education
  - Subsidiary special education
  - Higher special education
  - Postgraduate education;
  - Master’s degree
  - Doctorate degree
  - External education and training
  - Self-study
  - Advanced education and retraining of staff

General education consists of three levels:
Primary education; 4 years, (6 - 10 ages) (classes 1-4). Basic training; 5 years, (10-15 ages) (classes 5-8); Upon completion, a basic education certificate is conferred upon. Secondary education; 2 years, (15-17 ages) (classes 9-11); Upon completion, a general education certificate is conferred upon. The higher education system of the Republic of Azerbaijan consists of five main types of public and private universities; universities, academies, institutes, colleges and conservatories (Altaytsev, 2004).

University education is divided into the following phases;
The first step is a bachelor's degree. At this level the training lasts 4 years and ends with a bachelor degree.
During the course of the training, students study basic human and natural sciences disciplines and basic courses in their chosen areas of specialization.

The second step is the graduate degree. In the second stage, which lasts for one and a half years and lasts for two years, the students have in-depth knowledge in the field of humanities and natural sciences and are subject to comprehensive vocational training.

The third step is the doctorate degree. Students becoming successful at master's level can continue their education in doctoral programs. They receive a doctorate (PhD) after successful completion of the training (two to four years) (Altaytsev, 2004).

An evaluation system of 5 points is used at each level. The total number of higher education institutions includes 26 publics and 7 private universities, 10 academies, 12 institutes and other educational institutions.

According to the statistics of the Ministry of Education, the total number of teachers in all the universities of Azerbaijan today is 22135, consisting of approximately 1 thousand professors and more than 8 thousand associate professors. The main law regulating the functioning of the education system in the Republic of Azerbaijan is the education law adopted in 1992 (Gorlova, 2015).

According to this law, the higher education in the Republic of Azerbaijan is carried out on the basis of a full-time, part-time or evening secondary teaching. Full-time education plays a leading role. Only one bachelor’s degree can be obtained through external study.

4.1. Problems and Perspectives of Azerbaijan Education System

According to Gorlova (2015), in the process of implementing reforms in education that are inevitable because of changes in the economic conditions of the Republic, a number of challenges have emerged, according to some researchers:

- Decline in the quality of teaching staff due to sharp decline in real tuition fees, deterioration of the educational environment and low quality teacher training.
- In general, the weakness of the technical and material infrastructure of educational institutions. In the field of secondary specialist training, for example, 70-80% of the infrastructure and equipment cannot be used for some reasons (Gorlova, 2015).
- Reducing the quality of educational environments at all levels of education, especially at the primary and secondary education level. Weak development of libraries, lack of access to various databases and literatures.
- The use of former curricula and teaching methods inherited from the Soviet education system is in practice but they are incompatible with the requirements of the market economy and independence. In most cases, the methods used by the teachers do not reflect the modern developments in this area.
- There is almost no link between educational institutions and the market and other economic and social public institutions.

The traditional prevalence of human education and the poor development of engineering education. Recently, there has been a significant decrease in the number of people seeking training in agriculture while enrolling in departments such as economic and pedagogy at higher education institutions has increased.

Due to the aforementioned shortcomings, in 1999, the World Bank allocated 18 million USD to Azerbaijan. A 10-year educational reform program was put into practice in 2003. The program consists of three phases (Altaytsev, 2004).

In the first phase (duration - 4 years), a series of changes are planned for the introduction of the new curriculum and the integrated curriculum. In addition, special attention will be given to the training of training managers who can use new and modern management technologies. The creation of a new integrated curriculum (including elements of the humanities and natural sciences) and computerisation of instruction will be ensured and the new multimedia technologies will enter into the education system. Particular attention will be given to the first phase of retraining of teaching staff. Also, a new mechanism for teachers’ recruitment, professional development and legal protection will be established. A unified licensing, evaluation and accreditation system will be developed. Another reform line at this stage is the creation of new methodological materials and library reform (Gorlova, 2015).

In the second phase, training programs will be introduced to the training process as a prerequisite in order to ensure that the students will be able to choose their way in the educational system. In this regard, education will also meet the needs of society and the state, taking into account the needs of individual students. In addition, it is planned to reform the examination system and put it into a simpler and more efficient form. In
addition, the second phase of the reform will provide a scientific basis at an international level for organizing training strategies in line with market strategies. Besides, it is planned to establish special institutions to provide distance education opportunities for the instructors without leaving the teaching process.

In the third stage, an information management system will be introduced for training. Particular attention will be given to promoting scientific developments in pedagogy and psychology. The researchers plan to create a series of telecommunication media channels in addition to providing a series of journals in the field of pedagogy, psychology and educational issues designed to assist teachers and young professionals. An important component of the third phase will be the public control over the activities of the educational institutions and their legal conformity with the republican laws. The literacy rate in Azerbaijan is 98%.

In developed countries, the basic requirements of specialized education at universities, including Russia and Azerbaijan, are expressed in terms of vocational competence based on national and international experience and attitudes towards the profession. In different countries, the development of higher education has its own characteristics due to its historical, socio-economic and other factors as well as national traditions and established practices.

5. Discussion and Results

The higher education is becoming an important factor both in the socio-economic development of countries and in the resolution of complex global problems, which has led to an increase in the role and importance of higher education in the modern society and in the world.

By analysing the current trends in the development of the educational systems of the Russian Federation and Azerbaijan, we can conclude that each of these countries has certain traditions in the sphere of education related to the characteristics of socio-economic development, history and national conditions. The analysis shows that there are some similarities and differences in these education systems with regard to the modernization of educational content.

It is concluded that the Russian Federation and Azerbaijan education systems need urgent and qualitative modernization. This makes it necessary to recognize the specific characteristics of educational systems that have been established and to identify the main positive trends for their reforms in order to assess the best educational reforms.

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A Model of the English Language Course “Around The World In 180 Days”: Module Technology in Teaching

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Abstract
Today the goal of teaching foreign languages in universities must be based on international requirements for specialists who will be able to integrate into the world market and scientific community. The article is devoted to the problem of development and implementation of effective and advanced pedagogical methods. Nowadays module technology teaching is of great theoretical and practical value as it has become an essential part of curriculum in the system of higher education. The article makes an attempt to cover the question of how to combine effectively face-to-face traditional learning with the advantages of distance learning systems. At first, a brief review of results of research on such basic notions as “cultural-linguistic personality” and “modular learning” is given. Then, the authors share their own project of teaching English for Bachelor students of non-linguistic departments. The project was designed as a case study which is aimed at increasing language competence of the university students. The project was successfully discussed and approved within the workshop of championship in the National University of Science and Technology MISIS, Moscow.

Keywords: module technology, foreign language teaching, case study, blended learning.

1. Introduction
The relevance of the work is determined by the need to develop teaching methods as to enable specialists with higher professional technical education to understand, accept and interpret the linguistic and cultural phenomena of the country of the foreign language. The building of such linguistic and cultural background is a challenge in a way, as it involves the joint activity between a teacher and a student. Modern requirements in the educational process imply combination of traditional methods of teaching and a set of progressive means, methods and trends in teaching. On the one hand, it is widely accepted that smart or digital technologies may offer a big variety of teaching tools. On the other hand, many university teachers, as well as students, find it quite difficult to completely abandon the traditional way of teaching and learning in the mode of lecture and tutorial. This paper offers a possible perspective of mixed or blended teaching.

2. Literature Review
The problem of teaching foreign language to university students has been raised in a number of domestic scientific works on pedagogy. Professor V. Furmanova speaks of the cultural-linguistic identity of a student at a technical university and offers to view the step-by-step process of its formation and development in the form of the following levels:

1) the normative-adaptive level, which characterizes a cultural-linguistic personality of a student by the fact that he has background knowledge about a foreign language culture and a set of elementary communicative skills;
2) the socio-adaptive level, according to which a cultural-linguistic personality can communicate in a foreign language environment with a native speaker predicting and avoiding possible sociocultural interference;
3) a creative level that characterizes a cultural and linguistic personality from the point of view how it can compare several different cultures, interpret cultural phenomena in the process of implementing direct and indirect intercultural communication (quoted from Kovalyava, 2010).

Much academic research of foreign scientists has focused on weakness and strengths of distance learning, blended learning, using digital technologies in teaching (Dann, C, 2018; Henderson, M, 2017; Sukrawan, Y, 2018). The results of this research clearly shows the necessity of reassessing what has worked and what has failed, in other words, there is urgent need of integration of both methods: traditional and advanced.
The question is how the formation of a cultural-linguistic personality of a technical university student occurs in the process of learning a foreign language? To answer this question, we searched for effective pedagogical technologies aimed specifically at teaching students a foreign language at a technical university. These technologies include modular learning technology. Currently, modular learning is implemented in a number of domestic and foreign universities. Modular education is considered by most scientists as a fairly effective pedagogical technology, the main focus of which is on the students' autonomy in achieving their didactic goals and objectives. A distinctive feature of modular learning is that it is successfully combined with the traditional learning system, while humanizing the pedagogical process as a whole, i.e. fundamentally elevating the teacher and student to a new level of relationships. The essence of modular training is that each student can work with the individual curriculum offered to him, which contains a target program of actions, a bank of information and a methodical guide to achieving the set didactic goals. At the same time, the functions of a teacher can vary from information-controlling to consultative-coordinating. According to the research of Yulia Kovaleva the modular training is regarded as a special didactic system, which is a combination of various forms and methods of teacher and trainee joint activities organized in special process units (modules) in order to master the learning material effectively and improve the quality of education in general (Kovalyava, 2010). In order to get a complete picture of the technology of modular foreign language teaching, it is necessary to define what is meant by a module. The module is treated as the main structural unit of the modular foreign language teaching program, which:
- can act as an independent program of training, individualized by content, teaching methods, level of independence, the pace of student learning and cognitive activity;
- consists of several blocks of educational material, united by one theme and intended to be studied by students with different levels of proficiency in foreign language communicative and cultural competence;
- includes a target action plan for a student, an information bank and a methodological guide for a teacher to achieve a set of didactic goals by a student;
- allows you to carry out step-by-step monitoring of the success of learning and learning a foreign language in order to make timely adjustments to the educational and training activities of the student and teacher (Kovalyava, 2010).

3. Method
3.1. Participants
Participants involved a teacher and a group of graduate students of the English Language Department of Mirny Polytechnic Institute, the branch of Ammosov North-Eastern Federal University. The students took part in CUP MISIS CASE, which was held in November, 2018. The objective of this championship is to promote innovative linguistic methods of communication in pedagogical, engineering and management spheres in Russian business schools.

3.2. Material
On the first stage we did research of recent trends, threats, challenges and prospects in education. According to the results of pre-task stage we were admitted to the final of the championship including 10 teams from different universities and secondary schools of Russia. The goal of our participation was to design and discuss our project which is aimed at increasing the academic mobility of the university students. The project is designed as a case study for the 1st year Bachelor students of non-linguistic departments. We proposed the following title for the case study “A model of the English language course “Around the world in 180 days”.

4. Results and Discussion
Nowadays, the English language is the international language and it unites all the continents of our planet. It is the language of politics, economics, science and education. In all countries, knowledge of the English language is one of the features of a successful person. It is important for Russian youth to be aware of this fact and learn English even if they are students of a non-linguistic department.
In order to speak English really well, schooling is not enough and students have to take additional courses. But very often it is difficult for students to find a really interesting and effective program after which they will not be afraid to speak in a non-native language.

Our course is designed for bachelor students of non-linguistic departments. The entry level of students is B1 and after our course they can become B2 speakers.

According to the official CEFR guidelines, someone at the B2 level in English:

1. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
2. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
3. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
4. Can discuss common political situations and the behavior of politicians and use appropriate language in social situations, including praising and expressing sympathy.

The idea of our course is quite innovative as it is divided into 6 modules, each of which is associated with one of the continents of our planet.

At first, students begin to study the first module which is called "North America". After completing the first module, students continue their journey through South America, Africa, Australia, Eurasia and Antarctica, which is the final module of our course.

Each module includes 4 weeks of study. Every week students attend three face-to-face classes and watch one webinar right at home. Each lesson lasts two hours and after passing each module students are tested using a featured learning game on internet “Kahoot”.

The only modules that differ from others are Eurasia and Antarctica. The Eurasia module lasts six weeks and is divided into Europe and Asia. Such a division will help students better perceive the material and assimilate it at the proper level.

The Antarctica module lasts two weeks and is dedicated to the final testing of students and their work on their own projects, which they must defend at the end of their studies. The theme of each project is connected with world problems and students will offer their solutions to these problems.

As we have mentioned before, students will have 3 face-to-face lessons and 1 webinar class per week. Each week of each module will be devoted to a specific topic, for example:

Plan for each module (except Eurasia):
1 week – The history of the continent;
2 week – Education systems;
3 week – Culture and traditions;
4 week – Policy and economics.

Plan for Europe & Asia:
1 week – The history of the continent;
2 week – Education systems;
3 week – Culture and traditions.

<table>
<thead>
<tr>
<th>Module 1 – “North America”</th>
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<tr>
<td>WEEK 1 – The history of the continent</td>
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<tr>
<th>Grammar</th>
<th>Vocabulary &amp; Cross-cultural issues</th>
<th>Listening competence</th>
<th>Writing &amp; Speaking</th>
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During face-to-face lessons students will learn the necessary vocabulary and the grammatical rules, according to which they are to do the exercises at home. Homework assignments should be sent to the teacher’s e-mail. In our opinion, a massive homework check is a waste of time that can be more productive. We are in favor of all the tasks being checked personally by the teacher and in the class he/she would point out the most common mistakes and answer students’ questions about the tasks.

Once a week students will have a webinar class. It will be video lecture in which the teacher or maybe an invited speaker (a native speaker is preferred) will give the audience the additional information in English on the topic of the week – some interesting facts, statistics, news and etc. It will promote listening skills and students can get used to authentic English speech. Such lessons can be downloaded and watched in any place using any kind of device. This additional information may be helpful for final projects. Thus, lessons will be maximum productive and still students will get plenty of comprehensive information.

Next lesson can be started from the discussion of the video. It will help to develop communication skills of the students – sharing opinions, learning others’ views, being able to debate and etc.

Likewise, we propose organization of the language event with the tea-party part with the native speaker as a guest at the end of each module. Students should make short performances about the certain continent and

<table>
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<tr>
<th>WEEK 2 – Education system</th>
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<tbody>
<tr>
<td>- modal verbs can, should, must, need, have to, ought to;</td>
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<tr>
<td>- Present Simple tense, Past perfect Tense (continuation) &amp; Past Perfect Continuous.</td>
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<tr>
<td>- modal verbs can, should, must, need, have to, ought to;</td>
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<th>WEEK 3 - Culture and traditions</th>
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<tr>
<td>- passive voice;</td>
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<td>- Present Perfect &amp; Past Perfect Continuous.</td>
</tr>
<tr>
<td>- ‘will’ and ‘going to’ for prediction;</td>
</tr>
<tr>
<td>- Future Simple Tense &amp; Future Perfect;</td>
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<tr>
<th>WEEK 4 - Policy &amp; Economics</th>
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<tr>
<td>- ‘will’ and ‘going to’ for prediction;</td>
</tr>
<tr>
<td>- Future Simple Tense &amp; Future Perfect;</td>
</tr>
<tr>
<td>- make up an interview (interviewer - politician): “Health care policy”</td>
</tr>
</tbody>
</table>
act it out for a teacher, guests and other students. They will show their pronunciation and skills of team-working with learned information. During the tea-party a native speaker will comment on performances, answer questions and talk with students. It will also promote communication skills of the students and, moreover, it will help to destroy language barrier and let students use English in a real speech.

Learning English is like conquering new heights, opening new horizons. Antarctica is the most unexplored part of our planet and a mystery for the brightest minds. That’s why we decided to organize the final projects in this module. It means that students should do a big and detailed research work. The final project helps to learn about students’ knowledge, their level of language and to examine their development at the end of whole study course. It can easily show obtained knowledge or some gaps.

Doing final project students are offered to work on particular themes such as:

- Comparison of the education systems in the world.
- Unemployment problem in the world.
- Problem of the extinction of rare species.
- What is depression and how to cope with it?
- Artificial Intellect in the 21st century.

The final project also helps to develop individual skills of every student. According to Professor Todd Rose personalized studying can be defined as prioritizing the needs of individual student. Students work at their own pace, often independently on the teachers. Technology may be used to allow students to access online materials, work through topics, find additional resources and to assess and monitor their progress. Students are encouraged to be active learners and teachers are encouraged to work with students one to one or in small groups. Personalized learning allows students to move ahead when they are ready or take a slower pace until they fully grasp the material. Teachers have access to data from student assessments and feedback in real-time so they can adapt materials and intervene to help students if necessary so that students remain on track to completion. After the final work a student acquires such skills as:

- Setting the goal;
- Managing time;
- Identifying learning style;
- Developing a study plan;
- Reading skill;
- Developing effective note-taking techniques;
- Attending classes regularly;
- Create mind maps;
- Surrounding yourself with learning;
- Applying memory techniques;
- Using all intelligences (Todd, R, 2018).

In case of checking students’ knowledge there are a lot of tools. Technology is being increasingly integrated into teaching environments in view of enhancing students’ engagement and motivation. Nowadays one of the most convenient and qualitative methods of checking students’ knowledge is the application of modern Apps such as Kahoot.

We propose using Kahoot at the end of each study module.

Kahoot (a game-based classroom response system) offers educators engaging way to test the learning and knowledge of their students. Its game-based system is very entertaining. Learners of all age can benefit from Kahoot. Today, many students possess smart devices, and by using Kahoot on their own devices, students can actually make group learning fun. The game is designed to bring emotion into the learning experience - through game mechanics, music and visual design, creating memorable moments that help learners unlock their potential.

The final grades are based on whole studying process of a student. Grading system includes: attendance, work in the classroom, homework, short plays, result of “Kahoot” and final project.

To get high grades is to consider the entire length of the course as a pre-exam, preparation period. At the end of the course and after the final project students have to take the English Test B2 according to CEFR.
5. Conclusions
The suggested course of teaching English to non-linguistic departments can serve as a good example of effective tools for implementing innovative and interactive method which is aimed at improving language competence and cross-cultural knowledge of students and contributes to formation of friendly environment where a teacher and a student are equal participants of educational process.

References:
Factors Affecting the Motivation Level of Undergraduate ESL Learners at University of Sargodha, Pakistan

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Abstract
The present research identifies the factors that influence the motivation level of undergraduate learners towards learning ESL in University of Sargodha context. This research adopted a survey method to collect quantitative data. The data were collected from randomly selected sample of 300 undergraduate male and female students. Gardner’s (1985) Attitude/Motivation Test Battery was employed to get a modified questionnaire of 41 items, to collect information about learner’s motivation. Means and standard deviations of data were computed by analyzing the data by The SPSS program. Furthermore, T-test was calculated to determine the motivational factors and gender differences in ESL learning. The findings presented the overall high degree of interest in learning English as a Second Language. A positive attitude and good level of instrumental and integrative motivation was found in students of both genders and relatively higher instrumental motivation in male students towards learning English. Finally, some pedagogical implications were presented to improve students’ proficiency in ESL learning.

Key Words: Undergraduate students, gender, ESL learning, instrumental and integrative motivation.

Introduction
The English language is considered a lingua franca all over the world. It has become the shared mode of communication among around the globe. Different societies and nations use English as the commonest tool for communication at different levels. The English language is widely used by different countries and international organizations as their official language. Crystal (2003) mentioned that the number of non-native English speakers has astonishingly surpassed the native speakers. There are three time more non-native English speakers as compared to the native speakers. The advancements in field of information technology such as internet, has drawn the individuals closer and the world has become a global village and this phenomenon has helped the English language to obtain its current status (Barnett and Lee, 2003 as cited in Nawaz, Amin, Tatla, 2015).

English is being learnt and taught at a large scale around the world (Richards and Rogers, 2001). The current status of English language has become a stimulus to motivate the people for learning this language. Apart from many other requirements, for instance, proper learning environment with qualified teachers, investment of time and effort and up-to-date syllabus in a second language learning, learners require a strong motivational force for better output.

Motivation is the most powerful factor for achieving any form of success, especially in learning a language. Motivation has a paramount significance, in academic achievement of the students. Low degree of motivation may cause low proficiency in second language learning. It is a key factor which influences the degree of success in ESL learning. McDonough (2007) opined that motivation is the thing which pushes persons to do something and moves them to acquire or to impart English. A valuable foundation was laid given by Gardner’s description of motivation. Gardner and Lambert (1972) asserted that the learner’s attitude and motivation towards learning the language is a key to determine his motivation in general. Gardner (2010) has divided this factor into two categories, namely the instrumental and integrative orientations. These two categories are further illustrated in the literature review section.

Hence motivation is an important part in a second language learning in the broader paradigm of language learning. This research comes under paradigm of that part.

Significance of the Research
The study explores the significant factors which influence the undergraduate students’ motivation in ESL learning in Pakistani university context. Since the English language is regarded as a key to success and it has
a dominant influence in all government and private offices and institutions such as military, administration, business, education, banking, mass communication and media (Mansoor, 1993), therefore a person cannot get into any professional area of social and economic power without learning English language. Despite knowing its importance and learning English language for 13 to 14 years at different levels of their education, many students fail in learning and speaking English skillfully in Pakistan (Warsi, 2004). This might be because of less efficient strategies that are adopted to teach the students, without keeping in view the students’ level of motivation or attitude towards learning the language. The present study might be helpful for the administration, instructors and syllabus designers where it is conducted, to improve the motivation of their ESL learners.

Rationale of the Study
Most of the related research is mostly from the developed Western and Arab. No significant study is found to be conducted in Pakistan to inspect the issues under investigation especially in terms of gender. The research has found a significant work of Nawaz, Amin and Tatla (2015), that explores the factors affecting the student’s motivation level in ESL learning but their study does not explore this issue in terms of gender. The University of Sargodha is gaining higher status in academic field and is taking effective measures to ensure quality education. Therefore, the present study would be of significant help to understand the above mentioned important issues with respect to University of Sargodha undergraduate students in the Pakistani university context.

Research Questions
Keeping in view the above significance of motivation, this research aims at to explore:
1. What factors (instrumental, Integrative or Personal) serve as primary source of motivation in undergraduate English language learners?
2. What are the extents to which motivational factors play a different role in terms of gender?

Following section consists of some related literature about the motivational orientations of ESL learners.

Literature Review
Motivation is an internal force that encourages an individual to attain certain goals. It is an excellent driving force that urges people to perform certain tasks (Dornyei, 2001). There are certain needs that create an urge in human beings to learn something. In the present modern era, globalization has become a motivation for many people to learn the English language. Barnett and Lee (2003) have asserted that the world has become a global village. Learning English is the key motivator to get success at local and global level. Learning English language has become a fundamental requirement for the people to fulfil their political, economic and cultural needs.

According to the study of Parson, Hinson and Brown (2001), an important element in any learning process is motivation. Learning and motivation are inter-related to attain any learning goal. Learning help us get fresh knowledge and the force which encourages us to go through this learning process is motivation. There are three key elements of motivation in learning a language according to Gardner’s (1982) socio-educational model. The very first is desire which is followed by effort that finally leads to an effect. Desire refers to how much learner wishes to achieve proficiency in the language. Effort indicates the learner’s time spent in the study of language and effect is the emotional reaction of the learner regarding the study of language. We can say that if a learner is highly desirous towards learning a second language, has emotional attachment with that language and if he/she spend more and more time to reach their goal, he/she may learn that language more effectively than those who consider the second language learning a dull and rough work and learn it without any interest. Many students learn a second language just because it is only a part of their curriculum.

Motivation in learning something can be divided into types. Harmer (1991) categorized motivation in two different types by employing the word ‘goal’. These are as follows:
1. **Short - term Goals**. Short term goals are set by the learners to achieve in near future, for instance to pass their examination or to achieve high score.
2. **Long - term Goals**. In long term goals, the learners intend to achieve something higher in the long run. For example, learning a second language, English in this case, for communicating to the native English speakers.
On the basis these two types of goals, the learners of a second language can be categorized into two types of motivation:

1. **Instrumental Motivation.** Instrumentally motivated second language learners desire to use that language for purely instrumental gains and practical needs. They learn a second language to get an opportunity for better job, salary or to get into college (to pass tests and examination). Gardner and Lambert (1992) note that instrumental motivation is a source to fulfil social and economic needs by learning a second language.

2. **Integrative Motivation.** Integrative motivation leads learners to learn a second language to get more and more knowledge of the community speaking that language, about their ethnic, cultural and language traditions (Gardner, 2010). Motivation is the fundamental component in second language learning. To Brown (2000), motivation of both types, instrumental as well as integrative are significant to second language learning.

Cooper and Fisher (1977), revealed another kind of motivation, that was termed as 'developmental' motivation. Developmental motivation denotes self-development including activities, for instance, English book reading or watching movies etc. (Cooper and Fisher, 1977, p.243).

Both males and females have different abilities that help them to learn a language more easier and faster. Motivational factors have different influence on learners of the second language in terms of gender. It is commonly noted that females show higher level of motivation and lower anxiety towards learning a second language.

Solak (2014) in his study concluded that female ESL learners were having a higher level of motivation as compared to the male learners. He further noticed that females showed positive attitude towards learning ESL and they had lower level of anxiety than males. Furthermore, females were integratively and instrumentally more strongly motivated to learn English. On the other hand, no gender difference was found regarding parental encouragement towards learning English language. Sung and Padilla (1998) conducted a study in schools and their results confirmed significantly higher level of motivation in females than males in learning English as a second language. Contrary to these, Abu-Rabia (1997) revealed that in Canadian context, both male and female students displayed strong motivation towards learning second language.

Most of the above-mentioned studies analyses male and female students' perceptions of ESL learning and their level to which male and female students are motivated.

Benson (1991) held a survey in Japan over 300 freshmen to study their motivation to ESL learning. The findings demonstrated that "integrative and personal reasons for learning English were preferred over instrumental ones" (Benson, 1991, p.34).

Lifrieri (2005) conducted a ground-breaking study by collecting data on the motivation and socio-economic background of ESL students. He noted that "more economically disadvantaged ESL learners showed more positive attitude and high motivation towards learning English."

Nawaz et al. (2015) conducted a mixed method research. The quantitative data revealed that there are many factors such as integrativeness, instrumentality, international posture etc., that affect the male student’s motivation towards ESL learning. The data also revealed many other factors including the significance of English language for the professionals and Pakistani public at national and global level.

All above-mentioned concepts reconfirm the importance of motivation towards ESL learning and the past studies discussed in above section would possibly be helpful in identifying learners' motivation and attitude in the present study. Most of the above studies focus on to investigate the types of motivation towards which mostly students are motivated. There are many other relevant concepts such as English anxiety, parental encouragement, that are not discussed here.

The next section is based on methodology that was used in collecting and analyzing required data.

### Methodology

The presented study aimed to investigate mainly the undergraduate students’ motivational orientations of ESL learners and their level of ESL learning anxiety by using one research tool namely, questionnaire.

1. **Participants.** The data were gathered from 300 undergraduate students at University of Sargodha. A total of 284 students responded to fill the questionnaire of which there were 102 males and 182 females among them.
A large number of female students was selected to meet the given research objective of investigating motivational factors among ESL students in terms of gender. These undergraduate students are taught English language as an obligatory subject in their first two academic years at university.

2. Research Instrument. A 5-point Likert scale instrument adapted from Attitude/Motivation Test Battery ‘AMT’ by Gardner (1960) which ranged from ‘Strongly Disagree to Strongly Agree’ from 5 to 1 points respectively. All 41 questions divided into five sections in the questionnaire were taken from Gardner Test Battery to gather information of participant’s motivation.

1. Interest and attitude towards learning English
2. Integrative orientation
3. Instrumental orientation
4. English class anxiety
5. Parental Encouragement

The demographic information includes the information about students’ gender and age.

3. Data collection. The data was collected by distributing 300 questionnaires among males and females during the class durations. Clear instructions were given to students to fill the questionnaire. A number of 284 students responded positively to fill out the questionnaire and submitted upon completion.

Data Analysis
After obtaining data from the questionnaire, SPSS program was employed for analysis. After that, the results were analyzed in terms of study objectives. Means and standard deviations of data were also computed. Furthermore, T-test was calculated to determine the motivational factors and gender differences in ESL learning. The students who got mean range between 3.68-5.00, 2.34-3.67, 1.00-2.33 were considered highly, moderately and lowly motivated respectively. The same mean range also shows high, moderate or low level of anxiety and parental encouragement.

Results
This unit is more divided into three sub-parts. The first part explores the results on motivation for learning English, the second and third sections show impact of motivational factors in terms of students’ gender and age. Each sub-part utilizes data collected from questionnaire to present the results.

Motivation. This section provides overall study’s results and Table:1 highlight all the 41 question items, their resulting mean scores and Standard Deviation (S.D) which serve as a foundation for the further explanation of the results.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>S.D</th>
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</thead>
<tbody>
<tr>
<td>1. If I were visiting an English country, I would like to be able to speak the language of the people.</td>
<td>4.2254</td>
<td>.89675</td>
</tr>
<tr>
<td>2. Even though Pakistan is relatively far from countries speaking English language, it is important for Pakistanis to learn English language.</td>
<td>4.1514</td>
<td>.95571</td>
</tr>
<tr>
<td>3. I wish I could speak English language perfectly</td>
<td>4.1831</td>
<td>1.00963</td>
</tr>
<tr>
<td>4. I want to read the literature of a English language in the original language rather than a translation</td>
<td>3.5739</td>
<td>1.03890</td>
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<tr>
<td>5. I often wish I could read newspapers and magazines in English language</td>
<td>3.7676</td>
<td>1.10358</td>
</tr>
<tr>
<td>6. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in Urdu</td>
<td>3.8275</td>
<td>1.04416</td>
</tr>
<tr>
<td>7. I would study English language in school even if it were not required</td>
<td>3.4542</td>
<td>1.14096</td>
</tr>
<tr>
<td>8. I enjoy meeting and listening to people who speak English language.</td>
<td>3.7782</td>
<td>1.09128</td>
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<tr>
<td>9.</td>
<td>Studying English language is an enjoyable experience</td>
<td>3.7641</td>
</tr>
<tr>
<td>10.</td>
<td>Learning English is really great.</td>
<td>4.1197</td>
</tr>
<tr>
<td>11.</td>
<td>I really enjoy learning English</td>
<td>3.9331</td>
</tr>
<tr>
<td>12.</td>
<td>English is an important part of the school program</td>
<td>4.0634</td>
</tr>
<tr>
<td>13.</td>
<td>I plan to learn as much English as possible.</td>
<td>3.9648</td>
</tr>
<tr>
<td>14.</td>
<td>I love learning English</td>
<td>3.6268</td>
</tr>
<tr>
<td>15.</td>
<td>I hate English.</td>
<td>2.4930</td>
</tr>
<tr>
<td>16.</td>
<td>I would rather spend my time on subjects other than English.</td>
<td>2.7887</td>
</tr>
<tr>
<td>17.</td>
<td>Learning English is a waste of time.</td>
<td>2.1268</td>
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<td>18.</td>
<td>I think that learning English is dull.</td>
<td>2.1092</td>
</tr>
<tr>
<td>19.</td>
<td>When I leave University, I shall give up the study of English entirely because I am not interested in it.</td>
<td>2.3486</td>
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<tr>
<td>20.</td>
<td>Studying English can be important to me because it will allow me to be more at ease with fellows who speak English.</td>
<td>4.0669</td>
</tr>
<tr>
<td>21.</td>
<td>Studying English can be important for me because it will allow me to meet and converse with more and varied people.</td>
<td>3.9824</td>
</tr>
<tr>
<td>22.</td>
<td>Studying English important for me because it will enable me to better understand and appreciate English art and literature.</td>
<td>4.0634</td>
</tr>
<tr>
<td>23.</td>
<td>Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.</td>
<td>3.9930</td>
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<tr>
<td>24.</td>
<td>Studying English can be important for me only because I’ll need it for my future career.</td>
<td>4.0035</td>
</tr>
<tr>
<td>25.</td>
<td>Studying English can be important for me because it will make me a more knowledgeable person.</td>
<td>3.9085</td>
</tr>
<tr>
<td>26.</td>
<td>Studying English can be important to me because I think it will someday be useful in getting a good job.</td>
<td>4.0845</td>
</tr>
<tr>
<td>27.</td>
<td>Studying English can be important for me because other people will respect me more if I have knowledge of English language.</td>
<td>3.5880</td>
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<tr>
<td>28.</td>
<td>It embarrasses me to volunteer answers in our English class.</td>
<td>3.2465</td>
</tr>
<tr>
<td>29.</td>
<td>I never feel quite sure of myself when I am speaking in our English class.</td>
<td>3.2430</td>
</tr>
<tr>
<td>30.</td>
<td>I always feel that the other students speak English better than I do.</td>
<td>3.2500</td>
</tr>
<tr>
<td>31.</td>
<td>I get nervous and confused when I am speaking in my English class.</td>
<td>3.1937</td>
</tr>
<tr>
<td>32.</td>
<td>I am afraid the other students will laugh at me when I speak English.</td>
<td>2.9824</td>
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<tr>
<td>33.</td>
<td>My parents try to help me with my English.</td>
<td>3.6056</td>
</tr>
<tr>
<td>34.</td>
<td>My parents feel that I should continue studying English all through school.</td>
<td>3.7641</td>
</tr>
<tr>
<td>35.</td>
<td>My parents think I should devote more time to my English studies.</td>
<td>3.4049</td>
</tr>
<tr>
<td>36.</td>
<td>My parents really encourage me to study English.</td>
<td>3.6479</td>
</tr>
<tr>
<td>37.</td>
<td>My parents show considerable interest in anything to do with my English courses.</td>
<td>3.5634</td>
</tr>
<tr>
<td>38.</td>
<td>My parents encourage me to practice my English as much as possible.</td>
<td>3.7817</td>
</tr>
<tr>
<td>39.</td>
<td>My parents have stressed the importance English will have for me when I leave university.</td>
<td>3.6127</td>
</tr>
<tr>
<td>40.</td>
<td>My parents feel that I should really try to learn English.</td>
<td>3.6937</td>
</tr>
</tbody>
</table>
41. My parents urge me to seek help from my teacher if I am having problems with my English.

Table 1 demonstrates no statistically significant differences were found in all factors of motivation in students. The above table presents the overall high degree of interest and positive attitude of students towards learning English through first 14 statements. Statement number 1 (If I were…) has the highest mean (4.2254). The next five statements (15-19) presents the moderate level of negative attitude of students towards learning English. Statements number 17 (Learning English is…) and 18 (I think…) has the lowest mean (2.1268 and 2.1092 respectively).

Statements (20-23) reveals that students possessed higher level of integrative motivation including Statement number 20 with higher mean score 4.0669. In next section demonstrates high degree instrumental motivation and statement number 26 shows highest mean score (4.0845) in this section. Statements (28-32) present high level of anxiety of ESL learners, only statement number 32 has slightly low mean score (2.9824).

The next 9 items present high level of parental encouragement for ESL learners including statement number 38 with highest mean score (3.7817).

Age. Table#2 highlights the varied age of students from 18 to 23 years. The undergraduate students in University of Sargodha usually fall in this age limit.

Table 2
Age of Students

<table>
<thead>
<tr>
<th>Interest and attitude towards learning English</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.4981</td>
<td>1.50127</td>
</tr>
<tr>
<td>21-23</td>
<td>3.4701</td>
<td>1.29134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrative orientation</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>4.0332</td>
<td>.93679</td>
</tr>
<tr>
<td>21-23</td>
<td>4.0114</td>
<td>.89944</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instrumental orientation</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.8648</td>
<td>1.00043</td>
</tr>
<tr>
<td>21-23</td>
<td>3.9659</td>
<td>1.02614</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English class anxiety</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.1755</td>
<td>1.17942</td>
</tr>
<tr>
<td>21-23</td>
<td>3.2000</td>
<td>1.20212</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental encouragement</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.6667</td>
<td>1.05224</td>
</tr>
<tr>
<td>21-23</td>
<td>3.5101</td>
<td>1.13106</td>
</tr>
</tbody>
</table>

* ** *** are significant at 10%, 5%, 1% respectively.

No statistically significant differences are found in all five factors affecting the motivational level of ESL students regarding to their age except Parental Encouragement (p=0.01). The students of age ranging from 18 to 20 years get more encouragement from their parents to learn English as a second language.

Gender. After eliciting data by SPSS, the undergraduate students were analyzed according to gender. The results of two groups, males and females are presented in the Table:3

Table 3
Gender of Students

<table>
<thead>
<tr>
<th>Interest and attitude towards learning English</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.4995</td>
<td>1.31794</td>
</tr>
<tr>
<td>21-23</td>
<td>3.4838</td>
<td>1.50340</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrative orientation</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.9951</td>
<td>.95345</td>
</tr>
<tr>
<td>21-23</td>
<td>4.0440</td>
<td>.90891</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instrumental orientation</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.9926</td>
<td>.98512</td>
</tr>
<tr>
<td>21-23</td>
<td>3.8420</td>
<td>1.01896</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English class anxiety</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.2451</td>
<td>1.20930</td>
</tr>
<tr>
<td>21-23</td>
<td>3.1484</td>
<td>1.17218</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental encouragement</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>18-20</td>
<td>3.6002</td>
<td>1.12582</td>
</tr>
<tr>
<td>21-23</td>
<td>3.6282</td>
<td>1.05284</td>
</tr>
</tbody>
</table>

* ** *** are significant at 10%, 5%, 1% respectively.
As illustrated in above, no statistically significant differences were seen in all factors affecting the motivational level of ESL students in terms of gender in all the five factors (p< 0.05) except Instrumental Orientation (p=0.018). It means that the highly motivated undergraduate male students of University of Sargodha are instrumentally more motivated than female students.

Discussion
The current study intended to investigate the factors affecting the motivation level of ESL, especially with relation to gender in University of Sargodha context. As taken from Attitude/Motivation Test Battery ‘AMT’ by Gardner(1960), the questionnaire consists of five factors: Interest and attitude towards learning English, Integrative orientation, Instrumental orientation, English class anxiety and Parental Encouragement.

Table:1 presents overall high degree of interest and positive attitude of students towards learning English through first 14 statements. Statement number 1. has the highest mean (4.2254). The next five statements (15-19) presents the moderate level of negative attitude of students towards learning English. Statements number 17 and 18 has the lowest mean (2.1268 and 2.1092 respectively). Since Lifrieri (2005) has noted that ESL learners from more humble economic background showed more positive attitude towards the advantages of learning English, so the researcher can conclude that the undergraduate ESL learners in University of Sargodha do not belong to a very strong economic background, hence they show a highly positive attitude towards ESL learning.

The findings show that there is no significant difference in integrative and instrumental factors as it is found in the studies of Benson (1991) and Qashoa (2005). Statements (20-23) reveals that students possessed higher level of integrative motivation including Statement number 20 with higher mean score 4.0669. In next section demonstrates high degree instrumental motivation and statement number 26 shows highest mean score (4.0845) in this section. Statements (28-32) present high level of anxiety of ESL learners, only statement number 32 has slightly low mean score (2.9824). The next 9 items present high level of parental encouragement for ESL learners including statement number 38 with highest mean score (3.7817).

The next section demonstrates that the students of age ranging from 18 to 20 years are more encouraged by their parents towards ESL learning. As this study does not mainly aims at investigating the issue in terms of age difference so we shift our discussion to gender differences. Table:3 shows no significant difference in all motivational factors except Instrumental Orientation. It means that the highly motivated undergraduate male students of University of Sargodha are instrumentally more motivated than female students. Overall results reveal that students of both genders are highly motivated towards learning English as second language that are similar to the findings of Abu-Rabia (1997). These findings are completely anti-parallel with the findings of Solak (2014) and Sung and Padilla (1998), who found females students positively motivated towards ESL learning as compared to male students.

The findings of this research are unique in its particular context of the students at University of Sargodha, it can be extended to other institutions and universities in Pakistan. A research conducted in other universities with distinctively varied backgrounds possibly can result in notably diverse findings.

The researcher obtained the quantitative data from only 300 students from a large population of students at University of Sargodha within a short limit of time. The future investigators are recommended to take a greater number of sample and collect qualitative data through interviews to raise the degree of generalization so that their findings become more reliable.

The research was conducted to provide useful information for the University of Sargodha to improve their courses of English. The management of the institute can stimulate more motivating learning atmosphere by implementing relevant programs for ESL learners. The students with proper motivation will learn English as a second language more proficiently.

References


Appendix

Background Questionnaire

CLASS:_________ DEPARTEMENT:________________

GENDER: Male/Female Age:_______

Please do not be careless about sharing your true feelings.

<table>
<thead>
<tr>
<th>Statement of Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I were visiting an English country I would like to be able to speak the language of the people.</td>
<td></td>
<td></td>
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<tr>
<td>2. Even though Pakistan is relatively far from countries speaking English language, it is important for Pakistanis to learn English language.</td>
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<tr>
<td></td>
<td>I wish I could speak English language perfectly.</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>4.</td>
<td>I want to read the literature of an English language in the original language rather than a translation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>I often wish I could read newspapers and magazines in English language.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in Urdu.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>I would study English language in school even if it were not required.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>I enjoy meeting and listening to people who speak English language.</td>
<td></td>
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<tr>
<td>9.</td>
<td>Studying English language is an enjoyable experience.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Learning English is really great.</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>I really enjoy learning English.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>English is an important part of the school program.</td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>I plan to learn as much English as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I hate English.</td>
<td></td>
<td></td>
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<tr>
<td>16.</td>
<td>I would rather spend my time on subjects other than English.</td>
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</tr>
<tr>
<td>17.</td>
<td>Learning English is a waste of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I think that learning English is dull.</td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td>When I leave University, I shall give up the study of English entirely because I am not interested in it.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20.</td>
<td>Studying English can be important to me because it will allow me to be more at ease with fellows who speak English.</td>
<td></td>
<td></td>
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<tr>
<td>21.</td>
<td>Studying English can be important for me because it will allow me to meet and converse with more and varied people.</td>
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<tr>
<td><strong>22.</strong></td>
<td>Studying English important for me because it will enable me to better understand and appreciate English art and literature.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>23.</strong></td>
<td>Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.</td>
<td></td>
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</tr>
<tr>
<td><strong>Instrumental Orientation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>24.</strong></td>
<td>Studying English can be important for me only because I’ll need it for my future career.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>25.</strong></td>
<td>Studying English can be important for me because it will make me a more knowledgeable person.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>26.</strong></td>
<td>Studying English can be important to me because I think it will someday be useful in getting a good job.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>27.</strong></td>
<td>Studying English can be important for me because other people will respect me more if I have knowledge of a English language.</td>
<td></td>
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</tr>
<tr>
<td><strong>English Class Anxiety</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>28.</strong></td>
<td>It embarrasses me to volunteer answers in our English class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>29.</strong></td>
<td>I never feel quite sure of myself when I am speaking in our English class.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>30.</strong></td>
<td>I always feel that the other students speak English better than I do.</td>
<td></td>
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</tr>
<tr>
<td><strong>31.</strong></td>
<td>I get nervous and confused when I am speaking in my English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>32.</strong></td>
<td>I am afraid the other students will laugh at me when I speak English.</td>
<td></td>
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<tr>
<td><strong>Parental Encouragement</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>33.</strong></td>
<td>My parents try to help me with my English.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>34.</strong></td>
<td>My parents feel that I should continue studying English all through school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>35.</strong></td>
<td>My parents think I should devote more time to my English studies.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>36.</strong></td>
<td>My parents really encourage me to study English.</td>
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<tr>
<td>37.</td>
<td>My parents show considerable interest in anything to do with my English courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>My parents encourage me to practice my English as much as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>My parents have stressed the importance English will have for me when I leave university.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>40.</td>
<td>My parents feel that I should really try to learn English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>My parents urge me to seek help from my teacher if I am having problems with my English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>