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English Language Proficiency of Fourth Year Students in Vietnam

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Abstract
The study used the descriptive-correlational method to identify the difference between the performance of the private and public fourth year students in the language integrative tests and the relationship between the student’s English language proficiency and their profiles. The respondents included 80 fourth year students in private university namely Hanoi University of Business and Technology (HUBT) and a public university namely Thai Nguyen University of Agriculture and Forestry (TUAF). Of which 44 senior students were at HUBT and 36 from TUAF. The study accessed the obtaining conditions of the respondents through inquiring on variables such as their profiles through a survey questionnaire, the English language exposure, and the English language proficiency assessed by a standardized test. The data were analyzed through the mean, standard deviation, frequency counts, percentage, t-test, percentile norms and the Pearson Product Moment Correlation. Findings revealed that in terms of language exposure, respondents generally did the habit of reading English books and references but least on the habit of communicating with others through text messaging using English. As regards to the English language proficiency, there was a low performance in terms of language skills-the listening and reading since more than one-fourth of the respondents got a score 51 and above. Comparing the performance of the respondents between two universities, their mean scores were not significantly different. Moreover, correlation analysis revealed that only residence had negative but significantly correlation with language proficiency test. All other variables had no considerable effect on the language proficiency of the students.

Keyword: English Language Proficiency; Proficiency Test; Maze Test; Cloze Test; Lecturette Test

Introduction
Recently, all governments have encouraged and mobilized all business sectors to invest into the education. Nelson Mandela once said that education is the most powerful weapon which can be used to change the world (2003). Together with the integration into the world, a common language is sought as a primary tool to help people exchange everything together. Many languages have been used such as Russian, Chinese, French, etc., English is currently considered as the most popular language to materialize the visions of the language through reviewing and strengthening the potentials of the language vis-a-vis the implementation of policies on language. Actually, countries which belong to the expanding circles (Kachru, 2005), that is, English is employed as a foreign language have recently schematized the use of English to advance their national aspirations for education, science and technology, tourism and security. These countries have implemented their English language policies by aligning instrumental and significant programs, side by side with the huge budgetary allocation from the respective governments for the teaching of the language in the elementary, high school and tertiary levels of education.

In Vietnam, the trend to gradually change the nation from the expanding circles into outer circles – English as a Second Language (ESL) has been marked by some campaigns, especially Vietnamese National Foreign Languages Project 2020. This project requires reforming comprehensive foreign language teaching and learning in the national education system, applying the program of new teaching and learning foreign languages at all educational levels, qualifications and training. Thus, by 2020, most of school leavers will be able to use language independent, confident in communicating, learning, working in environment integration, multi-lingual, multiculturalism. English Language proficiency plays an important role in the process of industrialization and modernization of the country (NFL, 2020). The results released by the EF English Proficiency Index 2017, the research conducted by the organization over 80 countries in the world for the proficiency of English revealed that Vietnamese users of English ranked 34 (moderate proficiency) out of 80 countries in the 5 scales, namely very high proficiency, high proficiency, moderate proficiency, low proficiency, and very low proficiency. Based on the pronouncement, more efforts...
should be done to improve the efficiency of English language teaching and learning in Vietnam, especially the graduate students.

The ability to use language depends on the language proficiency of learners. By means of language, man develops himself and helps others develop themselves. Through language he receives and transmits the great ideals of his civilization and those of other people. Therefore, the fulfillment of man’s aims and aspirations as an individual and of his role in his immediate and wider community depends greatly upon his ability to communicate. Indeed, man’s development in and mastery of language, as exemplified in his proficiency in listening, speaking, reading, and writing effectively, are his most important accomplishments and equipment for self-actualization.

The Ministry of Education and Training (MOET) in Vietnam has set the minimum of 24 credits for the territory level, and non-major students have to pass the B1 equivalent to CEFR levels, and C1 for major students. Since both universities have the same policies for teaching and learning English, the results would reflect the outcomes objectively.

The study tried to find out whether there was a significant difference on the English language proficiency of respondents when grouped according to type of schools, and when compared with their profiles.

The findings of the study benefited four year students, teachers of English, other universities, school administrators, curriculum planners and parents in setting their hands to provide their best efforts for the fourth year students with all means of improving their English competence before entering the world of work. The study helped the fourth year students recognize what macro skills they need to improve. Besides, they would become aware of developing their behavior and education in relation to their English subject. This research also supplied teachers of English with weaknesses and necessities that fourth year students would be expected to master before leaving the schools. It would provoke the assistance of the parents by realizing the essential role of having a good command of English for the students. School administrators and curriculum planners might take these findings as a useful source for reference in order to adjust their views on what they should prepare for their learners.

Literature Review

Language Assessment

Language assessment or language testing is a field of study under the umbrella of applied linguistics. Its main focus is the assessment of first, second or other languages in the school, college, or university context; assessment of language use in the workplace; and assessment of language in the immigration, citizenship, and asylum contexts.

Actually, assessment is a popular and sometimes misunderstood term in contemporary educational practice. Most people might think that testing and accessing are similar terms, but in more detailed research, these terms are not exactly the same. Tests are parts of administrative procedures that are designed to take place at identifiable times in a curriculum when learners have to participate in the exams and know that their responses are being measured, evaluated, and decided which scales they belong to. Language tests can be carried out as a fully peer-reviewed, double-blind reviews, or comments made by anonymous readers.

Choosing which kind of test to use depends on the students’ age and language ability as well as on the kind of skill being taught, such as speaking, reading, writing and listening. The integrative test is one of the language tests which in one way or another can point out which of the skill or skills need special attention in the classroom. Of course, tests of language skills, such as listening, reading writing and speaking, do not show exactly how well a person uses English, but they can help teachers diagnose student’s strengths and weaknesses in oral or written communication.

Assessment, on the other hand, is an ongoing process which includes a wider term. The performance of a student in the classroom such as responding to a question, giving a presentation, writing an essay, will be assessed by the teacher for their progress or improvement. All activities of students involving the performance while studying are supervised and assessed by a good teacher in any incidental or intended situations. Erwin (1991) also proposes that assessment is a systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students’ learning and development. According to him, there are three types of assessment:
“Formative Assessment" - occurs in the short term, as learners are in the process of making meaning new content and integrating it into what they already know. Feedback to the learner is immediately (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. His/her role here is comparable to that of a coach. Formative assessment can be as informal as observing the learner’s work or as a formal as a written test. Formative assessment is the most powerful of assessment for improving student understanding and performance. Examples: a very interactive class discussion; a warm-up closure, or exit slip; an on the post performance; a quiz.

Interim Assessment" - takes place occasionally throughout a larger time period. Feedback to the learner is still quick, but may not be immediate. Interim assessment tends to be more formal, using tools such as project, written assessment, and tests. The learner should be given the opportunity to re-demonstrate his/her understanding once the feedback has been digested and acted upon. Interim assessment can help teachers address these before moving on or by weaving remedies into upcoming instructions and activities. Examples: chapter test; extended essay; a project scored with a rubric.

Summative Assessment" - take place at the end of a larger chunk of learning, with the result being primarily for the teacher’s and school’s use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, the summative assessment tends to have the least impact on improving an individual student’s understanding or performance. Students/parents can use the results of summative assessment to see where the student’s performance lies compared to either a standard (MEAP/MME) or to a group of students (usually a grade-level group) such as all 6th graders nationally, such as Iowa Tests or ACT). Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year’s/term’s students. Examples: Standard Testing (MEAP, MME, Act, WorkKeys, Terra Nova, etc.); Final exams; Major cumulative projects, research projects, and performances.” p. 15

It is concluded that tests are a subset of assessment, so they are not the only way of assessment a teacher can use during the course of teaching. Tests are also one of useful devices which teachers can employ to assess students.

Language Testing Methods
There are eight language teaching methods in practice today: the Grammatical Translation Method, the Direct Method, the Audio-Lingual Method, the Silent-Way, Suggestopedia, Community Language Learning, the Total Physical Response Method, and the Communicative Approach. Of course, what is described here is only abstraction. How a method is manifests in the classroom will depend heavily on the individual teacher’s interpretation of its principles. Some teachers prefer to practice one of the methods to the exclusion of others. Other teachers prefer to pick and choose in a principled way among the methodological options that exist, creating their own unique blend.

The Grammar-Translation Method focuses on developing student’s appreciation of the target language’s literature as well as teaching the language. Students are presented with-target reading passages and answer questions that follow. Other activities include translating literary passages from one language into the other, memorizing grammar rules, and memorizing native-language equivalents of target language vocabulary. Class work is highly structured, with the teacher controlling activities.

The Direct Method allows students to perceive meaning directly through the language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts. Students speak a great deal in the target language and communicate as if in real situations. Reading and writing are taught from the beginning, through speaking and listening skills are emphasized. Grammar is learned inductively.

The Audio-Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns unit until able to produce them spontaneously. Once a given pattern-for example, subject-verb-prepositional phrase learned, the speaker can substitute words to make novel sentences. The teacher directs and controls student’s behavior, provides a model, reinforces correct responses.
The theoretical basis of Cattegno’s Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four skills—reading, writing, speaking, and listening—are taught from the beginning. Students’ errors are expected as a normal part of learning; the teacher’s silence helps fosters self-reliance and student’s initiative. The teacher is active in setting up situations, while the students do most of the talking and interacting.

Lozanov’s method seeks to help learners eliminate psychological barriers to learning. The learning environment is relaxed and subdued, with low lightning and soft music in the background. Students choose a name and character in the target language and culture, and imagine that person. Dialogs are presented to the accompaniment of music. Students just relax and listen to them read and later playfully practice the language during an “activation” place.

In Curren’s method, teachers consider students as “whole persons,” with intellectual, feeling, instincts, physical responses, and desire to learn. Teachers also recognize that learning can be threatening. By understanding and accepting students’ fears, teachers help students feel secure and overcome their fears, and thus help them harness positive energy for learning. The syllabus used is learner-generated, in that students choose what they want to learn in the target language.

Asher’s approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teachers provide novel and often humorous variation of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits.

The Communicative Approach stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. For assessing communicative competence, many authors have proposed their studies such as Chomsky (1965), Hymes (1972), Widdowson (1983), Canale and Swain (1980) and Canale (1983), Bachman (1990), … They all have different viewpoints on the language assessment.

**English Language Proficiency**

Richards & Schmidt (2010) defines that language proficiency is the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language. This can be contrasted with language achievement, which describes language ability as a result of learning. Proficiency may be measured through the use of a proficiency test. (p. 321). Thus, Linguistic Proficiency is the ability of an individual to speak or perform in an acquired language.

Cummins (1979, 1981a) introduces the distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) so as to attract educators’ attention to the timelines and challenges that second language learners may have as they try to catch up to their peers in academic aspects of the school language. BICS refers to conversational fluency in a language while CALP refers to students’ ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school. The terms conversational fluency and academic language proficiency are used interchangeably with BICS and CALP in the remainder of this chapter.

Some studies on the mastery of the four skills, namely Listening, Speaking, Reading, and Writing, and reading habits revealed that although students perceived English to be essential for their academic needs, the language of the skills students ranked writing as their least competent skill, and regarded speaking and writing as the most important skills needed to master the language, (Othman, 2005). The lack of proficiency in the writing skills as required in the workplace is reflected in a study conducted by Stapa & Mohd (2005) where students state that the English program that they went through before their practical training was inadequate in preparing for workplace writing tasks.

To highlight the findings, Tong (2003) in a study identifying essential learning skills in students’ engineering education states that the majority of employers expressed dissatisfaction with students’ communication abilities. This ranged from both written and oral communication skills to presentational and other work-specific communication skills such as informal discussions, public speeches and interviews.

**Language Proficiency Assessment**

Two important social trends affecting language testing at the end of 1970s in the early 1980s were waves of immigration and national boundaries. First, waves of imagination, particularly to the western world, meant...
that millions of people were using second and third languages in their work places. It became obvious that some universal and objective standards for language ability were necessary if language skills were going to have effects as wide-ranging as safety in the school, job place to upward mobility and society. Second, national boundaries were breaking down, particularly in Europe, as people increasingly possessed the economic means to study, pursue careers or even start business in foreign countries. Language testing was force to become accountable to industry, government and private individuals as it began to affect the vital interest of such players. Assessment scales were able to meet the need of the new global world in two ways. First, they provide a standard for defining and measuring language proficiency independent of specific languages and cultural contexts, opening up the possibility that the scores for tests of different languages to be anchored a new proficiency movement that was gaining strength at the beginning of 1980s. In modern world, the proficiency proponent argued that it was no longer satisfactory to measure what learners knew about language, but also measure what they could do with language. It excited language educators that through the new scales, language outcomes could measure against a common metric, and that it was possible to accurately and objectively predict the degree of success with which an individual could handle language in a variety of situations. Technological advancement of the last two decades has led to the advent of computer-and-web based language testing application, a huge variety of testing formats and procedures, and increasingly sophisticated means of scoring and analysis. Since the purpose of this paper is to familiarize the general reader with the language proficiency of students and with the language testing tools in wide use, we only discuss a small fraction of tests in existence, and do not touch on the technical complexities of say, reliability and validity, nor tackle the complicated development of testing in the last 25 years.

Language Proficiency and Language Learning Strategies Use
Many studies have investigated into the relationship between language learning strategies (LLSs) and language proficiency. MacIntyre (1994) states that strategy use results from and leads to increased proficiency. The causes and the outcomes of improved language proficiency are the fruits of using right strategies. However, Bremner (1999) does not agree and think that more investigation needs to be done on MacIntyre’s findings. The study carried by Osanai’s (2000) involves in 147 foreign students in universities in the US, the findings reveals that self-rating proficiency is greatly correlated with the employment of LLSs. Wharton’s (2000) studies university students’ LLSs, he claims that students who rate their proficiency as “good” and “fair” employ SILL strategies significantly more often than those who rate their proficiency as “poor”. He further concludes “… a linear relationship between proficiency level and the reported frequency of use of many strategies” (2000, p. 231), and “[t]he relationship is two ways, however, with proficiency affecting strategy use and vice versa” (p. 232). Therefore, learners with higher proficiency use LLSs more often than those with lower proficiency. Wharton (2000, p. 208) argues that it does not “indicate that learners become more effective strategy users as their L2 proficiency increases”. He states it is possible “that only successful language learner’s progress to advanced-level courses, with weaker ones simply dropping out” (p. 208).

Method
Research Design
The study used the descriptive-correlational method to achieve the aims of the study. The first part of the survey, the method determines the conditions that prevail in a group under study, hence, a quantitative description of the general characteristics of the group. Correlation analysis was employed as the study aimed to determine the extent the profile variables of the students relate to their language proficiency. The respondents of the study are the fourth year college students who are enrolled at Thai Nguyen University of Business and Technology (TUAF) and Hanoi University of Business and Technology (HUBT) for the school year 2018-2019. There are 44 students in the first section of TUAF while 36 students HUBT. A total of 80 students were involved in the study. On the other hand, the stratified sampling technique was used in the study.
Results And Discussion
An analysis of profile of the respondents, the findings revealed that for sex category female accounted for 22, equivalent to 27.5 per cent while male had 58, that is 72 per cent. These figures indicate that male students dominated in the survey. For the residence of the respondents, the outcomes pointed out that most of them came from rural areas with 49, it means 61.3 per cent, then 28 from urban areas with 35.0 per cent. Small proportion of respondents came from mountainous areas; 2 students accounting for 2.5 per cent. Only one respondent taking up for 1.3 percent came from other countries. When asked about the language spoken, respondents all use the Kinh language, Vietnamese. The findings also showed that their parents’ educational attainment are mostly high school graduates; 60 per cent (48 respondents) for mother and 53.8 per cent (43 respondents) for father. No fathers’ or mothers’ educational attainment got a master’s degree. One father of the respondents attained a doctoral graduate which is for 1.3 per cent.

Table 1 investigated the language exposure of the students. The result revealed that respondents preferred reading English books and references most with a mean of 4.03, then watching English TV programs. The least language exposure of communicating with others thru text messages in English was with a mean of 3.03. In general, the second language is not the used-to-speak of the students since they are learning English as a foreign language.

<table>
<thead>
<tr>
<th>Items</th>
<th>Weighted Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I watch English TV programs.</td>
<td>3.95</td>
<td>Often</td>
</tr>
<tr>
<td>2. I read English books and references.</td>
<td>4.03</td>
<td>Often</td>
</tr>
<tr>
<td>3. I read newspapers.</td>
<td>3.36</td>
<td>Sometimes</td>
</tr>
<tr>
<td>4. I use the Internet for research.</td>
<td>3.76</td>
<td>Often</td>
</tr>
<tr>
<td>5. I communicate with others through text messaging in English.</td>
<td>3.03</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Overall Weighted Mean</td>
<td>3.63</td>
<td>Often</td>
</tr>
</tbody>
</table>

Legend: 1.00 - 1.79 Never 1.80 - 2.59 Seldom 2.60 - 3.39 Sometimes 3.40 - 4.19 Often 4.20 - 5.00 Always

Table 2 shows the percentage distribution of students in reading comprehension test. Based on the table out of 10-item reading comprehension test, there are 15 or 18.8 per cent who obtained a score of 1-2. 38 or 47.5 per cent got a score of 3-4 which is almost 50 percent of the respondents while 24 or 30 percent got a score of 5-6. 3 or 3.8 per cent belong to the score ranging from 7 to 8, and finally, 0 or nobody got a score ranging from 9 to10. Furthermore, in the 10-item reading comprehension test, the students answered literal and analytical questions. The mean score is 3.84 with a standard deviation of 1.55.

Table 2. Performance of the Students in Reading Comprehension Test.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>15</td>
<td>18.8</td>
</tr>
<tr>
<td>3 - 4</td>
<td>38</td>
<td>47.5</td>
</tr>
<tr>
<td>5 - 6</td>
<td>24</td>
<td>30.0</td>
</tr>
<tr>
<td>7 - 8</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>9 - 10</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mean = 3.84</td>
<td>SD = 1.55</td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentages do not total to 100 due to rounding off.

The table 3 presents the performance of the students in the maze test by answering grammar items. The mean score is 3.84 with standard deviation of 1.55. There is only 1 or 1.2 percent who got a score of 1-3 while 10 or 12.5 percent got a score of 4-6. Mostly 35 or 43.8 percent obtained a score from 7 to 9 and 34 or 42.5 percent obtained 10-12. None got a score from 13 to 15.
This may be further explained by Noam Chomsky (1987), a linguist, who opined that the exposure to language may lead to familiarity to it and eventually to gaining understanding on its structure and grammar. It also means the students’ full grasp of redundancy of language.

Table 3. Performance of the Students in the Maze Test.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>4 – 6</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>7 – 9</td>
<td>35</td>
<td>43.8</td>
</tr>
<tr>
<td>10 – 12</td>
<td>34</td>
<td>42.5</td>
</tr>
<tr>
<td>13 – 15</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mean = 3.84</td>
<td>SD = 1.55</td>
<td></td>
</tr>
</tbody>
</table>

The table 4 shows the Performance of the students in the cloze test by answering items on grammar and usage. The table 4 presents the mean score of 3.81 with a standard deviation of 1.67. There is 1 or 1.2 percent who got zero while 16 or 20 percent got a score of 1-2. It means that almost one-fourth of the student belongs to this category. Almost 37 or 46.2 percent got a score of 3-4 while 24 or 30 percent got a score from 5-6. There is an equal number of students or 1.2 percent of the respondents who got a score of 7-8 and 9-10. From this finding, it can be deduced that the respondents have not yet been exposed to the structures of language and they don’t have enough readings on grammar. It also indicates that learners have a poor internalized grammar as they cannot predict grammatical elements in a reading text.

Table 4. Performance of the Students in the Cloze Test.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>1 – 2</td>
<td>16</td>
<td>20.0</td>
</tr>
<tr>
<td>3 – 4</td>
<td>37</td>
<td>46.2</td>
</tr>
<tr>
<td>5 – 6</td>
<td>24</td>
<td>30.0</td>
</tr>
<tr>
<td>7 – 8</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>9 – 10</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Mean = 3.76</td>
<td>SD = 1.67</td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentages do not total to 100 due to rounding off.

Table 5 reveals the performance of the students in the listening comprehension test. The test is composed of 10 questions in the literal and analytical level. As gleaned in the table, the mean score is 3.91 with a standard deviation of 1.74. 2 or 2.5 per cent of the students got 0 in the test. There are 13 or 16.2 percent got a score of 1-2 while 37 or 46.2 per cent got a score of 3-4. It means that almost half of the students obtained this score. 21 or 26.2 per cent obtained a score of 5-6 while 7 or 8.8 percent obtained a score of 7-8. Unluckily, nobody got a score from 9-10.

Table 5. Performance of the Students in the Listening Comprehension Test.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>1 – 2</td>
<td>13</td>
<td>16.2</td>
</tr>
<tr>
<td>3 – 4</td>
<td>37</td>
<td>46.2</td>
</tr>
<tr>
<td>5 – 6</td>
<td>21</td>
<td>26.2</td>
</tr>
<tr>
<td>7 – 8</td>
<td>7</td>
<td>8.8</td>
</tr>
<tr>
<td>9 – 10</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mean = 3.91</td>
<td>SD = 1.74</td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentages do not total to 100 due to rounding off.
Table 6 shows the performance of students in the lecturette test. As revealed in the table, there is a mean score of 16.14 with a standard deviation of 3.40. Out of 25-item test, 7 or 8.8 percent got a score of 6-10 while 22 or 27.5 got 11-15. 45 or 56.2 percent obtained a score of 16-20 which means that more than half of the students fared well to this aspect. However, there are 6 or 7.5 percent obtained a score of 21-25. The result of the test proves that students have competency in understanding what is read and heard even if there are gaps in the communication message.

Table 6. Performance of the Students in the Lecturette Test.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - 10</td>
<td>7</td>
<td>8.8</td>
</tr>
<tr>
<td>11 - 15</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>16 - 20</td>
<td>26</td>
<td>32.5</td>
</tr>
<tr>
<td>21 - 25</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>Mean = 16.14  SD = 3.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 presents the performance of the students in the integrative proficiency test. As gleaned in the table 7, the mean score is 46.46 with a standard deviation of 6.02. The table also reveals that there are 2 or 2.5 percent who got a score of 30-35. 10 or 12.5 percent got a score of 36-40 while 26 or 32.5 percent who obtained a score of 41-45. There are 19 or 23.8 who got a score of 46.50. On the other hand, 17 or 21.2 percent belong to a score of 51-55 which means that almost one-fourth of the respondents obtained above 50 percent of the total items. Moreover, 6 or 7.5 percent belong to a score of 56 and above. Based on the table, the result of the integrative test of the students speaks the notion that nowadays students perform low in terms of language proficiency. The fact that they are fourth year students, still they need to go back to basic English rules to have gain comprehension to such language activities. On the other hand, they too should exercise the habit of reading, writing and of course, the steady practice of the listening skills.

Table 7. Performance of the Students in the Integrative Proficiency Test.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 - 35</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>36 - 40</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>41 - 45</td>
<td>26</td>
<td>32.5</td>
</tr>
<tr>
<td>46 - 50</td>
<td>19</td>
<td>23.8</td>
</tr>
<tr>
<td>51 - 55</td>
<td>17</td>
<td>21.2</td>
</tr>
<tr>
<td>56 &amp; higher</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>Mean = 46.46  SD = 6.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentages do not total to 100 due to rounding off.

The table 8 shows the results of the strengths and weaknesses of the students in taking the lecturette test. The findings reveal that the students have average ability in the lecturette test, an integrative test that measures both listening and reading skills. The index of mastery is 64.56. In all other skills, reading and listening, they are weak because the index of mastery is below the 50 percent index of mastery, an index of indicating beginning proficiency. The low score is attributed to the fact that students have low reading comprehension and listening skills. They have limited skill in anticipating information in the cloze and maze tests. They could not understand the passage read or heard. It implies that they have poor retention of details that are printed or spoken.

Table 8. Strengths and Weaknesses of the Students.

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of Items</th>
<th>Mean Score</th>
<th>Index of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>10</td>
<td>3.84</td>
<td>38.4</td>
</tr>
<tr>
<td>Cloze</td>
<td>15</td>
<td>3.76</td>
<td>25.1</td>
</tr>
</tbody>
</table>
Table 9 presents the comparison between the performance of the private and public college students. It was hypothesized that there is no difference in the language proficiency scores of the students grouped by type of school. Results showed that the public college students have a mean of 45.88 with a standard deviation of 5.887, while the private college students have a mean of 46.89 with a standard deviation of 6.144. Based on the results of the t-test for independent groups, the computed \( t \)-value of 0.744 and a probability of 0.459 shows that the language skills of both secondary students are not too far from each other, thus the null hypothesis is accepted. There is no significant difference between the performance of the public and private fourth year students in the different integrative tests.

Table 9. Comparison between the Performance of the Private and Public College Students.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error of Difference</th>
<th>( t )-value</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>45.88</td>
<td>5.887</td>
<td>1.356</td>
<td>0.744</td>
<td>0.459</td>
</tr>
<tr>
<td>Private</td>
<td>46.89</td>
<td>6.144</td>
<td>1.356</td>
<td>0.744</td>
<td>0.459</td>
</tr>
</tbody>
</table>

The table 10 present the Correlation between the Performance of Students in the Integrative Proficiency Test and Their Profile Variables. The study hypothesized that there is no relationship between the integrative proficiency test of the students and their profile variables. Results of the correlation analysis reveals that only one variable (residence) has a correlation coefficient whose associated probability is 0.041, thus, the null hypothesis is rejected. The finding means that age has a significant relationship with the performance of students in the integrative proficiency test at 0.05 level. As the coefficient is negative, it means that younger students have higher language proficiency scores than the older ones. Lightbrown & Spada (1993) claim that one of the factors of second language learning is the age of acquisition. They conclude that there is a time for human development when the brain is predisposed for success in language learning and as viewed in the Critical Period Hypothesis. All other variables have no significant relationship with language proficiency scores. The computed coefficients have associate probabilities greater than 0.05.

Table 10. Correlation between the Performance of Students in the Integrative Proficiency Test and Their Profile Variables.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Computed ( r )-value</th>
<th>Probability</th>
<th>Statistical Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Proficiency Test Score and</td>
<td>-0.299</td>
<td>0.041</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Residence</td>
<td>-0.032</td>
<td>0.778</td>
<td>Not significant</td>
</tr>
<tr>
<td>Sex</td>
<td>0.180</td>
<td>0.109</td>
<td>Not significant</td>
</tr>
<tr>
<td>Mother’s Educational Attainment</td>
<td>-0.012</td>
<td>0.915</td>
<td>Not significant</td>
</tr>
<tr>
<td>Father’s Educational Attainment</td>
<td>0.066</td>
<td>0.560</td>
<td>Not significant</td>
</tr>
<tr>
<td>Language Exposure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion

Based on the findings of the research, it is hereby concluded that the English language proficiency of fourth year college students of HUBT and TUAF is generally low. They have not mastered the skills of listening, reading and writing. This fact holds true to both private and public college students. Moreover, students who are younger tend to have better language proficiency than the other students.

Recommendations

The following recommendations are proposed as follows;
School administrators should strictly implement an Enhanced English proficiency program to reinforce the linguistic development not only of the fourth year students but also those at the lower levels. The emphasis on teaching and testing English proficiency should be clearly communicated to the English teachers and students to be able to achieve coordination and direction of efforts. ESL teachers should fairly organize the teaching process, in which learning success thrives. Integrative tests will be implemented in their routines or in their pedagogical practices to attain consistency and sustainability of practice which in the long run will spell greater learning on the part of the ESL students. Integrative tests are regarded as part of the evaluation tool in evaluating and grading the students in their English subject. Besides, ESL students should know the objectives of the program so they can also adjust their learning habits, style and behavior towards full development in the area of language. They also exercise language exposures especially on the habit of communicating with others using English so that they may be able to speak and comprehend with the English language.

References
Examining the Correlation Coefficient between Writing and Speaking Skills about Language Learning among Saudi EFL Undergraduates at the University of Tabuk

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Abstract
This paper aimed at examining the correlation coefficient between writing and speaking skills about language learning among Saudi EFL undergraduates at the University of Tabuk. This quantitative-qualitative research included one group comprising 150 (75 females and 75 males) third year students studying B.A in English as a Foreign Language. The researcher used written task and voice recordings (speaking samples) as the two research instruments in this study. The findings of the study showed that the strength of correlation between speaking and writing ability among second language writers is very low which is supported by data from the sample of the present study. Also, the results of the study revealed that there are different levels of proficiency in both writing and speaking skills in which there was not any generalizable trend in this course of study. This research recommends that further future research be conducted in this field of research.

Keywords: Correlation, Coefficient, Writing Speaking

Introduction
English has gone through many stages of developments worldwide. It has become the language of every aspect of life in form of English as a native language, English as a second language and English as a foreign language (Rao, 2002). In Saudi Arabia, English is used as a foreign language throughout all the academic institutions right from fourth grade till the first year of college. EFL students in Saudi Arabia need to master all the basic language skills that include writing, reading, speaking and listening. As such, most Saudi EFL students study English language for nine years at school level. This helps EFL students in Saudi Arabia possess a sufficient mastery over the grammatical competence of the language, hence they do well at the grammatical level of the language but lack the skills and ability to demonstrate fluency and accuracy knowledge, particularly in writing and speaking (Al-Seghayer, 2012).

This pinpoints that Saudi EFL students who learn English language for many years at school and higher education level may acquire the skill and ability to pass the grammar exam and achieve high scores in the final results of their exams but still lack the knowledge of other language skills such as writing and speaking. They cannot use English very well in their day to day activities. Such linguistic phenomenon has attracted the attention of language teachers and decision makers in Saudi Arabia (Al-Ahaydib, 1986). So, many investigations should be taken into consideration in order to help EFL students develop their linguistic and communication competence. These investigations should be conducted in order to bring about the necessary modification and adaption of new teaching methods that emphasize the use of the productive skills including writing and speaking rather than focusing on the receptive skills such as listening and reading (Alharbi, 2015).

Scholars such as Aitchison (1997) state that language acquisition stages may differ from one language learner to another, and that is a slight difference in language acquisition sequence. Even in varied linguistic situations, language acquisition at early childhood adopts a particular developmental pattern. Also, a child develops the ability to learn the receptive language skills faster compared to language expressive skills. This means that the development of the cognitive ability is developed by most children through different stages. When fulfilling these stages of language development, children will have acquired many lexicons. This reveals the fact that the acquisition of new linguistic components yields an active contribution in children language acquisition experience since they can acquire varied number of languages if exposed to. This leads children to develop and acquire a language sound frequently handling their complexities subconsciously with ease. Also, children acquire a second or third language naturally, fluently and accurately as long as they are exposed to that language use (Montessori, 1948).
Teaching English as a foreign language in the universities of the Kingdom of Saudi Arabia is limited within the traditional boundary of Standard American or British English. Since EFL curriculum in higher education is strictly governed the scope for other varieties of English is neither recognized nor encouraged. In Saudi Arabia, English is taught as a foreign language whereby language learners at colleges and universities are expected to learn all the language skills basically reading, listening, speaking, and writing (Al-Ahmaydib, 1986). Most learners encounter problems when they attempt to produce any piece of writing or communicate in English language. One of the major problems resides in their inability to write cohesively and speak the language appropriately. They generate ill-formed sentences that may result in producing meaningless written and spoken texts (Al-Qurashi, 2011). The EFL students at the University of Tabuk claim that there is no integration between writing and speaking skills. These students who completed many years of studying writing and speaking at university level are still incompetent and unable to use English properly and thus produce coherent written texts.

In relation to this, Alharbi (2015) notes that the major writing and speaking problems that teachers of English language in Saudi Arabia complain about are those related to the students’ inability to create cohesive written texts or use the language well. That is, students at Saudi universities face problems when they attempt to produce a well-written text or construct an English sentence orally. Al-Faisal (2006) believes that Saudi English students are incompetent in the writing skill because they face problems at the spoken level of the language. Similarly, the goal of the present research is to contribute to this development. In addition, this research is needed in the Saudi learning situation where students face problems in producing coherent and cohesive written texts as well as speaking fluently. It aims at investigating the correlation between writing and speaking in the Saudi undergraduates generated by third year Saudi male and female students majoring in English at the Department of Languages and Translation, University of Tabuk. Cohesion in EFL students’ written work, regarded as the most difficult issue that EFL students in Saudi Arabia face when attempting to produce a piece of writing, is often overlooked in EFL writing classes. The same holds true for spoken English. Traditional teaching techniques in EFL writing and speaking classes have far too many disadvantages. In fact, cohesion in an EFL context provides a critical instructional opportunity for student writers/speakers when acquiring a language and offers an appropriate avenue to produce a coherent and unified written text that is rarely possible in the day-to-day operations of class through using conventional methods of teaching writing (Hartley, 2007).

Literature Review

Many scholars, linguists, and researchers consider writing as a process rather than a product. The ultimate purpose of the process is to produce a product that will function as a means of communication between the writer and the reader depending on the shared knowledge they possess (Al-Abed Al Haq and Ahmed, 1994; Johnson, 1995). The writing process itself can be demanding since effective writing requires a high degree of organisation in building ideas and information and a high degree of accuracy so that sentential and discourse structures contain no ambiguity of words meaning within sentences across a written text. Inevitably, the correct use of grammatical patterns, lexical choices and sentence structures will establish a coherent and meaningful written text for the readers (Phillips and Jorgensen, 2002). Basically, a written text can be considered to be coherent to its readers when both form and content are unified and meaningful and when it fulfils certain communicative functions (Briton, 1975; Leki, 1995a).

Once English learners develop competence in writing and speaking, learners are recommended to adapt approaches in teaching relevant language skills such as grammar that uses instruction to the learners’ own practice (McNamara et al, 2003: p.20). Other research stressed the significance of speaking, demonstrating that academic writing needs organization and explicit guidelines to the writing skills. Scholars such as Wolsey et al (2012: p. 722) proposes teaching learners in writing techniques that efficiently scaffold the writing process thereby directing them in developing professionalism in their writing. Likewise, past research recommends that teachers of writing need to provide learners with multiple “oral, visual, and written models of academic discourse” and clear teaching in academic skills in order to give the type of explicit teaching that will develop rather than concentrating on limited “local” operations, such as spelling and formatting, to the mature academic writing they expect (Wolsey, 2012: p. 722). This shows that the speaking and writing connection for adults using second language is very sophisticated. This differs from that of the use of the first language by children. Thus, this should be studied from a different...
perspective with independent variables taken into consideration. Results of past research on speaking and writing connection for second language adults can be concluded based on two different points as following:

1. The speaking proficiency for adults develops after the writing proficiency not like children learning the first language.

For instance, Weissberg (2000) studied how 5 adult Spanish learners of English acquired syntax in their spoken and writing abilities in one academic semester. The adult Spanish learners involved in different spoken and written activities, both formal and informal, and the syntactic features in their spoken and written language were examined based on their syntactic innovation and accuracy.

According to Weissberg (2000: p.44) syntactic innovation refers to “the emergence in writing or speech of any hitherto unused morphological or syntactic features”. The results showed that syntactic accuracy in writing developed to a greater extent than in speech throughout the semester. Also, half of the newly developed syntactic forms emerged initially in writing whilst about 20% appeared first in the spoken form of language.

To be more specific, English learners attempted new syntactic forms in dialog journals. This is possible because they could endeavor in this non-evaluative practice. These results propose that the written modality can be greater that the spoken ones and the growth of the written proficiency may necessitate and develop that of speaking ability.

Further, the other participants faced difficulty in learning academic writing compared to speaking. However, his speaking skill proficiency was very restricted, so they were very clam in the class and not interested in the opportunities to use English outside the classroom. They were very aware about their restricted listening and speaking skills. As Weissberg (2006: p.36) reported, even after Oscar (the second participants) wrote his doctoral dissertation, “his conversational English never developed much beyond the dysfluent, telegraphic style of speech he displayed at the beginning of the course”. His speaking proficiency fossilized at a much lower level than his writing proficiency.

Kormos and Trebits (2012) investigated different aspects of narrative tasks. The study included four aspects of task performance included fluency, lexical variety, syntactic complexity, and accuracy. The sample of the study consisted of 44 English as foreign language learners. The participants were involved in storytelling and description of pictures related to speaking and writing. The findings of the study showed that learners used a considerable number of vocabularies in writing than in speaking whilst syntactic sophistication was almost the same within the same modalities.

In another study, Al-Seghayer (2011) stated that Saudi students were ranked 39 out of 40 in a report published by the Cambridge Examination Center in 2009. This report was written to evaluate the proficiency level of English for Speakers of Other Languages (ESOL) students in 40 countries. Also, the researcher added that on the International English Language Testing system (IELTS) test report, Saudi students’ results showed that the average score in listening, speaking, and reading were low, yet the average score of the writing section was even lower. Despite the difficulties that EFL Saudi students encounter in writing and speaking, there has not been much research on EFL writing in Saudi Arabia.

Warren 2011 examined speaking mastery experiences. Quasi-experimental study design with a comparison group was utilized in this study. Participants included 274 students enrolled in service learning public speaking courses and 328 students enrolled in traditionally taught public speaking courses at the University of Kentucky during the fall 2010 semester. It examined the relationship between students’ public speaking self-efficacy and their public speaking skill, as well as whether students enrolled in the service learning sections experienced different levels of public speaking self-efficacy than their non-service learning counterparts. This study also aimed to discover which sources of self-efficacy are most influential for students in developing their public speaking self-efficacy. Finally, this study compared speech performance ratings (including overall speech performance generally and delivery, structure, and content specifically) of students enrolled in service learning sections and students enrolled in traditional sections. Overall, results provided support for a new public speaking self-efficacy scale. In addition, public speaking self-efficacy and skill were weakly correlated. Next, service-learning and non-service learning students did not differ significantly on measures of public speaking self-efficacy or skill. Finally, mastery experiences seemed to have a larger impact on public speaking self-efficacy for service learning students than for non-service learning students.

Alhaisoni (2012) in his think-aloud protocols investigation of Saudi English Major Students’ writing Revision Strategies in L1 (Arabic) and L2 (English) revealed that “most of the strategies were found to be used more frequently in English than in Arabic. A major similarity was that, in general, those strategies which were found
to be mostly used in Arabic were also used most in English as well and vice versa. The study also concluded teaching of L1 writing in public schools in Saudi Arabia starts in the third grade and ends by the end of the twelfth grade. Even during the nine years of one-class a week instruction, L1 writing is regarded as a course in which no student can fail. Many teachers and students do not give writing class the attention it deserves. Also, the study recommended that there should be further research that should investigate the relationship between speaking and writing as those showed some attitudes concerning their effect on each other when learning EFL. Kormos and Trebits (2012) conducted a comprehensive study on various aspects of narrative tasks, a part of which was devoted to the effect of modality difference. They assessed four aspects of task performance (fluency, lexical variety, syntactic complexity, and accuracy) when 44 EFL learners receiving bilingual secondary education were engaged in storytelling and picture description tasks in speaking and writing. They found that, in general, the learners used a wider variety of vocabulary in writing than in speech while syntactic complexity was similar between the two modalities.

3. Method
3.1 The Design of the Study
The researcher in the present research study adopted Weissberg (2006) framework of the relationship between writing and speaking in L2. It included one independent variable and one dependent variable. It influenced and contributed to the overall unity of the written product of the students. The dependent variables were the written compositions of the students for this study measured by eliciting certain grammatical structures and vocabulary items in their written compositions. Also the Researcher adopted Flower (1994) cognitive theory of writing framework.

3.2 Participants
The corpus generated by the third year English as foreign language major students at the Department of Languages and Translation in the University of Tabuk in Saudi Arabia for the academic year 2017/2018 whereby each student required to write an essay between 200 to 250 words. The selection of third year students was motivated by the fact that they have completed their English language compulsory writing and speaking course. The total population of this study constituted one group comprising 150 (75 females and 75 males) third year students studying B.A in English as a Foreign Language. This constitutes more than half of the available population (295 students) of English as Foreign Language students. All the students were selected for the study are bilingual students (English and Arabic speakers). When this research study was conducted, the students have successfully completed their basic writing and speaking program of EFL for three years as a compulsory subject as part of their B.A degree syllabus requirements. Students at the University of Tabuk generally come from different cities and towns in Saudi Arabia. The population represented almost all the existing socio-economic classes such as low, middle, and upper classes in the country since social-class differences that are reflected and reproduced in schools have profound effects on students’ writing and speaking achievements. They were similar in age, ranging from 21-23 years, but different in gender. They were also homogenous with regard to nationality, native language (Arabic), language proficiency and educational background.

3.3 Instruments
In order to achieve the objectives of the present research study, it is essential to employ a combination of qualitative and quantitative approaches. The two approaches are related to the goals of the present research. These two approaches were employed to specifically investigate the relationship between writing and speaking generated by 150 selected English as Foreign Language students. The research instruments that were used in this study to investigate the relationship between writing and speaking were the Holistic Proficiency Scores.

4. Results
The variable assessed was the proficiency as measured holistically by two native English-speaking raters. Both participants’ writing samples and voice recordings (speaking samples) were holistically rated on a scale of 1-5 and later correlated in an effort to answer research question number one (Do Students who demonstrate a Certain Level of Proficiency in Writing also demonstrate a Similar Level of Proficiency in Speaking?). Every
holistic score of writing and speaking proficiency was allocated by the same pair of native English-speaking raters and was established on a number of writing and speaking scales that were designed to mirror each other completely (Refer Appendix A). The researcher recorded the speaking samples on a digital voice recorder, and then burned to identical audio CDs for rater’s analysis.

Each participant’s original writing samples was coded, and then copied twice for distribution to the raters. Once these speaking samples were analyzed and rated, they were returned in exchange for the writing samples, which were then distributed for analysis. After receiving all holistic rating data for both writing and speaking samples, Pearson and Spearman correlations were used to calculate the strength of correlation between these two production modalities (the results of writing and speaking samples). Individual participant speaking scores ranged from 0.5/5 to 4.25/5, and writing scores ranged from 1/5 to 4.85/5, with significant individual variation across all group levels. A Pearson-moment correlation calculated for the entire participant pool of 149 participants indicated an \( r = .955 \) correlation, and a Spearman correlation showed \( \rho = .926 \) correlation of proficiency across the two proficiencies. The results of these correlations are presented in Table 1.1; Table 1.2 and Figure 1.1 in the following section.

### Table 1.1: The Pearson Correlation and Correlation Coefficient between the participants’ Performance in Writing and Speaking

<table>
<thead>
<tr>
<th>Writing Proficiency</th>
<th>Speaking Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Pearson Correlation</td>
<td>.926**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>149</td>
</tr>
<tr>
<td>Writing Correlation Coefficient(Spearman's rho)</td>
<td>.955**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>149</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

As indicated above, Table 4.1 shows the Pearson correlation and correlation coefficient between the teachers’ performance in writing and speaking. According to the analysis the correlation appeared significant at the 0.01 level for the entire sample in the writing and speaking proficiency tests. Table 4.2 below depicts the whole group holistic proficiency correlation.

### Table 1.2: Whole Group Holistic Proficiency Correlation

<table>
<thead>
<tr>
<th>Number of Subjects</th>
<th>n=149</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.926</td>
</tr>
<tr>
<td>Spearman Correlation</td>
<td>.955</td>
</tr>
</tbody>
</table>

Table 4.2 depicts the Pearson correlation and correlation coefficient between the participants’ performance in writing and speaking for \( n=149 \) at \( (0.926) \) at mean level \( (0.000) \) which is lesser than the significance level \( (0.01) \). These findings show there are statistically negative significant differences in the responses of the participants in terms of the proficiency correlation between the speaking and the writing skills. The correlation coefficient of Spearman between writing and speaking skill of English Language and Literature students at the University of Tabuk was \( 0.955 \) and a mean level of \( (0.000) \) which is less than the significance level \( (0.01) \). Thus, there is a statistically significant relationship between the skill of participants in writing and their skill in speaking.

In this concern, Figure 1.1 below Indicates the Pearson Correlation and Correlation Coefficient between the participant s’ Performance in Writing and Speaking profecincies.
Figure 4.1: the Pearson Correlation and Correlation Coefficient between the participants’ Performance in Writing and Speaking profecincies.

Figure 4.1 in the earlier section reveals the statistically significant relationship between the skill of participants/students in writing and their skill in speaking.

5. Discussion
This study attempted to describe the relationship that exists between the writing and speaking abilities of Saudi undergraduates majoring English Language at the languages and translation department at the University of Tabuk in Saudi Arabia. This study was a null-hypotheses research, but found statistically significant correlation between most of the participants’ writing and speaking proficiencies. Also, the findings of this research revealed that participants produced the same grammatical forms in both speaking and writing at varied degrees of accuracy but grammatical forms appeared more in the writing skill.

In addition, the results showed that an increasing amount of self-report would result in an increasing writing proficiency as indicated in the responses of the participants in this study. The findings also showed that when participants increased in the overall proficiency in both skills an increase in the strength of correlation appeared but varied from one participant to another as lower or higher. This indicated the existence of a significant correlation between the grammatical structures found in both modalities (writing and speaking).

Yet, the conclusion of the third research question cannot be achieved with only the current data. Nevertheless, this conclusion does support contemporary theories of English as a foreign language writing teaching to be explained in the next section.

The findings of the study support the claim made by Weissberg (2006) which assumes that foreign language writing proficiency improves constantly at varied stages compared with the first language writing skill. Since Saudi EFL learners start their English as a foreign language experience as teenagers not having undergone the critical period of language acquisition, and with unconditionally no earlier experience in the target language instruction, and consequently possessing no second language speaking ability or exposed to second language culture, this excludes the claim that states second language literacy will improve in a similar manner as theorized by Kroll (1981); that the first language writing mainly considers the first language speaking within an EFL setting and curricula where language learners are instructed both written and spoken target language input right at the beginning of which is the example of the current research.

These learners obtained their course materials in which the target language is found in formal language (written form), and attended an EFL course conducted in the target language in which they experience as
much informal language (spoken form) in the target language input is provided, this modality displays contemporary mainstream practices in English as a foreign language pedagogy. While second language learners attempted to use first language instructions and strategies in second language teaching, they cannot use second language speaking as a starting point in this case. When reaching the level of improvement and achieving a high level of speaking proficiency, these EFL learners have alongside obtained the same level of EFL writing proficiency.

This holistic analysis also proposes that English as a foreign language learners at early stages of their education should maintain three routes of literacy (Weissberg, 2006), and there is objectively low correlation between writing and speaking skills’ proficiencies at this stage of critical acquisition period. The sample of the study showed that there is a very good strength of correlation between the two proficiencies. This showed that there is a great deal of individual differences between participants with 22 out of 149 participants speaking the target language at between 4-5 points of proficiency less than their corresponding writing proficiency, 60 out of 149 speaking the target language at roughly 3 full point of proficiency more than their corresponding writing proficiency, and 67 out of 149 progressing at roughly the same rate, indicating one-half point or less of variation between their speaking and writing proficiency scores.

If these Saudi EFL learners majoring in English Language simplify a randomly selected sample of 3rd Year students of EFL at the University of Tabuk, then it appears obvious that these students are different in their target language skills’ development at this point, a lot improving at varied rates and a lot more appear more skilled in their speaking and writing proficiency and vice versa so. In this concern, it is significant at this stage to discuss the nature of the possible causal factors right at the beginning of EFL course materials’ instruction from which these students were selected. The participants chosen from English Language major are part of a very selective, disparate sample of Saudi EFL undergraduates of varied ability levels and earlier experience and exposure to English as a foreign language.

Because of the setting of the language placement practices of the current EFL program, English Language writing course consist of a homogenous students’ population, all of these EFL students almost come from the same educational and social background from high school with several with several years of previous EFL instruction. English Language’s writing course also consists of similar group of learners, and the internal homogeneity of this group of this study cannot be neglected throughout the analysis procedures of any type of the target language achievement by this group of learners, and may differ and possess varied impact on the current low strength of the correlation between speaking and writing proficiencies in English as a foreign language skills.

In addition, this EFL course consisted of a considerable number of learners; all of them study EFL writings and speaking in order to achieve their graduation goal as mandated requirements of the university regulations in Saudi Arabia. One more potential moderating variable therefore develops to be the lack of motivation that might not allow these students from fully understanding their target language learning prospective. The intermediate EFL level students within the sample of the study continued to show progress through the three literacy routes as discussed by Weissberg (2006): 63 out of 149 were better writers than speakers recording about 22 participants of proficiency, showing less than one point of difference between their speaking and writing scores.

Table 1.6 shows the marks of the two proficiencies (writing and speaking skills).

<table>
<thead>
<tr>
<th>Writing and Speaking Proficiencies Scores out of 5</th>
<th>Number of students Writing Proficiency</th>
<th>Number of Students Speaking Proficiency</th>
<th>Participants’ Total in both Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5</td>
<td>63</td>
<td>22</td>
<td>85</td>
</tr>
<tr>
<td>3-3.99</td>
<td>47</td>
<td>65</td>
<td>112</td>
</tr>
<tr>
<td>2-2.99</td>
<td>21</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>1-1.99</td>
<td>18</td>
<td>29</td>
<td>47</td>
</tr>
</tbody>
</table>

Table 1.6: The Marks of Two Proficiencies
Table 4.6 indicates that 63 of the participants’ responses ranged from 4-5 and 22 participants in the speaking skill. This recorded about 85 participants out of 149. 47 participants recorded 3-3.99 in the writing proficiency and 22 in the speaking proficiency. Participants whose proficiency scores ranged from 2-2.99 were 21 in writing and 10 in speaking. 1-1.99 was the proficiency scores for 18 participants in the writing proficiency and 29 in the speaking proficiency producing about 47 from the overall participants. Hence, 0-0.99 proficiency scores recorded 0 participants in the writing proficiency and 23 in the speaking proficiency. This made about 23 participants out of the overall sample. Figure 1.3 in the following section shows the marks of the two proficiencies.

![Figure 1.3: The Marks of Two Proficiencies](image)

Figure 1.3 shows that these participants also revealed a much stronger level of correlation, the sample of the study with 84% strength of correlation between writing and speaking proficiencies as measured by the Spearman correlation, which is supposed to be the more conservative and appropriate for ordinal scales such as the present proficiency scales measured by the Spearman. The fact that the findings revealed a much stronger correlation may be reflected as somewhat of a difference. The only justification for this may be overly-strong correlation is the design of the EFL writing and speaking course from which the sample of the study were selected. Where all other included courses were of similar design and delivery, following a more traditional, grammar centered communicative approach, this course devoted only half of its time to this traditional approach, and the other half to content-based instruction in which no or very little grammar was presented. This may have resulted in abnormally high or low writing and/or speaking scores. Another, perhaps better justification is that the scores of the students are not too high. This may be related to the reason that writing sample were collected from the same assignment for all learners in which some of them may have had no interest writing in such topic. Some EFL students provided samples were written in a very different good language and others in an acceptable language. Although, a varied manner and language might be taken as strength or weakness point in many language’s instruction setting, this might be also accountable for generating an overly-disparate writing sample, many of these EFL students might have produced varied proposed a more similar set of writing prompts, as were shown in the findings of the participants’ writing. As a result, these EFL students revealed 84% strength of correlation between speaking and writing proficiencies.

6. Conclusion
In conclusion, it would seem that the answer to research question one, Do learners who demonstrate a certain level of proficiency in writing also demonstrate a similar level of proficiency in speaking?, has two parts. The anecdotal assumption given by Weissberg (2006) on behalf of a multitude of foreign language teachers and researchers, that the strength of correlation between speaking and writing ability among second language writers is very low, is supported by data from the sample of the present study. The participants of the study revealed that different levels of proficiency in both writing and speaking skills and the findings did not show any generalizable trend in this course of study. Though, the differences between in the students’ proficiencies’ level were much less than the lower levels and the correlations between the writing and speaking skills is subsequently much higher. Therefore, it appears that the more advanced these subjects become; the more closely their writing proficiency matches their speaking proficiency.

References

Analysis of the linguistic and educational capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages

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Abstract
The relevance of the research in the article is determined by the need to analyze the linguodidactical capabilities of information and communication technology (ICT) tools for organizing and conducting project activities in teaching foreign languages at a university. The purpose of this study is to scientifically and practically substantiate the linguodidactical capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages. A special role in the article is played by the discussion of the essence of the disclosure of the linguodidactical capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages, as well as the revision of the paradigm of educational interaction between participants in the educational process and interactive learning tools. The scientific novelty of the research is that the scientific substantiation, essence and structure of the complex application of the linguodidactical capabilities of ICT facilities for the organization and carrying out of the project activity in the teaching of foreign languages in the university are presented in the article. The practical significance of the research results is that the main provisions and conclusions can be used: in the process of preparing scientific and pedagogical personnel; on the courses of professional development of university teachers; when organizing the international activity of educational institutions.

Keywords: computer linguodidactics, linguodidactical possibilities, the paradigm of educational interaction, information and communication technologies, organization and carrying out of project activities, teaching foreign languages, electronic means of educational purpose, components of software and methodological support, the formation of a foreign communicative competence, interactive teaching aids.

1. Introduction.
The process of informatization of higher education in Russia requires new approaches to using the potential of ICT tools for the development of the personality of students, increasing the level of creativity of their thinking, developing skills to develop a strategy for finding solutions both for educational and practical purposes. The introduction of a new branch of knowledge - computer linguodidactics, where the computer is characterized as a didactic means, representing material in a special way and influencing the learning process of a foreign language acquires special significance. "Computer linguodidactics is a field of linguodidactics that studies the theory and practice of using computers in teaching a foreign language" (Zubova, 2001). Currently, methodologically, education is dominated by a traditional approach to teaching foreign languages with the resulting contradictions, due to the unrealized possibilities of ICT for the purpose of organizing and carrying out project activities in teaching foreign languages at a university. It is important that the project method is not used instead of systematic subject teaching in foreign languages, but along with it as a component of the education system. Work on the project method is a relatively high level of the complexity of pedagogical activity. A distinctive feature of the project activity in teaching foreign languages is the search for information, which will then be processed, understood and presented to the participants of the project team. The result of work on the project in teaching foreign languages is an educational product as the most acceptable means of solving the problem, which is significant for the training of university students.
2. Methodology.

2.1. Scientific substantiation of the linguodidactic capabilities of ICT tools for the organization and implementation of project activities in teaching foreign languages in higher education.

As a scientific substantiation of the research, the article presents an analysis of the linguodidactical capabilities of ICT tools for project activities in foreign languages and the principles of organizing project activities using electronic teaching aids in the teaching of foreign languages. The basis for the development of the topic was the general-democratic and methodological principles of teaching foreign languages (Benoit, 2013; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Shchukin, 2007). One of the important oddodidakticheskikh principles of teaching foreign languages is the principle of personally oriented orientation of learning. The second obshdidakticheskim principle is the principle of consciousness. The third didactic principle: the principle of the creative nature of teaching, which consists in the fact that teaching foreign languages, aimed at developing the ability of students to intercultural communication, should be built as a creative process. The fourth didactic principle: the principle of the activity character of instruction in general and foreign languages in particular. The fifth didactic principle: the principle of autonomy, which consists in the fact that teaching foreign languages should be aimed at forming the autonomy of the student in the learning activity for mastering the specific language studied.

To the methodological principles that characterize the modern teaching of IJ acting independently of the language being studied, above all, the principle of the communicative orientation of learning. The study takes into account the principles of organization of project activities using electronic educational tools in the teaching of foreign languages (Ryabyshhev, 1997; Tyumnikov, 1992; Smirnova, 2007; Shturba, 2004; Zubova, 2001). It was established that the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; prepared a plan for organizing the project and students for the implementation of projects; Provided guidance to the project by teachers - discussion of the selected topic, work plan and maintaining a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; It is mandatory to present the results of the work on the project in one form or another.

2.2. Characteristics of electronic educational tools for carrying out project activities when teaching foreign languages at a university.

Under the electronic means of educational purpose (ESUN) for carrying out project activities and developing a foreign communicative competence is understood "a set of applied and instrumental software tools and educational materials aimed at automatizing the processes of collecting, retrieving, archiving, transmitting, receiving, replicating information of another language" (Smirnova, 2007). Among these ESUNS are: specially created, for carrying out project activities and teaching foreign languages computer programs, different shaped application, encyclopedias, reference books and other programs that can be effectively used for training purposes. Russian and foreign scientists in the complex of programs used to study the language, mainly include the following varieties: -Programs specially designed for training: "drill and practice" (tutorial and practical exercises) and "tutorial" (consultations) and programs that model the language environment; -programs for self-study of language ("self-study package"); -programs intended for practical use-business correspondence programs, analogue programs and computer versions of phrase books (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova 2013; Shturba, 2004). In addition, it can be application programs - all the variety of existing commercial programs: from text editors and spelling checkers to archival and game programs; instrumental programs that allow the teacher to create computer didactic materials that target specific groups of students. Although the tools are primarily for the instructor-developer of educational materials, they can also be successfully used for learning a foreign language.

2.3. Complex application of linguodidactic capabilities of ICT tools for the organization and conduct of project activities: when teaching foreign languages at a university.

The comprehensive application of the linguodidactical capabilities of ICT facilities is considered in relation to the practice of using electronic educational tools for the organization of project activities on the basis of foreign languages and components of software and methodological support for carrying out project activities in the teaching of foreign languages. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills. It should be noted that the use of ESUN contributes to the acceleration of the learning process, the growth of students' interest in the subject, improves the quality of mastering the material, allows
individualizing the learning process and makes it possible to avoid the subjectivity of the assessment. The most frequently used ICT tools in the educational process are: electronic textbooks and manuals, demonstrated using a computer and a multimedia projector; electronic encyclopedias and reference books; simulators and testing programs; educational resources of the Internet; authentic video and audio materials; multimedia presentations; Scientific research works and projects in a foreign language. Among the many factors that determine the possibility of learning when using ICT, the most important is the availability of special software and methodological support (MIP). In a broad sense, the program and methodological support of education includes: programs that allow computerizing the organization of the learning process (for example, databases for the organization of distance learning); programs used to prepare training materials; programs designed specifically for learning. The concept of "software and methodological provision of training" can be attributed to a complex of computer training tools and electronic educational tools intended for learning a foreign language.

2.4. Experience of the implementation of program and methodological support, the structure and content of the course "Information and communication technologies in the formation of foreign communicative competence".

According to the results of the research in Russian universities (FGBOU VO "Russian State Social University", FBBOUI VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after SP Korolev", FGBOU HPE "Togliatti State University") the course "Information and communication technologies in the formation of foreign communicative competence" includes: the block 1. "Training course"; block 2. "Information and reference support"; block 3. "Results of application of the course" (Smirnova, 2007).

So, the presented possibilities of using ICT tools in the formation of foreign-language communicative competence and their advantages over traditional methods of teaching can be viewed as a tool for increasing motivation, developing strong language skills and improving the mastery of a foreign language. The use of ICT means allows not only to increase the effectiveness of teaching, but also to stimulate students to further independent study of a foreign language.

3. Results.

As a result of the research, the article presents the analysis and scientific justification, as well as the nature and structure of the integrated application of the linguodidactic capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages at the university. Previously, the analysis of the linguodidactic capabilities of ICT facilities for the project activity on foreign languages was conducted, the principles of the organization of project activities using electronic means for educational purposes in the teaching of foreign languages, as well as the description of electronic means of educational purpose for conducting project activities in teaching foreign languages at the university. Then, the practice of using e-learning tools for organizing project activities on the basis of foreign languages, components of software and methodological support for carrying out project activities in the teaching of foreign languages and the experience in implementing methodological support, the structure and content of the course "Information and communication technologies in the formation of a foreign communicative competence". The methodology and diagnostics of the project activity on the basis of a foreign language are presented as a promising methodological plan. The materials and results of the research can be applied in the process of preparing scientific and pedagogical personnel, as well as in courses for improving the qualifications of university...
teachers and colleges. The results of experimental work are introduced into the practice of using e-learning tools for the organization of project activities based on foreign languages in Russian universities (FGBOU VO “Russian State Social University”, FGBOU VO “Moscow State University for Humanities and Economics”, FGAOU VO “Samara National Research University named after academician SP Korolev ”, FGBOU HPE Togliatti State University ”).

4. Discussion.
It should be noted that the problem of using ICT tools for teaching foreign languages on the basis of the project method in the university is mainly devoted to the theory and methodology of teaching a foreign language (Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018). At the same time, this topic is of increasing interest in the pedagogy of the design of educational systems and processes, sociolinguistics and knowledge in the field of information and communication technologies (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004). Research in the article is the identification of socio-cultural and communicative approaches to the problem of organizing and conducting project activities on the basis of a foreign language in the university. In linguodidactics, it is generally accepted that all the principles of learning and Australian languages on obschedidakticheskie and methodical (Semenova, Bostanova, Tetuyeva, Apanasyuk, Ilyin & Atayanz, 2017). Discussion of the problem of interest to us allows us to assert that in the conditions of organizing the project activity using electronic means of educational purpose in teaching foreign languages, appropriate technological, information and methodological prerequisites are created, as well as opportunities for the full implementation of the principles of teaching foreign languages.

5. Conclusion.
As a result of the work, the main conclusions are formulated:
1. An analysis of the linguistic and educational capacities of ICT facilities for the organization and implementation of project activities in the teaching of foreign languages. It was established that "the project is a didactic tool that allows to teach design, ie purposeful activities for finding a way of solving problems and tasks arising from this problem, when it is considered in a specific situation" (Ryabyshev, 1997) .Linguodidactic Opportunities of ICT Tools in the project activity on foreign languages is that the project is a fusion of theory and practice, it encompasses not only the formulation of a certain mental task in a foreign language, but also its practical implementation on the basis of e ICT tools.

2. The main principles of organization of project activities using electronic educational tools in the teaching of foreign languages have been revealed: the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; preparation of students for the implementation of projects; provision of project management by teachers - discussion of the selected topic, work plan (including the time of execution) and keeping a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; mandatory presentation of the results of work on the project in one form or another.

3. Characteristics of electronic means of educational purpose (ESUN) for carrying out project activities in teaching foreign languages at a university are given. Electronic means of educational purpose are understood as a set of applied and instrumental software, educational and methodological materials. ESUN for carrying out project activities in teaching foreign languages already at the early stages of the development of computer linguodidactics included a set of programs, among which were not only teaching but also all kinds of applied, game, modeling programs.

4. The practice of using electronic educational tools for organizing project activities on the basis of foreign languages is considered. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills.

5. Components of program and methodical support for carrying out project activities in the teaching of foreign languages were revealed and established. 6. The experience of implementation of methodological support, the structure and content of the course "Information and communication..."
Acknowledgements.
The methodological basis of the research was the following: scientific works of Russian and foreign scientists, revealing the general laws of the pedagogical process, effective communicative technologies for teaching a foreign language (Grushevitskaya, Popkov & Sadokhin, 2002; Shchukin, 2007); modern approaches to teaching foreign languages: personal - oriented, communicative and sociocultural (Leontev, 1977; Safonova, 1996; Ter-Minasova, 2008; Schreiter, 2015); work on the theory and practice of informatization of teaching foreign languages (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova, 2007); method of projects in education (Ryabyshev, 1997; Tyunnikov, Yakovenko, 2005). The analysis of literary sources made it possible to establish that the work on a project using ICT in teaching foreign languages at a university gives students the opportunity to show their talents and optimizes the learning process of foreign languages in general, and fosters the formation of communicative competence. The authors made a logical conclusion that the project activity is simultaneously aimed at the formation of all types of universal educational activities in foreign languages. Therefore, it is important for us to study the linguodidactical capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages at a university. The article is prepared on the basis of studies conducted in the above-mentioned Russian universities in Moscow, Samara and Togliatti. It should be noted that with the assistance of a number of scientists from these universities, further studies are being conducted in this direction (Apanasyuk, Soldatov, Kireeva & Belozertseva 2017; Smirnova 2013, Zubova, 2001).

References


“A Law” and “Right” in Everyday Life and Legal Practice of Modern China

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Abstract
As exemplified by the historical background of the formation of legal terms and notions, there were found characteristic features of the formation of Chinese industry-specific terminology that constitute a particular case of its general mainstream. The issue of the formation and development of Chinese terminology is primarily studied from the point of view of Chinese terminologists in conformity with the features of Chinese. When analyzing Russian-, English- and Chinese-language research literature, emphasis is placed upon Chinese terminological sources. This allowed gaining some insight into a wide range of fixed mental connotations of the Celestial Empire’s population in relation to “a law and law”. There were identified characteristic features of Chinese terminology, including linguistic, cognitive, and other problems that are typical of its modern stage of development.

Key words: a law, terminology, law, character, punishment, connotation

Introduction
Modern global processes introduce an international and global element into any national terminology. The number of terms particularly denoting social international ties is increasing due to the growth and intensification of international cooperation. Research works on the issues of national terminology schools and terminology in general, which are published in Chinese, Russian and English, potentially bring Chinese terminology studies together and extend it to a wider international level (Detrie, et al., 2001; English and Chinese and Russian and Chinese Lexicon on Linguistics, 2008; Ochirov, 2013; Russian Terminology Science 1992–2002, 2004; A Dictionary of Modern Linguistics, 2000). All of this underlines the urgency to study and pay special attention to both Chinese and international terminologies.

Literature Review
The following authors (Riggs, 1993; Huang Ting, 2010) write about the unique character and complexity of communicating the meaning and sense of terms, in particular those of humanitarian and social sciences. They stress the need to develop and comply with certain linguo-cognitive and socio-cultural rules when forming international terms (Lakoff, 1998; Temmerman & Loening, 2000; Sharafutdinova, 2006; Vasilyeva & Ochirov, 2017). The terminological issues of a national language and its language situation related to its social differentiation and linguistic norms are studied (Averbukh, 2006; Lotte, 1982; Grinev, 2008; Ochirov, 2015; Tatarinov, 2003; Shelov, 2003). The development issues of national terminology are considered with the aid of applied sociolinguistics which is increasingly gaining in importance (Leychik, 2009; Temmerman & Loening, 2000). Scholars are also interested in neuropsychic processes of the term-formation activities of man. They attempt to “penetrate” into this process and to establish the psychological patterns of studying Chinese as a socio-cultural factor (Vasilyeva & Erdyneeva 2016; Vasilyeva, Russian and Chinese, 2018). A possible operationalization procedure of the formation process for new national terms is proposed, and a thesis of the legality of subjective and objective term formation principles, including the so-called three-position relations of operationalizable verbal material, is substantiated. The perceptual process, including a psychological and neuro-linguistic aspect of terminological nomination (associativity, perception, memory, visuality, instrumentality of term), also arouse interest (Ye Qi-song Four 2010; Temmerman & Loening, 2000). The explication process of neuro-linguistic intentions of term is studied through abstraction, manipulation, identification in the context of acquisition and use of native or foreign languages (Galinski & Christian, 2005; Kristensen L., Wang et al., 2012). Chinese terminologists study the foreign theory and practice of terminology studies, including Russian studies, and comparatively assess Russian and Chinese terminology studies (English and Chinese and Russian and Chinese Lexicon on Linguistics, 2008; Essays on Lexicon, 2007; Zheng Shupu & Liang Ailin 2010; Wu Li-Kun, 2009). In their turn, foreign terminologists take an interest in Chinese terminology (Detrie, et al., 2001; Essays on Lexicon, 2007; ISO/NC 37, 2004). Chinese experts
comparatively analyze the English-speaking scholars’ experience of assessing Russian terminology studies. It is difficult here to overestimate the role of such Russian-speaking Chinese terminologists as Zheng Shupu, Wu Li-Kun, Ye Qi-Song and others. Terminological discourse is supplemented to include the issue of term mentalization. It is supposed to analyze the contensive and conceptual mental reality by operationally applying the framework of categories and concepts of traditional logic and the relevant framework of concepts of logical semantics (Vasilyeva & Shvetsov, 2010; Zheng Shupu (2005)). The philosophical, theoretical and real issues of law are analyzed with due regard for discussions concerning the interaction of such phenomena as “law” and “a law”. Moreover, scholars focus their attention on the subjective and practical problems of the functioning of the legal framework of the Chinese penitentiary system and the legal status of the country’s homeland security bodies (Bykov, 2014). There is systematically analyzed the interaction of law as a notion and a phenomenon and its regulatory form – a law, and other types of positive and existing law in the context of the information society (Bachilo, 2013).

Purpose and Objectives
To establish the basic term creation level at which the modern Chinese terms “law” and “a law”, as well as their senses and meanings, are formed. To identify the distinctive features and characteristics of Chinese terminology and their impact upon the formation of Chinese international terms.

Methods
There were applied diachronic and synchronic, contextual, and comparative research principles, as well as the denotative and connotative understanding of term when studying the formation and evolution of Chinese terminology studies. Furthermore, the original method of “the terminological triad” was explicitly used in the course of studies to understand the formation process of Chinese terms.

Results and Discussion
Fundamental Issue of Terminology Studies, its Object and Subject
The main objects of research of terminology studies are special lexical items, with terms being most notable among them. They are studied from the point of view of typology, origin, form, content, functioning, use, arrangement, and creation. The subject of terminology studies is associated with the place of term in language, language of science, language for specific purposes, with its substantial and constitutive properties. The fundamental issue of terminology studies is a matter of correlation between the terminological lexicon and the common language lexicon. The correlation has two sides: phylogenetic and ontogenetic ones. The landmark linguistic studies are primarily conducted in accordance with the phylogenetic approach since the linguistic factors of term and terminology are studied. The ontogenetic aspect of term and terminology is formed by extra-linguistic factors represented by a complex intertwining of ordinary and special ways of thinking.

Term Study Level
The attribution of term to a certain social and professional sphere, which involves studying terms as linguistic units that are inherently burdened by social functions and directly dependent on continually changing social factors, is studied at the socio-linguistic level (Abaev, 1995; Lotte, 1992). The phenomenon of transformation of ordinary thinking into scientific thinking is studied at the psycho-linguistic level. The manifestations and role of a people’s culture, which are reflected and ingrained in term and terminology, are studied at the linguoculturological level.

Terms “Law”, “a Right” from Ancient Times to Modern Age
Old Chinese gives various interpretations of the words “law” and “a law”. According to the first complete Chinese dictionary “Shuowen Jiezi” (“Explaining Graphs and Analyzing Characters”) (Spiritual Culture of China (2008), 734), which was compiled in the era of the Han dynasty (206 BC–220 AD), the character 法 fá “law” in Old Chinese is written as 法 and consists of three characters: 1st – 水 shuǐ “water”, 2nd – 隻 zhì “unicorn” and 3rd – 去 qù (here) “to punish”. The dictionary provides the following explanation in this regard 法, 刑也平之如水, 从水; 隻, 所以触不直者去之, 从去 fá, xíng yě, píng zhī rúshuǐ, cóng shuǐ; zhì, suǒyǐ chù bù zhí zhě qù zhī, cóng qù.
The first phrase in this sentence – 法, 刑也 fà, xíng yě – demonstrates that in Ancient China 法 fà “law” means 刑 xíng “punishment”. The next phrase 平之如水, 从水 ping zhì rú shuǐ means that law is the symbol of “justice”. The third phrase 故, 所以射不直者去之, 从去 zhì, suǒ yù chú bù zhī zhé qú zhì, gòng qù says that the unicorn has a meaning of “clearly ascertaining truth and untruth”. Legend has it that 豹 zhī “unicorn” is a magical creature, which is called 麋 xièzhī in the Book of Deities and Miracles; the magical unicorn creature (the symbol of justice) is gifted by nature with an ability to find and to attack the guilty and to spare the innocent.

In Ancient China, apart from the meaning of 刑 xíng “punishment”, the character 法 fà “law” is used with the meaning of 律 lǜ “a law”. The Tang Dynasty Criminal Code with Explanations (The Chinese Criminal Code of 653) says that 法亦律也, 故谓之为法, yì lǜ yě, gù wèi zhī wéi fà “law is also a law, therefore it is dubbed as such”. In Chinese “law” and “a law” form a two-syllable word 法律 fǎlǜ that is translated as “law”, “a law”; it is rarely found in ancient literature and mainly present in the modern language. The words 法 fà “law” and 律 lǜ “a law” were oftentimes used as one word at the end of the Qing dynasty (1644-1911) under the influence of the western continental legal system that had penetrated into China through Japan and with due regard for the need for reforms at that period.

In modern China, the notion 法律 fǎlǜ “law” implies a code of conduct that is determined or recognized by the state and relies upon the state’s compulsory force that ensures its observance. The code of conduct has historically reflected the ruling class’ will determined by specific material conditions of life and established the rights and obligations to define, to protect and to develop social relations and public order that are beneficial to the ruling class. In modern China, the word 法律 fǎlǜ “law” may be interpreted both in its broad and narrow senses. When used in the broad sense, it means a body of statutory provisions, i.e. it includes all regulations in the Chinese legal system. When used in the narrow sense, it means laws and fundamental laws adopted by the National People’s Congress and the Standing Committee of the National People’s Congress. Chinese scholars usually interpret “law” in its broad sense as 法 fà “law”, while “law” in its narrow sense as 法律 fǎlǜ “a law” (Spiritual Culture of China, 2008; Unabridged Chinese and Russian Dictionary (1983-1984).

Conclusions

The synchronic study of structural types does not always provide reliable information concerning the efficiency of particular term formation means and models. Different term formation means may lead to one structural type of terms. However, it is possible to create terms belonging to different structural types using one term formation means. It is common knowledge that there is a certain link between the structure of a term and the time when it emerged, between the degree of development of a certain branch of knowledge and the term formation means in the above-mentioned branch. To resolve such issues, it is necessary to conduct a diachronic analysis of separate term formation means of such terms with due account for the time when the terms, which were formed using the above-mentioned means, emerged. A special feature of Chinese term creation lies in the fact that “noun” constitutes its initial basis. The remaining parts of speech serve as components of term. The nominative character is intrinsic only to nouns. A Chinese word has few syllables, therefore terms are polysyllabic. Terms are formed by borrowing. Borrowing increases the number of semantic components of a word and extends their connotation range. There is a peculiar problem with synonymy in Chinese that foregrounds the issue of translation. It gives rise to other features of the Chinese language and Chinese terminology and difficulties with the formation of international terms.

Key Features of Chinese Term Formation

The formation of compound terms (compound-word terms, word-combination terms, affixal terms and acronym terms), which is performed within the scope of the general rules of nominal word formation of terminology, should be regarded as one of the main ways of replenishing the term formation of modern Chinese. From the structural point of view, it is a trend to create primarily polysyllabic words, to use adjectives, verbs and numerals and other types alongside with noun terms in accordance with Feng Zhiwei’s classification (Feng Zhiwei, 1997). Almost all lexico-semantic processes (polysemny, homonymy, synonymy, antonymy), which are basically characteristic of the common lexicon of Chinese, are contained in the term formation of Chinese, though the implementation of such processes in terminology has its specifics. The legal
terms “law” and “a law” in Chinese have their connotative meanings that have been preserved at the mental level up to now. An analysis of the historical evolution of the legal terms “law” and “a law” is illustrative of the prevalence of a linguo-culturological factor and, it may be added, a socio-cultural one. We have noted that the socio-linguistic level of term creation is the least typical one in Chinese terminology. It is likely attributed to the deeply entrenched traditionalistic features of Chinese culture. The Chinese terms “law” and “a law” have a large interpretation field that was formed back in the remote historical past under a number of socio-cultural and, less frequently, social and political factors.

References
Orthographic Depth and Orthographic Depth of Turkish Language

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Abstract
The relative remoteness between the phonemes and graphemes is defined as orthographic depth and the orthographies of the languages are classified as shallow and deep. The differences between the orthographies are generally associated with the development of reading skills and this association is explained with Orthographic Depth Hypothesis. In this study we aim to examine the orthographic depth of Turkish which is member of Altaic languages. Turkish is regarded to have shallow orthography due to its phonological and morphological characteristics. The current study aims to present the positive and negative effects on the characteristics of Turkish in teaching it as a second/foreign language.

Keywords: Orthographic Depth, Shallow Orthography, Teaching Turkish as a Second Language

1. Introduction
Since rapidly changing and globalized living conditions encourage the individuals to learn new languages, nowadays learning another language is defined as a need. The necessity to learn a second/foreign language which can be based on various reasons goes back to childhood. The increase in the desire and the necessity of learning a foreign language directs the attention of the researches on this topic. Learning phases of the mother tongue (L1) and second/foreign language (L2) which are studied under many topics are generally studied comparatively and by being divided into subtitles. Orthographic Depth (OD) which emphasizes the relationship between the spelling and the pronunciation of the words and Orthographic Depth Hypothesis (ODH) which deals with the positive and negative effects of this relationship on the reading process are some of these topics.

Orthography is defined as “the way in which the words of a language are spelled”, “the art of writing words with the proper letters according to standard usage”, “the representation of the sounds of a language by written or printed symbols” and “a part of language study that deals with letters and spelling” in the dictionary (WEB 1). While Banguoğlu (1998: 26) defines orthography term as “the written form of a language via alphabet”, Davis (2005: 3) describes orthography as “set of rules about how to write correctly in the writing system of a language” in the Shallow vs. Non-shallow Orthographies and Learning to Read Workshop.

The remoteness between the discourse and the spelling – in other words the similarity or the difference between the phonemes and graphemes – which also indicates the differences in orthographic depth is referred to as the ODH. This proposal is first stated by Katz and Frost in 1992 (Katz and Frost, 1992: 152). The same study explains the relevance between the reading processes and the orthographic depth of the language besides making a classification among the writing systems and emphasizes the variety of these systems.

On examining the literature on OD one can see that the topic was discussed within two dimensions: linguistic and psychological. The linguistic aspect of the topic generally deals with the differences and similarities between the spellings and the pronunciation of a word whereas the psychological aspect is interested in the learning level of the students.

Moreover, the “relative remoteness from the phonetic representation” is used to define the orthographic depth (Liberman, Liberman, Mattingly and Shankweiler, 1978: 75-76). Although he doesn’t use the same term, Eker (2007: 24) refers to the orthographic depth by stating that “there is a quality and quantity relationship which is called the mutuality of graphemes and phonemes between the graphic elements, that is syllable/character symbols or between the letters and phonemic elements in many writing systems”. Likewise, Aydın (2012: 62) who compares the writing systems based on Arabic and Roman letters defines “the depth of the writing system” term as “transparency of the interaction of graphemes and phonemes”.

Various considerations of the frequently used linguistic terms enrich the orthographic depth concept. Phonemes – the smallest unit of the spoken language –, graphemes – the smallest unit of the written language – and morphemes – the smallest meaningful unit of a language – are some of the significant terms regarding orthographic depth dealing with the relationship between the discourse and spelling. Similarly, terms such as
“sign”, “signifier” and “signified” which are related to the mental images and textual phrases can be associated with orthographic depth. The signifier which is the concrete aspect of the linguistic sign and which generates the whole phonemes can be taken in the perception level since it has a phonetic function.

Turkish is a phonetic language which means there is almost no difference between the spelling and discourse. Since the words are written just like they are spelled, Turkish is classified among the shallow orthographies (Eker, 2002: 301; Hartmann and Stork, 1972: 172 and 216; Kiran and Kiran, 2002: 57: Öney and Durgunoğlu, 1997: 1; Taylor, 2008: 36). However, some exceptions might have a negative effect. For instance, although Republic of Turkish started to use Turkish as the official language after the Enactment of Adoption and Application of the Turkish Alphabet Law on November 1, 1928 (6. Act No. 1353), the effects of Arabic and Persian are widely visible in the language. This is one of the reasons affecting the orthographic depth of Turkish. The fact that sounds borrowed from Arabic and Persian – namely “ğ”, “k” and “l” – have more than one correspondence in Turkish might upset the balance between the phonemes and the graphemes. In the following parts the phonemes affecting the orthographic depth will be examined in details.

OD which based on the relationship between the discourse and the spelling divides the languages into two groups. Various terms are used for this differentiation in the literature: deep and shallow orthographies, opaque and transparent orthographies (Ellis et al. 2004, Ziegler et al., 2010), consistent and inconsistent orthographies (Ziegler et al., 2010). However for the differentiation of the orthographies the terms “deep” and “shallow” will be used in this study.

According to this classification the languages where the sound is directly (or closely) transferred to spelling are called shallow orthographies and the languages where the phonemes are transferred in a different way or without any particular rule are defined as deep orthographies. Thus, the various degrees of transparency between the phonological segments and the symbols representing these segments can be regarded as the basis of OD (Grabe, 2009: 114). When the orthographical properties of a language are discussed with the reading skill the readers can be classified as L1 and L2 readers. While these properties are crucial during the learning to read phase for the former group, they become significant in the learning the language phase for the latter ones. Word recognition associated with the orthographical properties of a language affects – either negatively or positively – the phases of learning to read and reading activities both in L1 and L2. While reading can be learned quicker in shallow orthographies, it takes more time in deep orthographies since decoding the words is more time consuming (Ellis et al., 2004: 441; Grabe, 2009: 117-118; Oktay and Aktan, 1997). Accordingly, there can be some problems in comprehension when there is a mistake or misspell in the written version of the word.

Likewise, when the significance of the functions of the phonemes is examined, OD can also be associated with listening skill in terms of the comprehension of the discourse and an efficient communication. The listener needs some time to understand the semantic and pragmatic content of the expression – i.e. the speaker’s message – after hearing something in his/her language and the mental representation of its linguistic structure occurs afterwards (Mattingly, 1992: 13).

Studies on reading in L2 generally focus on how the orthographies of the both languages affect the L2 reading – especially if the orthographies are different from each other. The reader can expose to positive or negative transfer during the process of learning to read in L2 depending on L1 reading habit. This exposure is much more visible and observable when the orthographies of L1 and L2 are totally different from each other. The fact that the orthography of English, which is widely taught as L2 in Turkey, is distinctively different from that of Turkish is closely related to the extension of language teaching time. It is understandable that the Turkish reader who learns to read L1 with phoneme based techniques and who spells the phonemes as they are written might have some difficulties while learning to read in English in which more than one letter correspond to one phoneme (such as “ch” for “ç” or “sh” for “ş”) or one letter has more than one sound (such as cat [k] and ceiling [s]). Therefore such differences require an adaptation time for the reader and the extension in this period brings along problems related to word recognition and comprehension resulting in more time for learning to read.

2. Literature Review
2.1 Terms Related To Orthographic Depth
2.1.1 Word Recognition

One of the crucial terms for reading skill is word recognition process which is defined as “accessing and
recognizing words” (Lems, Miller and Soro, 2010: 65) or “process of extracting lexical information from graphic displays of the words” (Koda, 2005: 29). When the graphemes are converted into phonemes reading and speaking skills and thus communication among the individuals occurs. This conversion and the process during this conversion are crucial for OD which deals with the correspondence between the letters and the sounds. While this conversion is one-to-one or close to one-to-one in shallow orthographies, this process occurs in a longer time period. This affects the duration of learning to read period in L1 and the speed and effectiveness in L2 learning process. The association between the word recognition and comprehension can be explained via effectiveness and facilitation, in other words comprehension gets better when word recognition is efficient. Besides, orthographic, phonological, morphological, syntactic and semantic components, all of which are interrelated, are crucial for this process (Koda, 2005: 29; Mattingly, 1984: 10).

The readers benefit from the word recognition process as early as the orthography of the language allows them to do so (Grabe, 2009: 110). There are two processes in the word recognition process: comprehension of the words and recognizing the sound – in other words semantic access and phonological decoding both of which are related to the orthographical process due to the activation of the visual input and analysis of the graphic symbols (Koda, 2005:31-32).

Since perception, comprehension, organization and rearrangement phases are essential for accessing the word; word recognition is a significant process both for L1 and L2 readers.

2.1.2 Context and Comprehension
As words might have different meanings in any language, the meaning of a word can differ according to the text. Therefore, synonyms, heteronyms, idiomatic usages or metaphoric expressions can lead ambiguity. For instance, although the spelling and the pronunciation of the word “lead” are exactly the same, it has two different meanings: “to conduct” and “a metal”. A reader who is aware of this difference and whose language development has been completed won’t encounter a problem when he comes across with “lead” in any passage. This also gives information about the lexical competency of the reader. This competency has different dimensions in L1 and L2 reading processes. While the reader is expected to have a sound lexical background of his mother tongue, the reader is supposed to have a considerable understanding of L2 and know the lexical and contextual usages of the vocabulary. Related to the topic of this study any similarities or differences between L1 and L2 directly affect this process.

The context limits the lexical dimension of the vocabulary and thus the reader can reach the most suitable meaning of the word. Knowledge on semantic facilitates the contextual aspects. And it should be underlined that semantic knowledge is preceded contextual facilitation in this process. In other words, there is a close relationship between the comprehension of the context and vocabulary choice (Koda, 2005: 31 and 34-35).

2.1.3 Linguistic Awareness
One of the requirements of both L1 acquisition and L2 learning is linguistic awareness which can be defined as “aspect of sophisticated about the language” (Liberman et al., 1978: 78), “metalinguistic consciousness of certain aspects of primary linguistic activity” (Mattingly, 1984: 9) or “intuitions of informants” (Mattingly, 1992: 13). Linguistic awareness can be studied under phonological, morphologic and syntactic subtitles.

Since listening and speaking skills are developed much earlier than the reading and writing skills in the individuals, people tend to know the sounds first. Therefore children have to be aware of the aspects of the spoken language such as word, syllable or phoneme before making a connection between the writing systems and the speaking systems. This phonological awareness, which can be considered as a positive transfer for both in L1 and L2, facilitates word recognition or spelling processes of the reader. Besides, young children with a certain level of phonological awareness in L1 tend to be more effective in developing L2 (Durgunoğlu, 2002: 192-193 and 201).

Linguistic activities can be grouped as primary and secondary activities. Since the acquisition processes of speaking and listening are natural they can be included in the primary linguistic activities, reading is within the secondary activities. The main elements of the primary linguistic activities can be linked to the metalinguistic aspect (Mattingly, 1984: 9). A similar classification is also done by Liberman et al. (1978: 68) as more natural requiring sophistication on orthographical knowledge – i.e. listening and speaking – and less natural which occurs naturally even unconsciously – i.e. reading and writing.

The metalinguistic insight which can be defined as syntactic awareness is attributed to the abilities of the
individuals – especially the young children – on the awareness of grammatical structure of a sentence. That is, children’s realizing mistakes in a sentence without knowing any grammatical rules can be explained by syntactic awareness. Thus, it can be inferred that human beings are programmed in terms of linguistic awareness (Durgunoğlu, 2002: 194-195).

2.1.4 Decoding - Recoding
The reader goes through different mental processes depending on the orthography of the language in which he is reading. One of these processes is dealing with the codes of the words where the reader has to match the phonemes he has added to his lexicon after hearing in his L1 to the graphemes. This process can be either hard or easy depending on the orthography. For instance, the reader can read the words he has never seen before in the alphabetic writing systems as he can match the structure of the written word with the morphophonological representation of the spoken word in his lexicon (Liberman et al., 1978: 78).

“Decoding” can be identified as recognizing the sounds and meaning of words in a text (Lems, et.al, 2010: 65). Although decoding is related to the phonological and morphological information and word recognition is related to the sounds and meaning of the words, they are generally used interchangeably (Grabe, 2009: 111; Koda, 2005: 29). On the other hand “recoding” can be defined as writing the words by listening to the sounds (Lems, et.al, 2010: 65). The orthographical differences among the languages occur based on the visual recoding and phonological systems of the languages, and these differences affect the speed and level of comprehension (Grabe, 2009: 111).

These processes of decoding and recoding can vary depending on the orthographies of the languages. For instance in deep orthographies recoding is not always actualized based on the phonemes but sometimes the words are written by heart (Lems, et.al, 2010: 65). In the literature “heal” and “health” are frequently given as examples. Chomsky, who used them for the first time, argues that representation of the orthographical transcription of a word tends to differ based on the mental lexicon of the speaker or the hearer. Besides, as the reader is familiar with the phonology of the language, the reflection of the word in the personal lexicon corresponds to the orthographical representation (cit. Liberman et al., 1978: 68-69).

To sum up, the above mentioned terms related to the OD are interrelated. Improvement or regression of the word recognition process depending on phonological awareness and positive or negative impact of the both on comprehension proves this interrelationship. Likewise, phonological decoding and semantics are closely related since the earlier requires accessing, storing and retrieving phonological information (Koda, 2005:33).

In shallow orthographies the reader is more advantageous while reading, writing, speaking and listening because of the phoneme-letter correspondence. In their study Öney and Durgunoğlu (1997) conducted phonological awareness, letter recognition, word and pseudo word recognition, spelling, syntactic awareness, and listening comprehension tests on the first grade children in order to find out the effects of these factors on the development of word recognition, spelling, and reading comprehension. They also observed how children learn how to read and write in Turkish and revealed that there is a systematic correspondence between the orthography and phonology of Turkish due to the shallow orthography of the language. The obtained results present that in a language with a transparent orthography earlier phases of the word recognition skills are comparatively encouraged.

2.2 The Orthographic Depth Of Turkish Language
Turkish which is widely spoken all around the world is known for its characteristic of “written as it is read” or “read as it is written”. It is a language with a long history. Although it has been affected by many languages throughout the history, Turkish still maintains its main features and self-identity. With the law enacted in 1928 Turkish letters were started to be used instead of the Arabic letters which led to remarkable changes in some of the words. Although “a single letter for each sound” principle was adopted in the new Turkish writing system, one letter for each was used for the sounds “g”, “k” and “l” which have two different versions as front and back due to the different articulation points (İmlâ Kilavuzu, 1996: 5). Therefore, the orthography of Turkish is not completely shallow.

Aksoy (1999: 18) argues that the one-to-one-mapping between the spelling and pronunciation should be regarded as the baseline since some of the grammatical and etymological rules tend to be ignored in time. For instance, the word “değil” (non- or not) is pronounced with a “y” but spelled with a “g”, but the same rule cannot be applied to the word “bey” (Mr.) is pronounced and spelled with a “y” although it is pronounced as
“bend” or “bek” in some of the regions. Indeed regarding the structure of any language it can be referred that the above mentioned terms are interrelated which is proven right by means of the rules related to both phonology and morphology. For instance, vowel harmony which is one of the most distinct and typical characteristic of Turkish phonology is also associated to the morphology due to its agglutinative structure. The substantially high phoneme-grapheme balance in Turkish helps facilitating the processes of L1 acquisition and L2 learning. The precise order of the rules also contributes to these processes.

As it is explained in the first section orthographical classification of the languages is crucial in terms of L1 acquisition and L2 learning. Languages with shallow orthographies where there is a consistency between the phonemes and graphemes are more advantageous in terms of L1 acquisition. This fact is also proved with the studies presenting that the process of learning to read in L1 is easier and correspondingly faster in shallow orthographies compared to the deeper orthographies. For instance, Seymour, Aro and Erskine (2003) examined the abilities of the first-grade students form 13 different European countries including England on reading familiar words and nonwords and compared the results based on the orthographies of the languages. The results displayed that although learning to read in L1 is almost succeeded at the end of the first year, students trying to learn in deeper orthographies fell behind their peers. The accuracy and fluency of reading and in particularly word reading in shallow orthographies was over 90% which implies that orthographic depth can be associated with reading both words and nonwords and therefore affects the quality and speed of reading (cit. Ellis et al., 2004: 441).

Languages which are sorted with different criteria can be studied under specific topics for the courses of both L1 and L2. In this study the details on the phonological and morphological characteristics of Turkish which is defined as one of the shallowest orthographies will be given. Although it is almost impossible to distinguish the main features of a language, depending on the foci of the study only two interrelated topics will be elaborated.

On reviewing the literature it can be realized that mostly the orthographies of Indo-European languages are studied. Therefore, it is believed that a detailed examination of the orthographic depth of Turkish which is a member of Altai language will provide a different perspective to the researchers (Durgunoğlu, 2006: 219). Since the shallow orthography of Turkish facilitates acquisition and learning processes especially in terms of reading and writing, this study can shed light on the prospective studies on Teaching Turkish as a Foreign/Second Language and Teaching Turkish to the Foreigners.

Even though the phonological aspect including the sounds of a word, sequence of these sounds, phonological rules for the vowels and the consonants and structure of the syllable (Eker, 2002: 334) is generally associated with the pronunciation, it is essential to be aware of these rules while acquiring or learning a language. At this point it can be inferred that the frequently confronted phonetic changes in Turkish can be applied, taught and learned much more conveniently. The comparison can be exemplified on the basis of the plural suffixes in Turkish and English, two languages with different orthographies, shallow and deep respectively. In the former one there are two plural suffixes “-ler” and “-lar” due to the vowel harmony in Turkish and morphologically they are added at the end of the nouns. Yet the shallow orthography enables the reader, writer and the speaker of the language choosing and using the appropriate version. On the contrary the plural suffix “-s” in English varies both phonetically and morphologically which complicate the pronunciation and spelling (pencil – pencils (\pen(t)-s\)) or bus – buses).

While there is a grapheme-phoneme correspondence between the graphical units – syllables/written symbols or letters – and phonological units in most of the writing systems, the numbers of the letters and phonemes are different in all of the traditional alphabets even in the phonetic ones (Eker, 2007: 24).

One of the main factors affecting the orthographic depth of Turkish is the influence of other languages mainly Arabic, Persian and French and thus the loan words from these languages. Considering the international and cross-cultural interaction within the globalization the frequency of occurrence for borrowed words is plausible. One of the examples of this influence can be seen in the circumflex “^” which is a matter of debate for the Turkish orthography. It is used for different reasons: to indicate when a preceding consonant (k, g, l) is to be pronounced as a palatal plosive, i.e. kâğt – paper, gâvur – infide, lâle – lily); to indicate the vowel length which is not shown in Turkish orthography in general such as the Arabic adjectival suffix –i’ i.e. ilm-i ‘scientific; to disambiguate the words with different meanings i.e. ama – but vs âmâ – blind (Aksoy, 1999: 44-45; İmlâ Kilavuzu, 1996: 7; Kornflit, 1997: 484-486; Özön, 1999: XLII; Sözer, 2008: XXIX; Underhill, 1985: 8-9;
Yazım Kılavuzu, 2005: 6). However, Aksoy (1999: 21) states that over usage of circumflex might lead to confusion by giving some examples on the back-front or long-short forms of “ı”. Thus, it can be referred that the letters with more than one sound affect the orthographic depth of Turkish. Consequently, the rules and the structure of the Turkish define the orthography of Turkish. The one-to-one mapping between most of the phonemes and graphemes and even adaptation of the borrowed words demonstrate the shallow orthography of Turkish. For instance, as vowel clusters are not used in Turkish, a “y” or “v” sound is used both in writing and pronunciation for borrowed words (i.e. laboratuvar - laboratory or konservatuvar - conservatory) (İmlâ Kılavuzu, 1996: 14; Özön, 1999: XXVI).

2.2.1 Phonology of Turkish

Language and sounds are inseparable, most of the oral communication is generated via sounds and the written communication is generated with the help of the letters which are the symbols of the sounds. Ergin (2001: 69-70) who defines phonetics as “the grammar section of a language dealing with the sounds of the language” states that phonetics is the basis of grammar and that sounds constitute the language itself. Phonology which is defined as “the langue” (Eker, 2002: 249) or “explanation of the basic rules and differentiations of the speech sounds in the languages” is a crucial factor for the orthographical classification of the languages. Phonology is one of the basic requirements of the orthographic depth which deals with the relative remoteness between the phonemes and graphemes. Turkish which illustrates minor changes during the transformation of the phonemes into graphemes is classified among the shallow orthographies (Liberman et al., 1978: 76; Eker, 2002: 301).

The phonetic notation characteristic of Turkish also determines the orthographic depth of Turkish language. In other words the reflection of the spoken language to the written language can be associated with the orthography of that language. While this reflection is frequently seen in the languages with a shallow orthography, it is generally a rare exception for the languages with a deep orthography.

The main phonological feature of Turkish is generally associated with the harmony of the phonemes – namely vowel harmony and consonant harmony or consonant alternation. Since there is a strong relevance among the phonemes in Turkish which is an agglutinative language, the principles of both rules are vital for stem-suffix rules. The 8 vowels in Turkish (namely a, e, i, o, ö, u, ü) are characterized by using the features of backness, height, and rounding (Kornflit, 1997: 489) and sorted according to being back or front, high or low and rounded or unrounded and the vowel harmony rule depends on these sorting. This harmony can be seen both in the Turkish word itself and in the suffix to be attached to the stem. Considering the aim of this study the effects of the vowel harmony on the suffixation will be detailed in this paper.

According to the vowel harmony the vowels follow each other based on a rule regarding their articulation. Thus, each vowel is conditioned according to the preceding vowel and any change in the suffix occurs to match the required assimilation. The order required for the sequence of the vowels also provides convenience for the pronunciation of each one of the Turkish vowels (Kornflit, 1997: 490). Likewise, there are some rules for the consonants in terms of suffixation which are applied according to the properties of some consonants. Consequently, despite considered as a complicated subject in Learning Turkish as L2, based on the orthographic depth of the language these rules actually facilitates some of the language skills – mainly reading and writing. As aforementioned the practice of plural suffixation, “-ler” and “-lar”, requires certain changes in the vowel, but the orthographical properties stay the same - the same phonemes, which are “ı”, “e” or “a” and “r”, are picked in accordance with the rule.

Although there are 29 letters, 8 of which are vowels and 21 of which are consonants, in Turkish alphabet, the number of the phonemes are more than the letters. This is a commonly encountered fact in most of the phonetic alphabets which generally leads to some linguistic issues. (Eker, 2007: 23-24). In the same study it is mentioned that the number of the phonemes and allophones is between 29 and 42. Whereas, Ergin (2001: 100) states that there are 33 phonemes and 3 additional phonemes in Turkish. Hengirmen (2006: 55) who displays the phonemes in a phonetic alphabet in his work introduces 35 phonemes by indicating that the number of the phonemes exceeds the number of the letters in Turkish.

The accordance between the number of the phonemes and the letters in an alphabet is a distinctive feature for determining the orthographical depth of a language. However, it is impossible to name a writing system where the phonemes and graphemes totally match with one another since a letter is generally used for more than one
phoneme in most of the languages. Within this context the outstanding issue is the effect of this accordance on the comprehension (Aydın 2012: 65). Similarly, Eker (2002: 261) focuses on the “distinctiveness on meaning” while explaining the terms phoneme and allophone and underlines that these terms should be studied separately within each language due to their phonological characteristics.

The phonemes affecting the orthographic depth of Turkish can be listed as “a” (back and front), “e” (long and short), “g” (back and front), “k” (back and front), “ı” (back and front) and “ğ” (allophones of “ği” and “yı”) (Ergin, 2001: 100-101). Based on the foci of this study only the phonemes and allophones affecting the shallowness of the orthography will be detailed. While the differentiation of the vowels based on the backness and frontness or the length does not change the orthographic depth, spelling and pronunciation of some of the consonants may depict distinctive phonological diversities. For instance, the back a in “Kat – floor” and the front a in “dikcat – caution” or the short e in “dede – grandfather” and the long e in “dedi – (he) said” do not exemplify any features for the shallowness of Turkish orthography. Similarly, “k” (kaç – how many and kok – stem) or “n” (deniz–sea and Ankara – the capital city of Turkey) cannot regarded as distinctively significant in terms of meaning. On the other hand, the same equality is not valid for the letters “ğ” and “j” in Turkish alphabet. Eker (2002: 262) also refers to the same issue by mentioning that “there are only two letters in Turkish alphabet neither of which corresponds to a phoneme in the Turkish origin words.”

Compared to “ı”, “ğ” is used more frequently and corresponds to more allophones based on the other letters with which it interacts. Göksel and Kerslake (2005: 7-18) gave eight different allophones for this phoneme, the last one of which deeply affects the orthographic depth of Turkish. One of the reasons of this considerable effect is related to the consonant alternation where one of the voiceless consonants ‘p’, ‘t’, ‘k’ and ‘ç’ at the end of a stem changes to its voiced counterpart before a suffix beginning with a vowel (Göksel and Kerslake, 2005: 14; Lewis, 2000: 11; Underhill, 1985: 41-43).

Nonetheless, sometimes the rules of a language can be eliminated by the habits of the individuals speaking that language and thus the rules can change from time to time. This is extremely remarkable if there is no or little differentiation between the spoken and written language - that is in shallow orthographies. The tendency toward a particular saying can be established as a rule in the course of time. For instance, regarding the consonant alternation that should be seen at the infinitives used in Turkish – namely “-mak, -mek” – there is an exception based on the habits of the people. Although the “k” should be transformed to “ğ” according to the grammar rule, this phoneme is pronounced more like a “y” in the speech and therefore it has been spelled as a “y” for some time. First in 1965 it was declared that there is a clear tendency to write with a “y” (Türkçe İmlâ Kılavuzu, 2000: 13). Later on in the Turkish Language Society Turkish Spelling Guide published in 2005, it is included as a grammar rule explaining that a “ÿ” should be written between the stem ending with an infinitive and any of the suffixes -a, -e, -i or -ı. (i.e. kazanmak-a > kazanma-y-a, aldanmak-i > aldamma-y-i, sevme-k-e > sevme-y-e, görmek-i > gorme-y-i). A similar habitual tendency occurs in the rule that for the borrowed words – only in the spoken language a high vowel is added in between two consonants and this vowel isn’t used in the written language (i.e. grev - strike, Fransa – French, skandal – scandal or klasik - classical). However, the same rule doesn’t apply to the word “hristiyan” according to the dictionaries of Turkish Language Society (Eker, 2002: 303). This exception can also be explained as the traditionalism of the shallow orthography where individuals are accustomed to the similarity between the speech and writing. The same issue is also underlined by Ergin (2001: 70) by stating that social habits are among the significant determinants characterizing the local dialects and thus the spoken language although the main focus is generally on the written language.

Similarly, there are two allophones – namely [j] and [ç] for the letter “j” (“jilet - razor” and “jimnastik – gymnastics” respectively). However, the fact that that “ç” is mostly seen in the borrowed words partly explains the reason for several allophones.

To sum up, as there are more than 29 phonemes and allophones in Turkish the alphabet which includes 29 letters, the orthographic depth of Turkish can be defined as “not completely shallow”. It should be noted again that the phonemes and allophones that do not make any difference in the meaning and thus reflecting differences only in the spoken language and local dialects are excluded in this classification.

2.3.2 Morphology of Turkish

Turkish which is a member of Altaic languages displays different characteristics form the Indo-European languages studied thoroughly in the literature. Regarding this detail, the morphological properties of Turkish

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in terms of orthographic depth will be elaborated in this study. Being an agglutinative language and the existence of iterative loops are the most distinctive characteristics of Turkish morphology and both of which leads to the construction of extremely lexical items i.e. very long words which can be expressed via word groups, phrases, clauses or even with sentences especially in the languages where agglutination is very rare such as English. For instance, the word “sokaktakiler” in Turkish is expressed as “the people in the street” in English. Or even more strikingly the Turkish expression of “Avrupalılarlastrailememeyebilendetememisiniz” corresponds to the sentence of “I gather that you are one of those who may be incapable of being speedily Europeanized” in English. Lewis (2000: xx) uses the metaphor of “bricks each is cemented to the next” for Turkish and that of “dry stone walls, with one chunk of meaning dropped into place after another” for English. Even though head-final agglutinative languages lead to a complicated, there is a particular sequence for the morphemes. Having adequate knowledge on the grammatical structure of the language turns this sequential order into a more comprehensible process. For instance, according to the grammatical structure of Turkish the verb-tense suffix always precedes the personal suffix (i.e. otur-du-m → I sit-PAST-1SG or oturuyoru-m → I sit-FUTURE-1SG). Additionally, regarding the Turkish morphology a left-to-right parsing mechanism is required (Durgunoğlu, 2006). With such and more grammatical background both the structural and orthographical processes become more apprehensible. Moreover, phonological application or pronunciation of these rules occurs in accordance with certain rules in shallow orthographies. Considering the above mentioned morphological characteristics it can be inferred that suffixation is vital for Turkish which is an agglutinative language. A word can undergo some – minor or major – changes with the suffixes which can display some morphological alternations due to the rules regarding the phonemes. However, these changes do not affect the orthographical properties of the language. In Turkish a word can express a lot of terms with each attached suffix. For instance the word “house” can conceptualize 139 different concepts, Nonetheless, because of the morphological awareness and strictness in the suffixation this complicated process smoothens (Davis, 2005: 7). Not only the morphological awareness and the order of the suffixes but also the phonological awareness and the necessary alternations in the suffixes helps the individuals both in L1 and L2. Thus, individuals will be more advantageous in terms of reading, writing and even speaking abilities. For instance, Turkish children’s morphophonologically correct choice during their L1 acquisition can be associated with the shallow orthography of the language. As stated earlier phonology and morphology should be evaluated together in the language which should be considered as a whole.

3. Method
This study is designed as a qualitative research. As the main aim is to fill the gap in the literature on the orthographic structure of Turkish, a wide range of books and articles both in Turkish and English were scanned. Therefore a document analysis was done for both major topics. Accordingly, no participants included in the study.

4. Results
Turkish which is known as a language “to be written as it is read” is also one of the languages with a shallow orthography. The balance between the phonemes and the graphemes is an “agreement” between speaking and writing – i.e. discourse and spelling. This agreement is special and closely related to traditionalism. The traditionalism and the rules in general affect the shallowness of Turkish orthography. Differences in dialects, borrowed words or the effects of the other languages sometimes do not let us write the words as we hear which eventually change the orthographic depth of a language. In Turkish the letters or marks (such as circumflex) substantially affecting the orthographic depth bring along some inconsistencies and problems both of which are stated in the Turkish Spelling Guides prepared either by Turkish Language Society or by some individuals. Although there are different opinions on their usages or their effects on the language, Aksoy (1999: 22) mentions that “learning based on hearing is the most realistic and quickest way”. This suggestion actually underlines the shallow orthography of Turkish one more time. The aforementioned phonological and morphological differences are closely related to OD. Orthographical information leads to some diversity among the languages and the taxonomy of the languages demonstrates this fact. However, sometimes despite being in the same group languages can vary due to their writing
systems. For instance, Arabic and English, both of which are alphabetical languages, have completely different writing systems (Taylor, 2008: 38). The positive or negative influence of variation between the phonemes and graphemes in the alphabetical languages can be observed for reading skills. Although phoneme is defined as “the sound of the speaking”, the number of the sounds and the phonemes cannot be equal in some instances. As mentioned before, the 29 letters – 8 vowels and 21 consonants – of Turkish alphabet do not correspond to 29 sounds.

Awareness is one of the terms associated with orthography and OD since it accelerates and supports the acquisition and learning processes both for L1 and L2. In other words, the awareness on phonology, morphology and grammatical structure of the language spoken or learned by the individual are significant factors. Studies reveal that children who are aware of the structures of the words are better at spelling compared to their peers. The words “heal” and “health” are the most frequently given examples in the studies (Luketela and Turvey, 1998:1058; Liberman et al., 1978: 69; Mattingly, 1984: 14).

Despite not being mentioned clearly and exactly in Turkish studies, the term “orthographic depth” is expresses by some of the authors. The phonetic alphabet and the balance between the phonemes and graphemes can be considered as distinct the features of Turkish implicating the shallowness of the language to the authors. Besides, the routine of dividing the words into syllables instead of letters can be taken as an evidence of the consistency between the graphemes and phonemes.

This study which is on the orthographical characteristics of Turkish which is a member of the Altaic language family mainly gives phonological and morphological features of the language. Since the main scope of orthographic depth is the transparency degree of relativity between phonemes and graphemes, distinctive phonological and morphological features of a language can be considers as the focus of the related topic. Therefore, reading and writing skills become more prominent due to the active practice of these features. Although, most studies in the literature include syntactical and semantical features of Turkish, only two of the linguistic levels will be elaborated in this study.

Depending on the current rules, daily usages and valid discourse, the orthographic depth of Turkish is explained. It is aimed that this study will contribute to the prospective studies on Turkish teaching and particularly Teaching Turkish to the Foreigners. Besides, the study is thought to lead to some future studies on both L1 and L2 reading in Turkish which has a shallow orthography.

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Postgraduate School Customer Satisfaction: a Case Study at Universitas Pendidikan Indonesia

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Abstract
This study addresses the problem concerning the extent to which School of Postgraduate Studies of Universitas Pendidikan Indonesia’s customers satisfied with the organization’s service. The objective of the study is exploring the degree of every aspect of the organization customer satisfaction. The study employed a case study method by using questionnaires for data collection from the purposive sample of instructors and professors, students, and graduates. The data were analyzed by using descriptive statistics and the one-way analysis of variance. Conclusions of the study indicate the facility, staff, budget, and time do not meet an optimum customer satisfactory degree; while the instructors’ academic qualification and teaching time sufficiency meet the optimum satisfactory degree, but the relevance of teaching content, utilization of teaching media, academic advisory and thesis/dissertation supervisory, and student-instructor relation aspects are less satisfactory.

Key Words: Higher Education Customer Satisfaction, Education Quality Management.

1. Introduction
Customer satisfaction, in recent years, becomes the most important measure and/or indicator of quality. The perspective of quality management sees quality both from users and from a production point of view. From the users’ point of view, quality is an expression of a product’s or service’s usefulness in meeting the users’ needs and expectation or the customer satisfaction. From the production point of view, on the other side, quality indicates the performance of a product which depends on the quality of design, which is concerned with the stringency of the specification for manufacturing the product, and the quality of conformance, which is concerned with how well the product conform to the requirement (Mohanti and Lakhe, 2000).

Application of the quality management to higher education institution implies the needs of the organization to meet its service, as its product, the customers’ need and expectation as the standard. From the perspective of marketing management, achieving customer satisfaction may serve as a good advertisement that will give a significant impact to the higher education institution’ marketing. It becomes an important differentiator of marketing strategy. Customer satisfaction depends on psychological and physical factors, one of which is the attitude towards the quality of higher education (Munteanu, et.al, 2010). By measuring customer satisfaction, a higher education institution is able to know whether or not it provides market with a product its customer needs.

In the era of globalization, the organization should extensively apply advanced science and technology to face the global challenges (Global University Network for Innovation, 2009). In an attempt to face the challenges every university needs to have a good system and its quality should meet not only the national but also the international standards. Therefore, it should have a benchmark of quality level to pursue in regard to doing continuous improvement. Its effectiveness, however, depends on the human resources involved in the organization (Constantine, 2013).

Among the concepts of quality management a university needs to apply for this regard is that of Total Quality Management or TQM (Deming, 1982 in Gilbert, 1992; Gupta, 2014; and Hashmi, 2015). These mainly concerned with an organization’s effort in continuously improving the entire organizations’ quality aspects that lead to improving results of the organization’s work (Hashmi, 2015). Among the total quality management principles is: “Mistakes may be made by people, but most of them are caused, or at least permitted, by faulty systems and processes. This means that the root cause of such mistakes can be identified and eliminated, and repetition can be prevented by changing the process” (Hashmi, 2015, p. 3).
Application of the concept and principle in business and industry has successfully given impact to the organizations’ quality improvement. However, its application in the Indonesian universities is still less extensive (Ali, 2006; Ali, 2015a). In fact, it is considered important to apply it when a university needs to continuously improve its quality particularly in the era where every university should rely on its high quality in order to win the global competition.

The quality of a university can be identified from its level of academic quality indicators. It is the important criterion for the prospective students to apply for admission. This implies that in order to attract its potential customers or potential students, every university should attempt to continuously improve its quality. This is also applied to the Postgraduate school of a university, including that of Universitas Pendidikan Indonesia. This study addresses the problem concerning the extent to which the organization’s services meet its customers’ need and expectation. Its main objective is exploring every aspect of the organization’s services’ customer satisfaction degree.

2. Literature Review

Customer satisfaction is one of the important regards of quality management and has significant implication in the organization marketing. In marketing concept, the quality issues often related to what it is called service quality. Cronroos (1978) recognized the need and usefulness of developing measures of service quality. Lewis and Booms (1983) defined service quality as a measure of how well the service level delivered matches the customer expectations.

A casual model of a relationship between service quality and satisfaction levels is developed by Shemwell, Yavas, and Bilgin (1988), which includes indicators: minimization of complaints, emotional bonding (affective commitment) and an increased preference for continuing the relationship with the same provider. Customer satisfaction in higher education institution not only measured by the students but also by all parties experiencing service delivery of the institution.

Quality management is a concept of organization management in regard to getting intended quality product which is now becoming the key to winning the competition. According to Oakland (1994), it has been developing through three periods, i.e., quality control, quality assurance, and total quality management. TQM tends to be extensively applied in business and industries organizations. Zakuan (2012) defines TQM as: “...a management strategy that has interrelated component, namely core values, techniques and tools (p. 21)”. Strictland (1989) explained it in a more comprehensive definition:

TQM is both a philosophy and set of guiding principles that represent the foundation of continuously improving the organization. It is the application of the quantitative method and human resources to improve the materializing services supplied to an organization; all the process in an organization, and the degree to which the needs of the consumer are met, now and in the future (p. 9).

The definitions explain that TQM can be perceived as the management philosophy and practice that apply proper method regarding continuous improvement of an organization and human resources aimed to achieve its objectives of meeting its customer satisfaction. This is based on the believe that mistakes can be avoided and damages can be prevented which leads to attempt continuous improvement (Hashmi, 2015). This will influence the improvement of the human resources’ competencies, process, technology, and capability of all devices involved.

In business, it is also perceived as a management art and is considered as an organizational-wide approach to improving the quality of the entire organization’s process, product, and services (Kotler, 2000). Its principles, when they are applied, will lead to improvement of its product quality as the effect of betterment and improvement in human resources’ capability, production process, technology, and devices (Gilbert, 1992).

Application of the concept will create cultures of trust, participation, teamwork, quality orientation, and continuous improvement (Sha’ri and Aspinwall, 2000). According to Dale and Plunket (1990), the concept has successfully been implemented in both local and international organization that influences in increasing compatibility of its product and meeting its customer expectation. Deming (1982) identified its application in American business and industry post-world war II increased their efficiency. According to Crawford and Shutler (1996), it has also been applied in service industries, including in education institutions. However, its application in Indonesian educational organization is not extensive.

Sallis (2004) suggests the application of the concept in education needs to shift its paradigm from treating the organization as graduates industry to treating it as a service industry. The organization should also change its...
culture through changing attitude, behavior, work performance, and management (Hashmi, 2015; Gilbert, 1992; Gupta, 2014). For this regard, its top management should motivate those who involve in the organization to improve their dignity and empowerment instead of controlling them.

University is an education service provider (producer). In an attempt to meet its customer expectation, those who involve in a university education process should have the commitment and work culture of producing quality graduates. For this regard, it better applies the TQM concept and principle so it needs to shift its culture from non-academic to an academic one in order to satisfy the customer expectation.

There are two major categories of university customer, i.e., internal and external ones. Those who involve in the university system, such as instructors (professors) and staff, are the internal customer. The other one consists of the primary, secondary and tertiary external customer. University students are its primary external customer. Finance providers, including parents, foundation, and government are its secondary external customer. Graduates’ employers are the tertiary external customer. Every effort in continuously improving the quality should aim at meeting all parties’ both in its internal and external customers.

The first step in applying the concept is to assess the organization’s current reality (Gilbert, 1992). This is regarded to identifying every aspect of the university’s quality initial condition and to ensure that every aspect of the quality, as well as every component involved in the university service, is functioning. This implies that university quality should not be assessed by the university itself. Instead, it should rely on both its internal and external customers’ evaluation. Further, in order to get the external recognition, it also needs to get accreditation and/or certification (Hamdatu, Siddick, and Al-Olyan, 2013).

Postgraduate school is part of a university system but, in fact, it is an organization entity that, to a certain degree, should apply TQM concept. This is due to its important role as the “show window” of the entire university quality, whereas quality serves as its branding key element (Arsovsky, 2007). Among the important roles of a university Postgraduate school, are creating and distributing science and technology and taking part in the community innovation in the national development and winning the global competition. In response to the global competition challenge, Ali (2014) explained: “ . . . today various universities are trying to develop as a world-class university (WCU). Building WCU is not necessarily a matter of status or ownership but also a platform, which requires the competence of the human resources and the institution itself” (p. 174). These are among important customer expectation that university should realize.

From the perspective of quality management, we can identify the quality of a university or a university’s Postgraduate school from the view of its customer. Dilshad and Iqbal (2010) suggested: “ For successful implementation of quality initiatives, it is essential to consider the views of people who are at the helm of academic affairs” (p. 405). They also suggested that a university quality is reviewed from the following aspects:

Education. Its objectives, curriculum, classroom instruction, and students.
Research. Number of research produced, their condition, and their supporting system.
Instructors and professors. Their teaching and learning processes, their distribution and working load, their management, and their career development.
Facility and equipment. Classrooms and laboratories, their supporting system, research and experiment equipment and material, medical clinic, dormitory, and cafeteria.
Budget and management. Budget sufficiency, budget planning and management, strategic planning and evaluation, administrative and management, personnel, and fairness of decision-making process.

With respect to assessing the quality of a university or its Postgraduate school, assessment is focused on the following variables:

Facility. This includes aspects of availability, usability and accessibility of instruction, instruction support, and general facilities.
Instructor. This includes teaching time sufficiency, teaching quality, teaching content relevancy, teaching media utilization, academic advisory, thesis/dissertation supervisory, and student-instructor human relationship.
Staff. This consists of academic-related staff, such as librarian, and administration staff.
Budget. This includes the budget for academic and non-academic activities.
Time. This is related to length or duration of the study (in general), and length or duration of thesis/dissertation supervision.

3. Methodology
The study was conducted by applying a case study method at the The School of Postgraduate Studies, Universitas Pendidikan Indonesia. Data collection used questionnaires in the form of stanines convertible rating scale. The scale is originally a type of standard score that applied normal curve using the scales of 1 through 9 with a standard deviation of 2 (Stanley and Hopkins, 1978). It is converted into customer satisfaction rating scales form with the following descriptors: Scale 1 when the customer satisfaction degree is rated 4%; scale 2 when the is rated 11%; scale 3 when the degree is rated 23%; scale 4 when the degree is rated 40%; scale 5 when the degree is rated 60%; scale 6 when the degree is rated 77%; scale 7 when the degree is rated 89%; scale 8 when the degree is rated 96%; and scale 9 when the degree is rated 100%.

The questionnaires consist of three forms, namely forms QEC 1, QEC 2, and QEC 3. Content validity of the questionnaires was judged by four experts in the university as reasonably valid. Its reliability was examined by employing Cronbach Alpha techniques. The reliability indices of Form QEC 1, Form QEC 2 and Form QEC 3 were α=0.989, α=0.954, α=0.934 respectively. The qualitative data was collected by an in-depth interview. The sample of the study represents students, graduates, instructors, management, staff, and graduates’ employers. The sample was purposively selected from those clusters and was grouped into two major categories, namely that of serving as the source of quantitative data consisted of students, instructors, and graduates, each was represented by 40 subjects. The second one is serving as the source of qualitative data, it consisted of the representation of management, staff, students, and graduates’ employers each represented by 3 subjects.

The quantitative data was analyzed by using methods of descriptive statistics and one-way ANOVA. The qualitative one was analyzed by logical judgment analysis. Data presentation was started by presenting quantitative data followed by the presentation of qualitative one concerning each aspect of the facility, instructor, staff, budget, and time. Prior to the conclusion, the study’s result and findings were discussed in the discussion part.

4. Results and Findings

The customer satisfaction study is focused on five variables, i.e., facility, instructor, staff, budget, and time. Descriptive statistics of the variables are represented as follows.

<table>
<thead>
<tr>
<th>Table 1: Descriptive Statistics</th>
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<td>Variables</td>
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<td>Instructor</td>
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<td>Staff</td>
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The statistics describe the customer satisfaction degree of the five variables. Description of each of these variables is presented in the following presentation.

**Facility**

The facility variable in this study consists of facilities of instruction, instruction support, and general purpose. The study investigates the three aspects of facility variable’s customer satisfaction degree in terms of their availability, usability, and accessibility.

The rating mean of availability, usability, and accessibility of the facility aspects is 5.9 and its standard deviation is 1.091. This means the availability, usability, and accessibility of facility’s satisfaction degree are 77%. Its standard deviation of 1.091 indicated the sample’s rating is heterogeneous. This is supported by their range of 3 (23%) to 8 (96%), and 95% confidence interval for mean, 5.75 and 6.15.

One-way ANOVA to examine the significant difference of the means indicated F= 27.427 with p-value=.00 which meant it is significant. Post-hoc analysis using Bonferroni method indicates the different between the students’ and the instructors’ means is not significant at α=.05, for its p-value=.888, whereas the others are significant, each at α=.01, for each of their p-value=.000.

In terms of availability and usability of the three facility aspects, they indicate the means of instruction, instruction support, and general facilities’ are over 60 (their satisfaction degree is 77%), namely 6.64, 6.45, and
The degree of customer satisfaction concerning instructors are focused on 1) sufficiency of teaching time, 2) teaching quality, 3) content of teaching relevance, 4) teaching media utilization, 5) academic advisory, 6) thesis/dissertation supervisory, and 7) student-instructor human relation.

The ratings mean given by three clusters of the sample, concerning instructors, was 6.68, or its satisfaction degree is over 77%, and its standard deviations is 1.011 which indicates the ratings are heterogeneous. This is supported by the lowest rating of 4 or 40% and its highest of 9 or 100%; and its 95% confidence interval of 6.49 - 6.86.

One way ANOVA with regard to examining the significant difference of the means indicated F=13.719 which is significant at α=.01, with p-value=.000. Post-hoc analysis using Bonferroni method indicates the difference between the students’ and graduates’ means is significant at α=.01 with p-value=.000. The difference between the students’ and the instructors’ means is also significant at α=.01, p-value=.000, but the difference between graduates’ and the instructors’ means is not significant α=.05 with p-value=1.000.

Detail aspects the respondent's rate more are to the instructors’ teaching time sufficiency, the content of teaching relevancy, and teaching media utilization of which their means are 6.88, 6.89, and 6.83 respectively. Lower means are those of the aspects of academic advisory, 6.33, student and instructor human relationship, 6.34, and thesis/dissertation supervisory, 6.36; whereas the aspect of teaching quality mean is 6.67. Among the three clusters of the sample, the graduates' mean is the highest, 7.02, followed by instructors’, 6.95; and the lowest mean is that of the students’. Among the lowest aspects, are students-instructors human relation, 5.63, followed by thesis/dissertation supervision, 5.68, academic advisor, 5.69, and teaching media utilization.

University staff consists of academic-related and administrative staff. The academic-related staff consists of librarian and laboratory man. Those who are not included in the category of instructors and the former staff category are the administrative one. The sample’s rating mean is 6.21, and its standard deviation is 1.242. Thus, they rate the degree of satisfaction is 77%. The standard deviation indicates the sample’s ratings are heterogeneous. This is consistent with its minimum score is 2, or 11% satisfy while its maximum score is 8, or 96% satisfy, and the 95% confidence interval between 5.99 and 6.43.

One way ANOVA to examine the significant difference of the means indicates F=19.400 that is significant at α=.01 since its p-value=.000. Post-hoc analysis using Bonferroni method to examine significant differences among the means indicates the difference between the students’ and the graduates’ means is significant at α=.01 with p-value=.000. The difference between the students’ and the instructors’ means is significant at α=.01 with p-value=.001, and the difference between the instructors’ and the graduates’ means is not significant at α=.05 with p-value=1.34.

Variable of budget or finance includes the budget of academic and non-academic activities. Customer satisfaction degree is indicated by the mean of 5.68 or 60%. The standard deviation of 2.146 indicates a large variability in the rating to this variable. This is consistent with the wide range indicated by the minimum rate of 1, or 4%, and the maximum one of 9, or 100%; and the 95% confident interval of 5.20 and 6.15.

One way analysis of variance to examine the significant difference between the means is indicated by F=34.038 that is significant at α=.01 and p-value=.000, or the two means are significantly different. Both clusters of sample rate the customer satisfaction degree concerning budget is 60% given by students and 77% given by graduates.

Variable of time is related to length or duration of the study (in general) and length or duration of thesis/dissertation supervision. Total rating mean concerning this variable is 6.32 which means that its satisfaction degree is 77%. The standard deviation of 1.284 indicates the ratings are heterogeneous. This is supported by the minimum rating of 2 or 11%, and the maximum rating of 9, or 100% satisfy; and 95% confidence interval of 5.99 and 6.46.
5. Discussion

This study has the main objective of exploring the customer satisfaction degree of Universitas Pendidikan Indonesia’s graduate school, as the case study. This is regarded to giving the management feedbacks for attempting continuous improvement so that the organization’s quality meet its customers’ needs and expectations. Referring to what Deming (1986) mentioned, quality means customer satisfaction. This means the organization should deliver services that meet or even exceed its customer expectation.

The attempt of meeting or exceeding the customer satisfaction requires the entire organization components involvement in the continuous quality improvement of every aspect of the organization including that of a university. Dilshad and Iqbal (2010) suggested that a university quality is reviewed from education, research, instructors and professors, facility and equipment, and budget and management. This study focused on the quality indicators of facility, instructors, staff, budget, and time. Findings of the study indicate the condition of the graduate school’s facility quality (in general), is less satisfactory; whereas its instructors’ condition is slightly less satisfactory. Conditions of staff quality, budget, and time of completing education are slightly less satisfactory.

With respect to the condition of facility elaboration, accessibility aspects of instruction, instruction support, and general facilities’ satisfaction degree are below their availability and usability conditions. With respect to instructors, the condition of their qualification is satisfactory. Those slightly less satisfactory concerning with this variable are the aspects of teaching time sufficiency, teaching content relevancy, and teaching media utilization. The other aspects that are less satisfactory are teaching quality, academic advisory, thesis/dissertation supervisory, and student-instructor human relation.

The condition of staff’s satisfactory degree indicates less satisfactory concerning both the academic and non-academic services aspects. This is assumed influenced by some of their employment statuses as contractual staff. This condition is not significantly different with that of time for completing education and for thesis/dissertation supervision. This is slightly better than the condition of budget-related satisfactory degree that indicated lower both in the aspects of the budget for academic and non-academic activities.

The satisfactory degree of the entire aspects of each variable is judged based on the assessment of the organization’s customer. In this case, the assessment made by instructors and staff, as the organization’s internal customer; and students, as its primary external customer, to the entire aspects of each variable’s condition is not significantly different. On the other side, the assessment made by graduates and parents, as its secondary external customer, and that of graduates employers, as its tertiary external customers is better. Based on their assessment the satisfactory degree is slightly higher.

Ali (2014) categorizes instructor and staff as an organization’s internal customer and students as its primary external customer. The fact indicates that those customer categories witnessed real condition of every aspect of the education practice in the organization so they considered giving more reliable assessment and evaluation. Further, these customer categories, particularly students, should be better taken into account with regard to an attempt to meet or exceed their expectation. Therefore, their assessment of the satisfactory degree should be the primary feedback for an attempt to continuously improve the organization’s quality.

It is true that if both internal and customer perceive the service to be of high quality, they will be satisfied. Then they will recommend that service to others and will have a tendency to continue the relationship with the service provider, in this case, higher education institution (Munteanu et.al, 2010). Therefore, it is very important for higher education institutions to take into account every aspect of customer assessment as a primary feedback in order to improve quality. The better the quality is, the more customers satisfy. This will lead to customer loyalty.

The above findings imply in the organization’s need for improving the quality of the aspects related to education practice in attempts to achieving their optimum customer satisfaction degree. These are related to: Needs of the organization to continuously improve the quality of instruction, instruction support, and general facilities in terms of their availability and usability, and accessibility.
Needs of the organization to encourage its instructors, including professors, to continuously improve the quality of their services in terms of their teaching content relevance, teaching media utilization, academic advisory, and thesis/dissertation supervision, and their relation to the students. It also needs to encourage staff to continuously improve the quality of their services, both to the students and instructors; as well as keeping to prioritize budget for academic activities; and to give better service to the students with regard to completing their study and thesis/dissertation writing supervision on time. The study has a major limitation, namely the lack of generalization. In regard to reevaluate its significance it needs to further study by broadening the sample and applying a relevant survey method. However, referring to the study’s findings, when an education institution applies the TQM, it should change its culture through changing attitude, behavior, work performance, and management (Ali, 2015b., Hashmi, 2015; Gilbert, 1992- Gupta, 2014). It will create the cultures of trust, participation, teamwork, quality orientation, and continuous improvement (Sha’ri and Aspinwall, 2000). Therefore, The School of Postgraduate Studies, Universitas Pendidikan Indonesia, should continuously improve its quality so that its customer expectation is satisfied. As a Postgraduate school plays a pivotal role as the “show window” of the entire university quality, whereas quality serves as its branding key element (Arsovsky, 2007). For this regard, implications of this study might be the feedback to the organization in an attempt to commit the improvement. This improvement will give a significant impact to the marketing of the organization.

6. Conclusion
The organization’s customer satisfaction degree concerning the variables being the focus of this study indicates the following states:

The facility does not meet an optimum customer satisfactory degree with respect to the aspects of instruction and instruction support facilities’ availability and usability. The slightly worse condition is indicated by general facility’s availability and usability, and the worst condition is its accessibility.

The instructors’ academic qualification and sufficiency of teaching time meet the optimum satisfactory degree. The other aspects, including the relevance of teaching content, utilization of teaching media, academic advisory and thesis/dissertation supervisory, and student-instructor human relation aspects are less satisfactory.

The staff does not meet the optimum degree of satisfactory with respect to the extent to which they serve academic and administrative services to the students and instructors. The budget variable does not meet the optimum satisfactory degree with respect to aspects of the budget of academic and non-academic activities.

The time variable slightly does not meet the satisfactory degree with respect to the aspects of length or duration of the study (in general), and length or duration of thesis/dissertation supervision in particular.

References


Linguistic world pictures of an elitist linguistic personality (based on the works of Yu. Lotman)

Fatkullina Flyuza *, Salimova Lira, Khisamova Dinara, Usmanov Rinat, Shamsutdinova Lia, Siraeva Rayle Lia

Bashkir State University Russia

Abstract
The purpose of the presented research is to review the works of the outstanding scientist with a worldwide reputation, the founder and head of the Moscow-Tartu semiotic school, Yuri Mikhailovich Lotman (1922 - 1993). The present paper is an attempt to look at Lotman’s creative world from a new perspective - from the point of view of linguistic culture study, one of the current trends in modern linguistics, i.e. through the prism of concepts widely represented in the concept-sphere of the television series “Conversations on Russian Culture”, the author and presenter of which was Yu. Lotman.

The linguistic-cultural situation presented in “Conversations on Russian Culture” has its characteristics related to the content and purpose of the work: the acquaintance of a wide circle of readers with the epoch in the development of Russian culture, which is rightly called “golden.” Conventionally, it can be divided into two layers. The first is the presence of signs of linguistic-cultural situation in the text in Russia in XVIII-XIX centuries. The second layer is the linguistic-cultural situation which was contemporary to Lotman. The elite linguistic personality presented by the author appears in the text as a kind of “guide” to the linguistic-cultural situation familiar to the author.

The article focuses on a detailed description of the linguistic worldview by Yu. Lotman based on fundamental concepts for both the author himself and the time described: family, love, A. Pushkin, Europe.

The authors revealed the concepts which were relevant for Lotman and the linguistic worldview in the period of the described linguistic-cultural situation and the role of the individual worldview of Yu. Lotman in the text proper. The authors came up to the conclusion that the conceptual sphere of a person makes it possible to judge him as a linguistic personality who has reached a certain level of worldview and cultural development and, therefore, has specific communicative capabilities.

Based on the analysis of the text “Conversations on Russian Culture,” it was revealed that the reflection of the linguistic-cultural situation in the professional discourse of Yu. Lotman is, on the one hand, a given to which the researcher should pay attention, and on the other, a necessity dictated by the reader able to provide the most comfortable and effective perception of cultural information, which had an undoubted influence on the professional discourse of Russian speakers.

Keywords: anthropological linguistics, text, concept sphere, concept, linguistic personality, linguistic-cultural situation.

Introduction
The conceptual approach, stated in modern anthropolinguisitics as one of the most promising in studying a variety of linguistic facts due to the versatile and in-depth descriptions it contains, is now widely recognized by researchers.

At the present stage, there is interest in the study of concepts and their types both in theoretical and in practical terms. The research in the field of the description of the definition itself is continuing, and “... the development of a complete scientific typology of concepts is currently one of the most urgent research tasks” (Khairullina et al.2017). Despite these facts, a solid scientific and practical base for studying this phenomenon, represented in the linguistic material of specific texts, is being created and continuously replenished.

In general, there is no doubt that the notion of "concept" has become a given, recognized by most scientists, despite the difference in approaches to its definition. A heightened interest in the description of key concepts in the individual cognitive space of prominent representatives of Russian culture became a regular stage in the development of the "linguistic-personality" movement in modern domestic science.

At present, favorable conditions have been created in science for observing particular features of a native speaker from the linguistic-cognitive and linguistic-cultural positions. Therefore, reserving the right to choose a linguistic and personal direction in linguistic-cultural studies, let us indicate our interest in describing those
language mechanisms that contributed to the fact that Yu. Lotman himself became a phenomenon of national
and world culture. Considering the connecting the reads between the linguistic-cultural situation and the
linguistic personality, we always turned to another essential element of their interaction - the text, we
emphasize, created by a particular linguistic personality. We believe that the linguistic-personal approach
opens up new possibilities for describing the phenomenon under consideration, since the text, from a
linguistic-anthropological point of view, can be represented as a result of the activities of a specific linguistic
person who is within a certain linguistic-cultural situation and is, in turn, its “product.” Therefore, from the
very beginning, the acquaintance with the linguistic-cultural situation on the material of particular text is not
carried out in pure form but implies a description of the phenomenon processed and evaluated by the
linguistic personality, i.e., by the author.

2. Literature Review
The appeal to the personality and creativity of Yu. Lotman in the framework of this study was determined for
different reasons.
First, the actual humanistic orientation of the creative heritage of the scientist, clearly reflecting the triad of the
concepts “person - language - culture,” is visible. Secondly, the name of Yu.M. Lotman has a high degree of
fame, including not only the field of narrow experts in philology, thanks to his works on Russian culture and
speeches in the media. Thirdly, the linguistic approach to the study of texts by Yu. M. Lotman was not widely
used, except for the work of V. Ya. Parsamova (Parsamova 2004). Fourthly, the study of the linguistic
personality of Yu. M. Lotman can take a worthy place in the gallery of language portraits of prominent Russian
scholars created within the framework of the linguistic and personal direction in linguistic and cultural
studies. Fifthly, the linguistic personality of Yu. M. Lotman itself is the result of the influence of other linguistic
personalities recognized as elitist, and in this case, the description needs the features of the linguistic-cognitive
process of perception and evaluation of one elite linguistic personality by the other.

The scientific interest of Yu. Lotman covers fundamental aspects of human life related primarily to culture
such as the understanding of its significance, the awareness of the place and role of an entire people and
individual personality in history, the ability to comprehend the material and spiritual treasures of a nation.
273 scientific publications on literary studies, the history of Russian literature, the work of its peculiar
and others), textology, semiotics of culture, including literature and cinema provide the basis for R.G.
Grigoriev and S.M. Daniel to talk about "Lotman's paradox."

"It is difficult to answer a seemingly simple, question: who was Yuri Mikhailovich Lotman? A philologist, a
historian, an art historian, a cultural expert, a semiotician, a philosopher? <...> This is definitely the case when
the enumeration not only tends to be incomplete but in general loses its meaning. He was a thinker of universal
scope, but this, however, did not prevent him from being an expert in selected areas. His personality embodies
the principle of complementarity; and his scientific work is commensurate with the work of a whole institute
of scientists of different profiles" (Daniel, Grigoriev 1998).

Lotman's "many-sidedness," the diversity of his interests, the originality of his approaches to the consideration
of culture, the depth and at the same time the availability of argumentation, as well as his personality, views,
discoveries, are becoming the object of close attention by his contemporaries. One of the first such works is the
monograph by Anne Shukman, devoted to Lotman's teaching on semiotics in literature, after the publication
of which the list of Russian-language and foreign publications is continuously updated (Shukman 1990). In
this regard, we note that even the "list of works about the life and work of Lotman," consisting of 88 titles
(Egorov / http://mirror3.ru.indbooks.in/?p=90606) is not a complete one, because it does not reflect some
publications after 2009. Therefore, we emphasize our particular interest in the reflections of modern
researchers on the personality of Yu.M. Lotman. Accordingly, O.N. Leuta notes that "Lotman's figure has
always remained in the field of attention of humanities scholars. Now the intellectual dialogue with Lotman
is developing incrementally, and one may state that his personality becomes significant for understanding the
trends of national and world science in the 20th century "(Leutra 2003).
According to M. L. Gasparov, “Yuri Mikhailovich did not leave a coherent presentation of his philological,
cultural, aesthetic concepts” (Gasparov 2003). It is noteworthy that the 21st century science representatives
began to systematize the ideas of the scientist, and, as Kim Soo Kwan noted, “not to erect a monument to
Lotman in the past, but to place it in a huge space of “big time” where there's nothing that is completely dead…” (Kim Soo Kwan 2003 p. 157).

Yu. Lotman's colleagues, literature scholars highly value his contribution to the study of Russian literature of the 18th – 19th centuries, his coverage of the works on A.S. Pushkin, and to the teaching of the novel “Eugene Onegin” at school. This recognition of his merits includes not only genuine worship but also criticism of particular ideas, an expression of disagreement, even an indication of the fallacy of views and conclusions (Baevsky 2002 p.50).

3. Research Methods

Yu.M. Lotman had no direct relation to the emergence and establishment of such an integrative scientific and methodological direction as cultural linguistics. A deep analysis of the views of Yu. M. Lotman on the development of culture and the cultural concept as a whole is not part of the objectives of our research, so we shall restrict ourselves only to referring to individual provisions that are relevant to us.

First of all, it is the study of the literary text “deeply and broadly,” that is, the ability to see behind the printed lines the hidden manifestations of the culture of the people and the author himself. The text, which is the object of Lotman's close examination, gradually links his doctrine with the "human-language-culture" linguistic-cultural triad mentioned above.

The cultural approach to the study of literature, presented in the works of Yu. M. Lotman focuses on the convergence of academic science and school education, echoes the linguistic and cultural concept of language learning (Suleymanova et al. 2018).

Thus, it is possible to formulate the main postulates taken by us as initial in the study of Yu. M. Lotman as a linguistic personality.

First, the scale of the personality of a philological scholar and cultural scientist requires an in-depth and comprehensive analysis, carried out with the help of various methods of the humanities. Until now, the views of Yu. M. Lotman were analyzed mainly from the literary, philosophical and cultural (Vasileva Diss.) and pedagogical points of view. This article presents a linguistic person's view, which can adequately illuminate and reveal the Lotman "phenomenon."

Secondly, the name of Yu. M. Lotman was widely known thanks to the works designed to acquaint, first of all, not specialists, but ordinary native speakers with the treasury of Russian culture. The scientist himself, following his views, did not pay particular attention to the linguistic aspect, associating language as a sign system primarily with culture in a broad philosophical sense, but not with the person - its carrier.

Thirdly, Yu. M. Lotman is a researcher who has become a phenomenon in Russian and European culture, and it is logical that a cultural component should be actively represented in the study of his linguistic personality. We believe that the relationship of a person, language and culture consciously or unintentionally reflected in the texts of Yu. Lotman, as well as the scientist himself as a linguistic personality, should be studied. The methods and approaches proposed by modern science will allow making a full-scale analysis of linguistic personality of Yu. M. Lotman.

4. Results and Discussion

A remarkable work of Yu. Lotman «Conversations on Russian Culture. Life and traditions of Russian nobility (XVIII – early XIX century)» can be called a kind of projection of the world of Russian society. Since 1) any text is a particular type of semiosis; 2) any text is a model for reproducing the image of the world, recreating of objective reality due to this an actual question arises how the linguistic worldview looks like during described linguistic-cultural situation and what position the individual worldview of Yu. M. Lotman himself occupies in the text.

«A system of key concepts and invariant key ideas connecting them shapes the linguistic worldview (as if they give a «key» for its comprehension)» (Zaliznyak 2012, p. 12). There are typical key concepts for Russian linguistic worldview such as «Soul,» «Destiny,» «Anguish,» «Happiness,» «Separation,» «Justice,» «Truth,» «Love.» In «Conversations on Russian Culture» some of these concepts are represented, but the concept «Family» occupies an exceptional position.

The core of the concept “Family” forms its conceptual meaning as 1) «a group of relatives living together (a husband and a wife, parents with children)» and as 2) «a unity, union of people connected by common interests»(Ozhegov 2012, p. 1063) as well as «the smallest social group - integrity based on marriage, cognition,
adoption is also possible and connected by stable personal relationship usually by common mode of life; generally about a small and close group of people living with common interests» (p. 571). The focus on the usage frequency allows making an initial opinion about the position and the role of the concept «Family» in the text. On three hundred ninety-three pages of the main text with page-based footnotes an eponymous lexeme is used 56 times in various forms, other «representatives» of the same word-formation cluster: «family (adj.)» - 23, «family (n.)» - 15, «features describing family relations» - 3, «family-type» - 0. There are numerous groups of words that reveal the content of the concept «Family» in the first meaning (let's mention some of them): «origin» - 81, «relative» - 29, «a parent» - 28, «to be born» - 18, «to give birth» - 13, «kinfolk» - 14, «having kinship ties» - 12, «related by blood» - 4 etc. «Family» as a community related to marriage is also convincingly represented in the text: «a wife» - 124, «a husband» - 91, «a bride» - 54, «marriage» - 40, «wedding» - 36, «a groom» - 33, «to get married» - 20, «divorce» - 19, «to be married» - 16, «conjugal» - 8 etc. Even a quick observation of words usage frequency representing the concept «Family» in a text, notwithstanding family relations in the specified period of time, can indicate many things. Lifestyle of family, kinship ties designate special relationship between people: both managing a common household and full support of each other both in financial situations (in achieving ranks, high status), in spiritual (difficult life situations, particularly relations between husbands wives, children and parents) and introducing the noble feelings (loyalty, devotion, love, respect). Moreover, moral guidelines of Russian people of that era are laid down in the family: honoring of folk traditions and openness to new trends, fond of reading and the desire to imitate the noble actions of ancient and romantic heroes. In general, a positive family image of that period is created and affirmed in Lotman's text. Thus, the concept «Family» which cannot be categorically called the only essential for the linguistic worldview reconstruction according to Lotman’s text nevertheless is recognized as a fundamental concept on which life and traditions of Russian society are based. The family has always played a significant role both in economic and in the moral life of Russia being an economic and moral basis of people’s lives [Fatkullina 2017]. Family, kinship ties, close family ties to them form the culture of people, constitute its originality, help to explain and understand the peculiarities of national linguistic worldview (broader - mentality).

While describing the concept “Family” it is necessary to take into account the bilateral nature of its reflection in the text “Conversation on Russian Culture” as a collective concept inherent in the national worldview, and as an individual, reflecting the peculiarities of the individual linguistic worldview, Yu. M. Lotman’s peculiar cognitive perception. Yury Mikhailovich was steadfast to his family, and his relatives and friends evidence it. The scientist being an elite linguistic personality is seeking opportunities to express his ideas about family values and his attitude to the events described. Choosing a correct lexeme: “Serf harems were strangeness (oddity) demonstration (manifestation) of life of this era (italics of the authors of the article)” [Lotman Talks, p. 105], a parenthetical construction such as “... Marrying a beautiful girl without life and secular experience, without money and even, apparently, without love for him...” (Lotman 1997, p. 72), a direct comment: “You should not hurry with condemnations of Suvorov’s wife which were late for more than two hundred years... “ (Lotman 1997, p. 277) and other means which help Yu. M. Lotman not only to acquaint the reader with the concept "Family" in the Russian linguistic worldview but also to form an attitude corresponding to his manifestations.

The peripheral zone of the concept "Family" is made up by symbolic representations and cultural data. The concept "Family" is closely connected with such concepts as "Customs and rites of Russians“ (“Matchmaking”, “Wedding”), “Rank”, “Character and behavior of a person”, "Game", "Feelings", in other words, It forms a person and surrounds him all his life (Fatkullina 2015).

Note that active author’s appeal to the intertextuality phenomenon is author’s peculiarity in the representation of the concept "Family" in the book “Conversation on Russian Culture” that is to say, the author wants the reader to have a complete, reliable and unbiased view of family in the Russian linguistic worldview.

Appealing to intertextuality, or "creation linguistic constructions" text in text "and" text about text “is connected with the active placing dialogues which allow him to go beyond its sphere of subjective, individual consciousness, and add in the text several subjects of utterance which are the agents of different artistic systems” (Fateeva 2012, p. 4). The author states that the Text and the Reader are in a state of dialogue: the text is created taking into account the intended audience, and the latter makes efforts to understand the cultural codes embodied in the Text. According to Yu. M. Lotman, understanding cultural tradition is the basis of intertextuality in its cultural sense: "The memory of the text is the sum of contexts in which a given text
becomes meaningful, and they in a certain way incorporated in it. Semantic space created by the text enters into a certain relationship with the cultural memory (tradition), put in the audience consciousness. As a result, the text regains its semiotic life” (Lotman 1997, p. 162).

Yu. M. Lotman uses different ways of incorporating the precedent texts into the main text: an exact quotation indicating the source, retelling, and implication. However, the important thing is the choice of particular texts, which serve as objective evidence of the author’s view of that time family. The family appears to be a controversial factor uniting native people, organizing their life and place in society, oppressive in some cases (concerning women), and bringing up the best qualities in a person (loyalty). Most of the intertextual elements in the text “Conversation on Russian Culture” are related to the description of family life patterns and has a literary origin. The “family thought” was expressed in Russian literature to its full extent. The material from foreign literature was also drawn for comparison.

Yu. M. Lotman also refers to the memoir literature, evaluating it quite critically, abundantly commenting, “And yet Lubzina’s memoirs are a valuable resource for the historian. He will not see a comprehensive, objective worldview here. Here he will find eyes that look at this world” (Lotman 1997, p. 313).

Further, folklore material is used as a correlation with a noble conception of family relations: “At the beginning of the 19th century, nobility showed a tendency to come closer to ritual folk customs, even though in a specifically modified form” (Lotman 1997, p. 112).

Acquaintance with archival materials allows Yu. M. Lotman to give extensive historical references, to talk about real facts from the lives of famous and little-known people: “So, Pushkin, preparing for the wedding, arranged a stag night in Moscow with Vyazemsky, Nashchokin and other friends. After dinner, we went to the Gypsies to listen to their songs. This episode is colorfully described by the gypsy woman Tanya in her artless memories, remained in writer B. M. Markevich’s records ...” (Lotman 1997, pp. 112-113).

In general, the concept “Family” in this article appears in Yu. M. Lotman text as a basis, the foundation of the whole lifestyle of a man of that time. Established family relationships, in some cases surprising by inconsistency, hide in themselves both positive and negative traits. The main thing is to recognize that the actions of the best people of Russia, formed due to family values have become the guarantee of Russian culture blossoming.

Thus, the concept “Family” takes the worthy place in Russian linguistic worldview and, being insufficiently presented in the existing works on concepts or constants of Russian culture, it will be the subject of keen interest of researchers. Valuable material can be found in Yu. M. Lotman’s work, which has a unique approach to the study of culture (through the details of everyday life). In our opinion, it requires linguistic and cultural perception, which later allows to include the missing elements in the general mosaic presentation of Russian linguistic worldview in the diachronic aspect.

Scientific and methodical researches in the description of concepts gain topicality nowadays. And it seems to us that in the world where material often acts as a decisive factor, and “fate” of the separate linguistic and cultural concepts characterizing “specifics of culture as the sets of human achievements in all spheres of life opposed to the nature” (Karask 2007, page 28) causes serious fears, the concept “Love” deserves close attention. “It directly relates to the human sense of life as the goal, the achievement of which is beyond its immediate individual existence” [ibid.].

This concept holds a special place in the Russian linguistic worldview.

On the one hand, all native speakers seem to have an idea about the content of the concept “Love”: 1) feeling of self-sacrificing, hearty attachment to man; 2) tendency, addiction to something (Ojegov 2012, page 506).

The linguistic and cognitive, linguistic and cultural history of “Love” is less definite. According to Yu.S. Stepanov, “in Russian culture the concept “Love” is conceptually not developed … or chastely is not discussed” (Stepanov 1997, page 438). Among 80 concepts characterizing spiritual, mental, material spheres of human life, concept “Love” did not find reflection in “Russian ideographic dictionary.” In our opinion, this is the case when the absence of a fact (on the background of dictionary representing the description of such concepts as “Soul”, “Good”) eloquently demonstrates the complexity of its isolation and rational description, a certain illusiveness of its existence, understatement and lack of expression in Russian linguistic worldview.

On the other hand, at the turn of XX – XXI centuries, as if in opposition to the observed signs of spiritual crisis in society, the attention of researchers to study the concept “Love” on the rich empirical material has increased. Comparative historical research allows to note changes in the content of the concept “Love,” due to the loss of...
its religious understanding and the gradual transition into the category of strictly anthropocentric categories (Sakaeva et al. 2017).

The enhancement of the concept "Love" description leads to a change in its status, in particular to the representation as a text concept. Moreover, it occupies a dominant position in the hierarchy of text concepts and acts as the main sign of the anthropocentrism of an artistic text (Fatkullina 2002). The concept "Love" as a multifaceted phenomenon can represent a fragment of character's original world and can be an element of the textual sphere of concepts, but first of all, it can serve as an individual concept in the author's language view, a kind of key to understanding his linguistic identity.

An increased interest in the description of key concepts in the individual cognitive space of prominent representatives of Russian culture became a regular stage in the development of linguistic personalities branch in modern domestic science.

In this work, we single out some essential issues which do not pretend to be a complete review of the current studying of the emotional component of Russian linguistic worldview.

First of all, the concern in the category of emotiveness in the language is determined to some objective factors, primarily the formation and development of the anthropocentric paradigm in linguistics. Nowadays rich material has been accumulated which allows making profound theoretical conclusions about origin peculiarities, definition, functioning and content of the concept "Love" in Russian linguistic worldview. Despite the diversity of research materials, scientists come to the similar conclusion: love is a strong and deep feeling that cannot be rationally explained and controlled, which can change a lot in the attitude and behavior of a person, make him perform noble and improper actions. It can be the highest good, pleasure, but also can be evil. Happy love needs reciprocity. "Love" converges other important concepts of Russian worldview such as "friendship," "kinship," "family," "sacrifice," "pity," "passion," "hate."

The similar-named concept is acknowledged as key in the emotional sphere of Russian worldview; therefore, its study is of paramount importance for the knowledge of the national mentality of the people as a whole. This concept is undoubtedly linguistic-cultural since its content, and national and cultural traditions, historical experience, and people’s world perception determine it.

Like any emotional concept "Love" is multifaceted, subjective, especially in the peripheral zone, and its description is inexhaustible from any point of view. Analysis of this particular concept requires a special sensitivity and delicacy from the researcher. "Love" is often expressed in understatement, in the incompleteness of any action, so it can not have an unambiguous and definitive interpretation, either in common understanding or in the scientific perception in Russian linguistic-cultural aspect. Thanks to the achievements of modern linguistic thought and linguistic-cultural studies, interesting opportunities are opening up for further study of the concept "Love" in Russian linguistic worldview.

Let us further consider the conceptualization of proper names in "Conversation on Russian Culture." The individual names presented in this work gradually "outgrow" their original status defined for them in the language in which the onomastic space makes up the names of real-life, hypothetical and fantastic objects and their separate states perceived objectively, including individual living beings, , collectives, inanimate objects, places on the surface of the earth, underground and outside the Earth, sounds, movements, ideas. In the individual linguistic worldview, proper names find their place according to linguistic-cultural characteristics, caused, in our understanding, by the role played in the cultural space, by the degree of recognition (precedence) among similar ones, to the significance of the native speaker. Thus, the process of transition of such names into the category of precedent, now understood as individual names associated with well-known texts or with precedent situations (Khairullina et al. 2017) looks logical. For example, in "Conversations on Russian culture," the names perceived by the author (and, after him, the reader) as precedent can be included such as "A. S. Pushkin," "Onegin," "Peter I," "Chatsky," "M. I. Kutuzov," "Borodino," "Europe," "Russia." Thus, their use reveals natural connection and relationships, which in their peculiar way represent the author’s worldview.

The concept, denoted by the proper name, naturally combines the characteristics of the concept in a linguistic-cultural sense (as mental education, characterizing "the specificity of culture as a totality of human achievements in all spheres of life opposed to nature") (Karaski 2009) and the proper name itself. Thus, not all precedent names can claim to be concepts. We believe that the recognition of a name as a concept is based on such factors:

1) possession of complete and comprehensive information relating to this name;
2) the formation of their own opinions, yet allowing a critical attitude on the carrier of this individual name;
3) the frequency of addressing (both explicitly and implicitly) to him in the process of speech;
4) a high degree of significance for the individual, manifested in a constant "presence" in personal life and professional activities;
5) choosing it as a kind of sample in their behavior, even the "measure" of events, the actions of other people which have become the subject of reasoning and evaluation.

Thus, the concept represented by a proper name denotes an individual name that carries linguistic-cultural information, which is a precedent for a given native speaker and for other members of the linguistic and cultural community, having an increased degree of importance in the linguistic worldview of a person, in his speech and communication activities.

In "Conversations on Russian Culture" one can find such precedent names that have survived the process of conceptualization in Yu. M. Lotman’s worldview. Among them, first of all, it should be called toponyms and anthroponyms, or personalities. In our case, the study of proper names having conceptual significance, judging by the text "Conversations on Russian Culture," makes it possible to designate values for Yu. M. Lotman’s linguistic personality.

In the Lotman’s worldview, “Pushkin” is an unconditional concept: his very name in the text "Conversations on Russian Culture" ranks first among proper names regarding frequency – 426 times (including five times in quotations and once as “Alexander Sergeevitch”). Further, Lotman’s perception of Pushkin is much deeper than an ordinary member of the modern linguistic-cultural community, for whom he is “a Russian national poet, a model of humanity and honor, absolute authority in all deeds, thoughts, and words, whom they want to equal, never reaching his level and strength” (Karasik 2009). Concept “A. S. Pushkin” is revealed in the text as a multidimensional phenomenon, acting in the frame of precedent phenomena and intertextual relations.

In “Conversations on Russian Culture”, Pushkin appears primarily as a man of his time, leaving numerous testimonies with great value in the eyes of a modern researcher: “Pushkin’s words about the Decembrists: “Brothers, friends, comrades” - exclusively characterize the hierarchy of intimacy in relationships between the people of the Decembrist camp” (Lotman 1997, p.369).

In the eyes of Lotman, Pushkin is undoubtedly the great Russian poet, whose work became the property of the Russian people: “With his approach to the norm, to the ideal, he recalls Pushkin’s contribution to Russian poetry” (Lotman 1997, p.72).

At the same time, Pushkin is present in Lotman’s worldview as an ordinary person who loves to joke, laugh, perform rash acts, experiencing various feelings such as hatred, irritation, and love: “Upon seeing Sobansky in 1830, Pushkin experienced and relapsed into lost love, and thirst for a bold, resolute act” (Lotman 1997, p. 258). Pushkin appears in the scientist’s worldview as a man of diverse interests and multifaceted talent, for example, as a recognized serious researcher: “Pushkin, in his article written in 1836, which is still raising a number of questions, noted that Radishchev reflected his era, and at the same time, he gave him a ruthless testimony ....” (Lotman 1997, p. 258).

Pushkin’s personality is an indisputable authority on many issues, but the scientist perceives him rather as an interlocutor, considering it possible to express and criticize him: “Pushkin’s words are unfair and polemically irritable, but they have one truth ...” (Lotman 1997, p.258).

For Lotman, Pushkin’s personality becomes a kind of “measure” of both the events and actions of people being discussed and, we believe, of his own life and professional activities. Therefore, we observe the constant presence of the poet’s name in the text “Conversations on Russian Culture,” the frequent mentioning of his works and heroes, numerous quotes and allusions to everything that, one way or another, is connected with Pushkin. (Being limited to the article, we avoid mentioning all the texts of Pushkin, to which Lotman explicitly or implicitly appeals in his text.)

Denoting the possibilities of representation in the text of concepts expressed by proper names, we can formulate important conclusions. Firstly, in the author’s linguistic worldview, concepts occupy an important place, among which there are proper names. Secondly, it is possible to judge him as a linguistic person who has attained a certain level of world outlook, cultural development and, therefore, has certain communicative possibilities. Thirdly, readers perceive the concepts “under the direction of” the author (in our case, they see Europe through the eyes of Lotman and perceive Pushkin under the influence of Lotman). Thirdly, it is precisely the possibilities and desires (conscious or unconscious) of the author as an elite linguistic personality.
that largely determines what kind of understanding of the carriers of individual names is formed in ordinary native speakers.

In general, the conceptualization of proper names represented in the picture of the world of an individual can become one of the aspects of a full-scale description of his linguistic personality. Lotman’s language picture of the world, in the form in which it is represented in the analyzed work, cannot get a full description without reference to the concepts of “Europe” and “A. S. Pushkin”, the main features of which in this article we only denote.

The concept “Europe” in Lotman’s view does not have a geographical affiliation: in this text, the figurative meaning becomes dominant. In the linguistic tissue of the text, 52 times the word “Europe” was revealed in the actual meaning for the author “carrier of enlightened thinking, expression of humanistic values, the center of world culture.” Further, in a similar meaning, a number of related words are used: “European” as “referring to Europe” in the indicated meaning - 49 times, “European” as “resident of Europe” - 1 time and as “supporter of all European” in the indicated meaning - 4 times, “Europeanism” as “a set of properties and qualities inherent in Western European life, culture, everyday life, etc.” (Ozhegov 2012, p.287) - 3 times, “Europeanization” as “the process of initiation to European thinking, lifestyle, culture and etc.” - 6 times, “Europeanized” as “having joined European thinking, way of life, culture, etc.” - 5 times.

Further, “Europe” in the linguistic world view appears as an “antagonist to everything Russian”. In “Conversations on Russian Culture”, there is a tendency to describe the differences between Western European and Russian thinking, for example: “For the orientation of the army to battle or parade, there were two different military pedagogical and military theoretical doctrines, and ultimately two philosophical concepts. Their socio-political opposition is as obvious as their opposition to the focus on the classic and romantic cultures. There was another aspect: one of them was perceived as “Prussian” and the other as national-Russian” (Lotman 1997, p.192).

Numerous references and hints to various historical events and faces should be recognized as an important feature of the individual style of Yu. M Lotman, which became a direct consequence of the wealth of his worldview: “... medieval knightly ethics is undergoing a great restoration”, “Moscow’s Robin Hood in a hussar uniform”, “... participated in Napoleonic wars”, etc. (Lotman 1997, p.134). However, to a large extent, the “European” education of Yu. M. Lotman manifests itself in the field of literature: the text literally “scattered” hundreds of precedent texts, names, statements that serve as undeniable evidence that this side of the concept “Europe” plays a big part in the scientist’s worldview and even performs a "conceptual" role. Characteristic of Lotman’s way of presenting a precedent phenomenon (name and comment): “Byron contrasted the pampered light with energy and heroic rudeness of romance, Bremmel - contrasted the rude philistinism with the “high society” pampering of the individualist ...” (Lotman 1997, p.124).

Thus, the concept "Europe" appears in Yu. M. Lotman’s worldview as an ambiguous, even contradictory phenomenon, demonstrating both the proximity and opposition of the European (Western, Western European) and Russian (original, Russian) beginnings.

5. Conclusion
As shown by our material, the primary goal of the anthropocentric paradigm is the study of a person in all its manifestations in relation to language - “person speaking”, “speech personality”, “communicative personality”, “cultural identity”, but first of all is language personality (Homo loquens), that is, a person expressed in a language.

In many respects, this factor is due to the interest of researchers in linguistic personology, or linguistic personology, which has surrounded with close attention a linguistic person as the bearer of an elite speech culture, or elite linguistic personality.

Among the representatives of science, whose works became a source for studying their personal characteristics, in our opinion, Yuri Mikhailovich Lotman (1922 - 1993) who is a world-famous scientist founder and head of the Moscow-Tartu Semiotic School, President of the World Association of Semiotics (1968), an outstanding researcher of Russian culture, one of the best representatives of the national literary school, an extraordinarily erudite and charming person, and we dare to suggest, a carrier of the elite type of speech culture should take his rightful place.

Yu.M. Lotman had the desire to build science, to take care of the scientific nature of humanitarian knowledge. Hence, Lotman’s interest, in addition to literature and history, to the functioning of language as a fact of
Russian culture in understanding culture as a text. A heightened interest in the description of key concepts in the individual cognitive space of prominent representatives of Russian culture became a logical stage in the development of linguistic personalities in modern domestic science.

“Conversations on Russian Culture. Life and traditions of the Russian nobility (XVIII – early XIX century)” can be called a kind of projection of the world of Russian society. We have revealed what the linguistic worldview appears in the period of the linguistic-cultural situation described and what place in the text is taken by the individual Y. M. Lotman’s worldview.

The worldview is formed by a system of key concepts and invariant key ideas connecting them. In “Conversations on Russian Culture,” the concepts of Family, Love, Pushkin and Europe are represented, but the concept of “Family” occupies a special place. In general, the concept of "Family" appears in the text of Y. M. Lotman as the basis, the foundation of the whole life structure of a person of that time. Established family relationships, in some cases surprising by inconsistency, hide in themselves both positive and negative traits.

The main thing is to recognize that the actions of the best people of Russia, formed due to family values, have become the guarantee of the flourishing of Russian culture.

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References


Prohibitions in Court Proceedings With Participation of the Jury

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Abstract

The research topicality is due to the significance of the prohibitions and limitations stipulated by the criminal-procedural law for court proceedings with participation of the jury for lawful and fair sentencing in criminal cases. Stipulation of such prohibitions and limitations provides exclusion of a legal impact on the jurors.

The research objective is to analyze the prohibitions and limitations stipulated by the criminal-procedural law for court proceedings with participation of the jury, and the practice of their implementation in order to increase the efficiency of criminal court proceedings.

Methods. The work was performed with comparative method, method of analysis and synthesis; the judicial practice of criminal cases with participation of the jury in 2014–2017 was analyzed.

Results, conclusions. The prohibitions are identified, which are stipulated by the current legislation; the lack of their uniform interpretation and application is determined; the arbitrary prohibitions are identified. The ways to improve legislation are proposed.

The article is of practical value for law enforcement officials: judges, prosecutors, and lawyers, as well as for the researchers of the criminal-procedural issues.

Key words: prohibitions, limitations, objections, jurors, verdict.

Introduction

Court proceedings with participation of the jury is always performed in general order, taking into account the features stipulated by Chapter 42 of the Criminal-Procedural Code of the Russian Federation (further − CPC RF) “Proceedings of criminal cases tried by court with participation of the jury”. Some of these features are the prohibitions, stipulated by the criminal-procedural law, to commit certain actions. Such prohibitions are the requirement of the criminal-procedural norm not to commit actions stipulated by the CPC RF. By prohibiting their commitment during court proceedings with participation of the jury, the criminal-procedural law states limitations for the participants of the criminal trial during their criminal-procedural activity. Such limitations are, first of all, intended to exclude the impact on the jurors, in order not to cause bias in them, as they are the judges of fact, not the judges of law. In this regard, the prohibitions in the above-mentioned Chapter of the CPC RF are aimed at excluding the legal impact on the jurors with juridical means. “Under justifiable (permissive) order and method of the proceedings regulation, the official authorities directly and straightforwardly, strictly and specifically stipulate the definite content and volume of what is permitted” (Nersesyan, 1997). The essence of such “legal means is that they prohibit a certain action, determine the juridical impossibility of a particular behavior. They are usually expressed by the words “not entitled”, “not able”, “may not”, “not permitted”, “prohibited” (Enikeev, 2003).

Materials and methods

The research was performed with such methods as comparative, systematic, method of analysis and synthesis. The judicial practice of criminal cases with participation of the jury in 2014–2017 was analyzed. The analysis of judicial practice shows the extended interpretation of prohibitions, which leads to limited opportunities for the defense to inform the jury of the circumstances essential for the evaluation of reliability of the prosecution evidence. Some judges demonstrate arbitrary behavior in relation to participants of jury trials; this actualizes the problem under study and compels to search for the means of counteracting the judge’s discretion during the court proceedings with participation of the jury.

The data of appellation practice of monitoring the sentences, which were passed on the basis of the jury verdicts and not inured, shows that the bases for their nullification on appeal were essential violations of the CPC RF norms. Taking into account the appeal courts decisions aimed at providing the uniformity of judicial practice, including estimation of the particular violations of the criminal-procedural law in regard to the jury trial, we consider it necessary to study the opinion of superior courts, in particular, the Supreme Court of the Russian Federation, on estimating certain violations as essential.
Discussion

During the jury trial, it is forbidden to present and permit motions on exclusion from evidences. “In compliance with Article 235 and part 5 of Article 335 CPC RF, the judge, on request of the parties or on one’s own initiative, both during the preliminary hearing and during the judicial investigation, excludes from the criminal case all evidences, inadmissibility of which was revealed during the above stages of the court procedure” (On implementing, 2005). “The point is to bar the jurors from any information related to inadmissible evidence and the procedure of considering the issue of its exclusion from the case papers” (Khorosheva, 2010).

Thus, the above rule implies barring the jurors from the judicially invalid information which they could use to make a verdict.

Like any other motion, this motion is a request addressed to the person presiding at court - a professional judge. “A motion is an official request of a criminal procedure participant, addressed to the court and the judge, about performing particular procedural actions or making decisions” (Kalinkina, 2017, p. 4).

Filing such a motion, first of all, is aimed at preventing the parties from bringing the inadmissible evidence to the jurors’ notice. “In compliance with part 6 of Article 335 CPC RF, during the court investigation the issue of admissibility of evidences is solved in the absence of the jury. By implication of this norm, the parties inform the presiding person of their judicial motions, without disclosing their content in the presence of the jury. During the jury trial, the parties may not inform the jurors about the presence of evidence earlier excluded by the court. The presiding judge, in compliance with Articles 243 and 258 CPC RF, must take the necessary measures to exclude the possibility of the jury to become acquainted with the inadmissible evidences, as well as the possibility for them to investigate the issues beyond their competence. If the investigation of the inadmissible evidences has taken place, the issue of recognizing them invalid is discussed in the absence of the jurors, and then the essence of the decision is clarified to them” (On implementing, 2005).

Article 42 CPC RF lists no peculiar features related to the possibility to object to the actions of the person presiding at court. However, as such form of protesting against the actions of the person presiding at court is a juridical form of expressing disagreement with their actions, CPC RF stipulates prohibition to objecting in the presence of the jury.

The possibility to apply objections is stipulated by part 3 of Article 243 CPC RF, in compliance with which such objections can be applied by any participant of the trial. CPC RF stipulates no other rules of applying objections - neither the grounds for such objections, nor how the presiding person must react to them. CPC RF does not determine the procedure of applying such objections, either. The criminal-procedural law stipulates neither the form of applying such objections, nor the period of the trial when they can be applied. Therefore, it is the participant of the trial that decides, when and in what connection they may object to the actions of the person presiding at court. For example, the protocol of a criminal case of Sh., K., etc. investigated by the Supreme Court of the Republic of Mordovia shows that objections to the actions of the presiding person were applied both in oral and written form. There were cases of written objections which a defender asked to “just deposit” without reading them out; this was explained by the fact that “the objections do not require resolution” (Protocol, 2006).

In this case, one cannot agree with the refusal to read out the defender’s objections during the trial, because in compliance with Article 240 CPC RF a trial is oral and Chapter 42 CPC RF contains no exceptions from this rule.

Alongside with that, we consider it necessary to stipulate in the CPC RF a rule on examination and resolving by the presiding person the objections to their actions. The judge’s decision to accept such objections and agree with them would mean prevention of further illegal actions and a decision to eliminate the legal consequences of the committed violations of law. The decision of the presiding person to reject the objections to their actions must, in turn, influence the behavior of the defender, changing the tactics of the defense.

Because we study the jury trial, in cases of this category the objections must be applied in the absence of the jurors in order not to cause their bias; this is all the more so because objections to the actions of the presiding person is a juridical form of expressing protest against particular actions of the person presiding in court.

Considering the objections to the actions of the presiding person as one of the means to counteract against their discretion, we believe it to be necessary to apply such objections in all cases when the presiding person violates:

1) violates the key principles of administering justice in criminal cases, in particular, the principles of adversary
nature of the trial and equality of the parties, the principle of ensuring the right to defense of the accused, etc.;
2) fails to provide the rights and freedoms of the accused and other participants of the criminal judicial
procedure, guaranteed by the criminal-procedural law;
3) violates the order of the court proceedings;
4) fails to prevent violations of any norms of the criminal-procedural law by the trial participants during the trial.

In the above cases, the objections to the actions of the presiding person are a means to stop the judge’s
discretion, to preclude further violation of law, to ensure the legal order of investigating a criminal case in a
jury trial. Besides, objections serve as a means to register the committed violations of the criminal-procedural
law which may influence the legal, justified and fair sentencing based of the jury’s verdict.

Alongside with the above, we believe that the defender’s objections should be preferentially applied in the
written form, substantiating them with references to legal norms and reasoning with the proved circumstances
of the case. As the trial protocol is not always correct, such form of applying objections would allow registering
the committed violations of law. Besides, the written, legal, substantiated and grounded character of objections
would preclude the illegal actions of the presiding person, prevent further discretion on their part, and, ultimately, would serve the purpose of criminal legal procedure.

At the same time, it is unacceptable to state prohibitions in the jury trial, if they are not stipulated by law. This
position is supported by other authors as well (Normand, 1999).

In particular, the following prohibitions by the judge are arbitrary:
1) limiting the number of questions asked by the defense. For example, the participants on the part of the
defense may ask only two additional questions to the witness of the prosecution;
2) discussing the procedural issues near the desk of the presiding person without the accused who are under
custody and do not have an opportunity to participate in this discussion;
3) limiting the opportunity for the accused to ask questions on the indictment, because, in the court’s opinion,
this document had not been brought to the jurors’ notice;
4) arbitrary, without any substantiation or giving motives, rejection of the questions asked by the participants
on the part of the defense;
5) changing the formulation of the questions asked by the participants on the part of the defense by the
presiding person to the extent of changing their sense;
6) arbitrary refusal of the defense’s demand to bring an admissible evidence to the jurors’ notice.

“Discretion of the judge is when the law stipulates something and the judge interprets it in another way.
Discretionsly, the law and the judge act independently, nothing binds them together” (Kalinkina, 2011). Such
power abuse is equaled to the phenomenon of subjective right abuse (Taruffo, 1999).

Another prohibition in a jury trial is the CPC RF provision that a sentence made on the basis of a jury verdict
cannot be appealed against on the grounds of inconsistency between the court’s conclusions contained in the
sentence and the actual circumstances of the case. This prohibition stems from the features of making a
sentence based on a jury verdict, as the jurors do not consider the issues of law but only the issues of fact.
Therefore, three questions are posed to the jury – whether the crime took place, whether the accused is guilty
of committing this crime, and whether the guilt of the accused is proved. Taking this into account, the
professional judge presiding in the jury trial does not list the evidences investigated during the trial in the
sentence, stating only the data stipulated by Article 351 CPC RF.

Thus, the appellation grounds for repealing or changing the sentence made on the basis of a jury verdict are:
- significant violation of the criminal-procedural law, improper application of the criminal law, and unfair
sentence. At that, the current CPC RF does not stipulate any other prohibitions, related to appellation grounds,
as criteria for estimating the legality of the sentences made on the basis of a jury verdict. This implies that the
above appellation grounds stipulated in the CPC RF are fully applicable for checking the legality, relevance
and fairness of the sentences made on the basis of a jury verdict which have not come into effect. In particular,
this includes the significant violation of the criminal-procedural law, defined in part 1 of Article 389.17 CPC
RF, while part 2 of the said Article lists the unconditional grounds for repealing or changing the sentence made
on the basis of a jury verdict on appeal. At that, it should be noted that, though the list of such unconditionally
significant violations of the criminal-procedural law contains, for example, such unconditional grounds as
illegal composition of the jury, but CPC RF does not define the conditions of recognizing the jury illegal. Also,
the list does not contain such significant violations of the criminal-procedural law which refer to the features
of the jury trial procedure. Alongside with the above prohibitions, they include the following limitations of circumstances which can be investigated in the jury trial procedure:

- prohibition of investigation in the presence of the jury of those circumstances of the criminal case, establishment of the validity of which is beyond the competence of the jury as stipulated by Article 334 CPC RF (part 7 of the Article 335 CPC RF);
- prohibition of investigation with the participation of the jury of the facts of previous conviction of the accused, recognition of the accused as a chronic alcohol or drug addict, and other data which can enhance the jury bias towards the accused; all data related to the personality of the accused are investigate with the participation of the jury only to the extent in which they are necessary for establishing the features of the crime incriminated to the accused (part 8 of the Article 335 CPC RF);
- prohibition of investigation of circumstances beyond the limits of the arraign brought against the accused (Article 252 CPC RF, para. 2 clause 20 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 (On implementing, 2005));
- prohibition of investigation in the presence of the jury of a number of procedural decisions (decisions on initiating a criminal case, decisions on involving as an accused), issues and motions aimed at providing the conditions for the judicial investigation (reconduction of the victims or witnesses, challenge of the trial participants, preventive punishment, etc.), and other legal issues beyond the jury competence and capable of causing their bias towards the accused and other participants of the trial (para. 2 of the Article 21 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 (On implementing, 2005));
- prohibition of announcement of a sentence on another case versus the previously convicted accomplice(s) (para. 2 of the Article 21 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 (On implementing, 2005)).

In our opinion, the key problem of legal regulation of the above prohibitions is their vague formulations, which require legislative revision or additional clarification by the Plenary Session of the Supreme Court of the Russian Federation.

Analysis of practice testifies to the broad interpretation of the above prohibitions, which results in the limited opportunities for the defense to inform the jury of the circumstances significant for estimating the reliability of the prosecution evidences. Below we present several decisions of the Russian Supreme Court as an example. Thus, the Panel of Judges of the Supreme Court of the Russian Federation made a particular decision versus a lawyer K. on 30 July 2008 on case No. 64-O08-27sp. The decision drew the attention of the Moscow Lawyers’ Chamber to a number of violations of the criminal-procedural law by the said lawyer. The Court demanded applying disciplinary measures to the lawyer. In the Court’s opinion, the violations committed by the lawyer included:

- during the judicial investigation, the lawyer referred to using unlawful methods during investigation of the case; cast doubt on reliability of evidence by I;
- in the oral argument, instead of analyzing the evidences, the lawyer gave estimations to the content of speech of the state prosecutor (pointing out partiality and bias in the speech of the prosecutor);
- in the oral argument, the lawyer draw the attention of the jury to the fact that the action incriminated to the accused took place on 11 December 2006, while the victim applied to the law-enforcement bodies on 30 March 2007 (the presiding person issued a reprimand to the defender, demanded not to investigate the procedural issues in the presence of the jury, and asked the jury not to take the above circumstance into account; when the defender tried once again to inform the jury that the witness applied to the law-enforcement bodies more than 3 months after he, according to his words, gave a bribe, the presiding person issued a reprimand to the defender in the order of the Article 258 CPC RF);
- in the oral argument, the defender draw the attention of the jury to the fact that the prosecution evidences presented to prove the discovery of drugs are not convincing, cited the conclusion of a narcologist that the accused did not use drugs; the defender expressed his opinion that the drugs were planted during the arrest and search, and assumed that this could be done in connection with the political activities of the accused (this part of the speech was repeatedly interrupted by the presiding person, who demanded not to express opinions not confirmed by evidences, not to touch upon the issues of the political activities of the accused, etc.) (Review of disciplinary practice, 2009).

There are other examples of such interpretation of the prohibitions, used by the prosecution and the court to
impede the legal right of the defender to inform the jury of the defender’s opinion and to point out the “weaknesses” in argumentation of the state prosecutor (Decision, 2015; Appellate decision of the Supreme Court of the Russian Federation of 24 May 2017 No. 75-APU17-1SP). In our opinion, in an adversary trial, it is inadmissible and illegal to limit the defender’s rights:
- to estimate the prosecutor’s speech, including by pointing out its partiality and bias, gaps in argumentation of the prosecutor;
- to dispute the reliability of the prosecution evidences, including by pointing out the long period during which the witness did not apply to the law-enforcement bodies;
- to put forward the version explaining the appearance of accusatory evidences which contradict the position of the defense, including the versions not confirmed by evidences. It should be noted that the above position of the court contradicts to the presumption of innocence principle, as the accused is not obliged to prove their innocence; the burden of refuting the arguments of the defendant lies on the prosecution, and all unrepaired doubts must be interpreted in favor of the defendant (parts 2, 3 of the Article 14 CPC RF).
In the above situation, when described interpretation of prohibitions and limitations is given by the judges of the Russian Supreme Court, the lawyer must use, among others, the international means of protection of the violated rights of the defendant (Shigurova and Shigurov, 2018). Unsubstantiated limitation of the defender’s possibility to inform the jury of their position is a violation of the right to fair judicial investigation guaranteed by Article 6 of the Convention for the Protection of Human Rights and Fundamental Freedoms (Convention, 1950).

In order to solve this problem at the level of legislation, it is important to explain that the prohibition to investigate the issues of law with participation of the jury does not mean that it is prohibited to inform the jury of the facts significant for estimating the reliability of the evidences presented by the parties. It is important to remember that any limitations of the jurors’ access to information essential for the case should be substantiated (Shigurova and Shigurov, 2017). Concerning the issues of evidences admissibility, this prohibition is substantiated by two interrelated circumstances: first, estimating admissibility requires the knowledge of the criminal-procedural law, which the jury lacks; second, recognizing the evidences as inadmissible is not within the competence of the jury. How can one substantiate the prohibition for the defender to inform the jury that the defendant was tortured or drugs were planted on him? Presenting such information, the defender does not pose any question to the jurors which would be beyond their competence (besides, the illegality of torture and falsification of evidences is so obvious that it refers to the commonly known facts), he asks to take this fact into account (or, to be more exact, puts forward the version of the defense) when estimating the reliability of the prosecution evidences, and estimation of the reliability and sufficiency of evidences is within the competence of the jury. At that, one should take into account that the jury will, most probably, rely on their own experience during discussion, that is why the availability of more versatile experience and prospective can facilitate a more balanced discussion (Adamakos, 2016).
This statement (version) must be contested by the prosecutor, giving evidences of non-coercion during interrogation, questioning the witnesses and experts, demonstrating video recordings of investigative and other procedural actions, etc.
A prohibition in the jury trial are the provisions of part 7 of the Article 335 CPC RF, stipulating the possibility to investigate during the trial in the presence of the jury only those actual circumstances of the criminal case, the validity of which is ascertained by the jury in compliance with their authority stipulated by the Article 334 CPC RF. “Taking this into account, as well as the provisions of the Article 252 CPC RF, the presiding person was to provide the execution of judicial investigation only within the limits of the charge brought against the accused” (On implementing, 2005).
In this regard, rather frequently a question arises about the admissibility of informing the jury about the complicity in the crime, incriminated to the accused, of other persons, against whom criminal proceedings are not performed within the given criminal case. For example, when the accused, during the judicial investigation, not only claims oneself innocent, but gives evidence of this crime commitment by another particular person, stating their personal data and circumstances of committing the given illegal action by them. The judicial practice in this issue is of contradictory and sometimes mutually exclusive character. Thus, the Appellate decision of the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation of 10 March 2016 No. 205-APU16-2SP (Appellate decision of the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation of 10 March 2016 No. 205-APU16-2SP), reversing a
sentence of Moscow district military court of 11 November 2015, proving a number of significant violations of
the criminal-procedural law committed during proceedings on this criminal case, pointed out the following,
among other things: “The parties in the jury trial are prohibited... to explore the issues of the probable
complicity in the crime of other persons which are not accused in the investigated case... Taking into account
the above requirements of law, as well as the provisions of Articles 73, 243, and 352 CPC RF, the presiding
person must ensure the execution of the judicial investigation only within the limits of the indictment brought
against the accused...”.

A completely different interpretation of the provisions of part 7 of the Article 335 is given in the Appellate
decision of 18 February 2015 No. 51-APU15-3sp (Appellate decision of the Panel of Judges on criminal cases
of the Supreme Court of the Russian Federation of 18 February 2015 No. 51-APU15-3sp). In this court decision,
considering an absolutely parallel situation and also reversing the sentence of the first instance court, the Panel
of Judges on criminal cases of the Supreme Court of the Russian Federation, proving a significant violation
of the criminal-procedural law, pointed out: “The presiding judge gave an incorrect interpretation of part 7 of
the Article 335 CPC RF, which stipulates the possibility to investigate during the judicial investigation in the
presence of the jury only those actual circumstances of the criminal case, the validity of which is ascertained
by the jury in compliance with their authority stipulated by the Article 334 CPC RF, as well as by the Article
252 CPC RF, which contains provisions that a judicial investigation is performed only in regard to the accused
and only on the charge brought against the accused. These legal norms do not prohibit the accused to inform
the jury about the actions incriminated to the accused, including about the complicity in these actions of
the persons against whom criminal proceedings were not instituted”.

A parallel situation is observed with implementation of another prohibition, stipulated by the criminal-
procedural law in the jury trial. This is the prohibition to explore the facts of previous conviction of the accused,
of their recognition as a chronic alcohol or drug addict, as well as other data which can cause bias of the jurors
against the accused (part 8 of the Article 335 CPC RF). The absence of clear criteria to identify the particular
data as those able to cause bias of the jurors against the accused, both in the legislation and in the guiding
interpretations by the Supreme Court of the Russian Federation, resulted in some judges arbitrarily
interpreting this provision. They prohibit giving any information about the accused (welfare, official legal
income, relations with the victim, etc.), without taking into account the fact that sometimes this may lead to
an erroneous decision on a criminal case. An example is the above appellate decision of 10 March 2016 No.
205-APU16-2SP, in which informing the jury about the salary, private business, type of activity of the accused,
and other data is marked as a violation of the requirements of part 8 of the Article 335 CPC RF. At that, the
court does not explain this decision in any way, considering these data not allowed to be brought to the jurors’
notice.

A completely opposite position as to this issue is contained in the appellate decision No. 59-APU14-2SP of 12
February 2014 of the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation
(Appellate decision of the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation
of 12 February 2014 No. 59-APU14-2SP), which states the following: “The accused informing the jury that he
was well-to-do, smoked expensive cigarettes, enjoyed financial support of his grandmother and other
relatives, is not a violation of the provisions of parts 7, 8 of the Article 335 CPC RF. D. A. Ivashchenko was
charged with committing an acquisitive offence – robbery, during which he badly injured a shop assistant and
killed a businessman B. The accusation brought against him is closely connected with the reasons for
committing the crime. By disclosing the above information, the accused D. A. Ivashchenko claimed that he
had no grounds for committing an acquisitive offence. Prohibition of presenting such information to the jury
would actually violate the right of the accused for the defense”.

Thus, one may state that the current judicial practice of implementing the provisions of parts 7, 8 of the Article
335 CPC RF, and of implementing the prohibitions stipulated by them, is of contradictory character, which
impedes the fulfillment of the purpose of the criminal legal procedure. In our opinion, this situation can be
amended by the Russian Supreme Court giving more clear and detailed instructions as to implementing the
above norms of the CPC RF.

Under current conditions, when the level of trust of the Russian citizens to courts is very low, “it is the jury
functioning in Russia that remains perhaps the only ‘island’ in the judicial system allowing procedural
opportunities for acquittal of the accused, for informal interpretation of the investigated life situations, for
maintaining the judicial eloquence as an element of professional juridical activity” (Rakhmetullina, 2013, p. 4),
the institution which may provide making a fair sentence by convincing the jury, who do not have juridical knowledge, and establishing a psychological contact with them.

According to L. M. Karnozova, the jury is an integrate model of justice with participation of both people’s and professional elements, while the role of each of them constitutes the jury as a whole (Karnozova, 2000, p. 28). At that, the “people’s” and the “professional” elements function together but in rigidly determined frameworks stipulated by the criminal-procedural law by means of a number of prohibitions. The latter are aimed, first of all, at excluding any unfavorable influence on the jurors, preventing negative impact on their objectivity when making a verdict. Within the system of criminal justice, the jury is a protective measure and a guarantee of true fairness (Royer, 2017).

It is because the factual aspect of a criminal case, not legal (procedural) issues, is decisive for the jury, they are called “the judges of fact”.

In compliance with the CPC RF, the legal procedure in the form of a jury trial implies such distribution of functions between a professional judge and a jury when the competence of the jury includes solving the issues of proof of the action, its committing by the accused, the guilt of the accused, and whether the accused is recommended for mercy, all these issues being stipulated by Article 334 CPC RF. At that, the jurors solve the issue of the guilt of the accused both from the factual and the legal viewpoint; this issue is in their exclusive competence.

In order to prevent bias of the jury when solving the issues stipulated by Article 334 CPC RF, they are prohibited:
1) to leave the courtroom during the criminal case hearing;
2) to express their opinion on the investigated criminal case before discussing the issues when making a verdict;
3) to communicate with persons not affiliated into the court composition about the circumstances of the investigated criminal case;
4) to collect information about the criminal case outside the court procedure;
5) to violate the privacy of consultation and voting of the jury on the questions posed to them (part 2 of the Article 333 CPC RF).

These prohibitions are aimed at creating conditions for the jury making a verdict based solely on the results of judicial investigation, at barring them from the influence of information which can be obtained from other sources. Observation of these prohibitions is provided by the legislative requirement, addressed to the presiding person, in case of violating these prohibitions to remove a juror from the further participation in investigating the criminal case on the initiative of the judge or on the motion of the parties, about which the jurors are notified in advance by the presiding person.

According to Article 243 CPC RF, the presiding person leads the court proceedings, takes all measures stipulated by the criminal-procedural law for providing adversary character of the trial and equality of the parties, ensures the order of the court proceedings, expounds to all participants of the court proceedings their rights and duties and the order of their implementation. Based on the above, as well as the norms regulating the features of investigating criminal cases by the jury trial, the presiding person must not allow the jury to violate the above prohibitions and duly react to such violations; in practice, this does not always take place. For example, the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation reversed the sentence by Lipetsk regional court of 26 September 2014, made with participation of the jury, versus Ya., on the grounds that the presiding person (according to the protocol of the court proceedings) repeatedly issued reprimands to a juror D., who publicly expressed his attitude towards the investigated evidences, but took no measures to remove the said juror from further participation in investigating the criminal case in compliance with the requirements of part 4 of the Article 333 CPC RF; thus, the presiding person allowed discussion of the verdict issues by the jury which included a juror who lost impartiality and objectivity (Appellate decision of the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation of 23 December 2014 on the criminal case No. 77-APU14-185P versus Ya.).

In another case, the sentence of the Volga region military court of 6 June 2012 was reversed. The sentence was issued on the basis of a jury acquittal, because in the criminal case materials there was information that during the judicial investigation, a group “All rise for the court!” was formed in the social networks, comprising the jury on this case. According to this information, the jurors discussed outside the court proceedings the issues related to investigation of this case, which cast doubt on their observing the requirements of the criminal-
procedural law (Appellate decision of the Military Board of the Supreme Court of the Russian Federation of 11 December 2012 on the criminal case No. 203-012-26/7 versus O.). Violation of the prohibitions stipulated by part 2 of the Article 333 CPC RF, in any case, entails reversal of the sentence, made on the basis of a jury verdict, by a superior court.

Clause 1 part 1 of the Article 333, part 4 of the Article 335 CPC RF stipulate the right of the jurors, including the reserve, to ask questions to the interrogated persons through the presiding person in writing. Given that the questions to the presiding person must be submitted by the jurors via a foreman, without indicating the author of each particular question, the questions are considered to come from the jury as a whole. Thus, this norm prohibits asking individual questions by the jurors to the interrogated persons. This prohibition is complemented by the rules that the jurors may ask questions only after the parties finish interrogating the accused, the victim, the witnesses, and the experts (part 4 of the Article 335 CPC RF), that the presiding judge may formulate these questions or reject them as not relevant for the charge. In our opinion, such legislative regulation violates the independence of the jurors as unprofessional judges, which definitely influences the rights and legal interests of the parties of the judicial investigation.

In practice, there are cases when the presiding judge, abusing their exclusive powers, transforms the questions asked by the jury beyond recognition. This has been pointed out in the scientific literature (Royer, 2017). At the same time, in CPC RF the regulation of the order of posing questions by the jury to the interrogated persons is concluded by transferring the questions to the presiding person; at that, the actions of the latter concerning the written questions of the jury after their formulation (or rejection) are not regulated.

In this regard, notable is the position of the Constitutional Court of the Russian Federation, according to which “the provisions of part 4 of the Article 335 CPC RF regulate the procedure of posing questions to the participants of the judicial investigation by the jury through the presiding judge, and, within the system of other norms of the criminal-procedural law, do not bar the accused and the defender from acquainting with the questions of the jury. By implication of the Article 259 CPC RF, the protocol of the court proceedings must contain all significant circumstances of the court proceedings, including, accordingly, the content of the questions of the jury – both asked and rejected by the presiding person. The accused and the defender have the right to acquaint with the protocol of the court proceedings and the documents attached to it” (On rejection, 2009).

In our opinion, in order to truly ensure the rights and legal interests of the parties in the jury trial, as well as the possibility to check the lawfulness of the presiding person’s actions, the CPC RF should stipulate the obligation to attach the written questions, asked to the interrogated persons by the jurors through the presiding judge, to the protocol of the trial, and the right of the parties to acquaint with them both during the judicial investigation and when acquainting with the protocol of the trial. Such regulation would allow to reveal the facts of posing questions by the jury which may contain their opinions on the investigated criminal case (clause 2 part 2 of the Article 333 CPC RF), of communicating with persons not included into the composition of the court, about the circumstances of the investigated criminal case (clause 3 part 2 of the Article 333 CPC RF), or of collecting information about the investigated criminal case outside the court proceedings (clause 4 part 2 of the Article 333 CPC RF), i.e., to determine grounds for removing a juror from further participation in investigating the criminal case or an application of removing the juror. The content of the written questions of the jurors may also testify to the invalidity of their rejection by the presiding judge as surplus, to the presence of grounds for removal of the presiding judge or other participants of the trial, and to the presence of other data significant for the investigation and resolution of the criminal case. Acquaintance of the parties with the content of the jurors’ questions would allow the parties to reasonably object against the actions of the person presiding in the trial, basing on part 3 of the Article 243 CPC RF. In our opinion, the obligation of the presiding person to to attach all written questions, asked to the interrogated persons by the jurors, to the protocol of the trial, must be stipulated by the CPC RF alongside with the direct prohibition for the presiding person to ignore or unreasonably reject them, and the obligation of the jury foreman to transfer the above questions in a written form to the presiding person.

In compliance with part 1 of the Article 340 CPC RF, before the jurors withdraw to a conference room for the return proceedings, the presiding person addresses the jury with a summing-up aimed at helping the jurors to solve the questions posed to them. At that, the CPC RF (part 2 of the Article 340) stipulates the legislative prohibition for the presiding person to express their opinion on the questions posed before the jury. One should agree that the summing-up is not a right but an obligation of the presiding judge, and it must comply
with the principles of objectivity and impartiality, violation of which may entail reversal of the sentence made on the basis of a jury verdict (Broeder, 2016).

One should agree with the opinion of M. V. Belyaev that “the requirement of a summing-up in its optimal representation (i.e., when observing the due balance between authoritative influence of the presiding person and the explanatory character of such influence) allows to reduce the gap between the juridical and the worldly realities. The jurors obtain the minimal set of legal tools for rational review of the previously acquired emotional impressions in order to issue a fair and unbiased verdict” (Belyaev, 2017).

According to part 3 of the Article 340 CPC RF, in a summing-up the presiding person just reminds the jury of the evidences investigated during the trial, both establishing the guilt of the defendant and discharging them, without expressing any attitude to these evidences and making any conclusions, explains the rules of estimating the evidences and other principles of justice expounded in this article. The complete content of the evidences is explained to the jury by the parties. The violation of the principle of impartiality and objectivity by the presiding person includes, in particular, reminding the jury of the investigated evidences only establishing the guilt of the defendant or discharging them, estimation of the evidences, expressing any opinion on the questions posed before the jury, etc. (On implementing, 2005).

As follows from clause 34 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 “On courts’ applying the norms of the Criminal-Procedural Code of the Russian Federation, regulating the court proceedings with participation of the jury”, “the content of a summing-up must be expounded in the trial protocol in detail”; “if a summing-up is expounded in writing, it must be attached to the case papers in full. In this case, the trial protocol must contain a recording on the presiding person delivering a summing-up and on attaching the summing-up in full to the case papers” (On implementing, 2005).

At the same time, in our opinion, the problem of reflecting a summing-up of the presiding person in the trial protocol as it had been actually delivered can be solved only by introducing the provisions contained in the draft Federal Law “On amendments to the Article 259 of the Criminal-Procedural Code of the Russian Federation”, prepared in pursuance of the Order of the Russian President of 6 December 2012 No. 3258 on implementing the principle of court decisions independence in regard to providing the objective recording of a court investigation by its obligatory video-recording (Federal portal).

In compliance with part 6 of the Article 340 CPC RF, the parties have the right to claim objections during the court proceedings in connection with the content of the summing-up of the presiding person on the issues of violation of the principles of objectivity and impartiality. By implication of the Article 340 CPC RF, “the parties’ objections are claimed in the presence of the jury. Also in the presence of the jury, the presiding person states the decision on the objections claimed by the parties. The absence of the parties’ objections is marked in the protocol of the court proceedings” (On implementing, 2005).

The above legislative requirements are not always observed in practice. For example, the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation reversed the sentence of the North Caucasus region military court with participation of the jury of 19 August 2015 versus T., A., and V., because the presiding person made no decision on the objections (claimed by the defender G.) to the content of the summing-up, which, in the opinion of the Panel of Judges influenced the impartiality and opinion of the jury in regard to the accused (Appellate decision of the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation of 19 January 2016 on the criminal case No. 205-APU15-15SP versus T., A., and V.).

It is pessimistically noted in the criminal-procedural literature that claiming objections by the parties to the summing-up of the presiding person is rarely effective, because “the effect of the revealed opinion of the presiding person cannot be neutralized by mere objections and notes of the parties; it is almost impossible to convince the jury that the presiding person violated the requirements of objectivity and impartiality” (Rakhmetullina, 2013, p. 20).
In our opinion, the said opportunity given to the parties is a manifestation of the adversary principle, a measure allowing the parties of a jury trial to draw attention of the “judges of fact” to violation of the legal prohibitions by the presiding person; undoubtedly, this requires the gift of conviction and the oratory skills of the person claiming objections to the summing-up of the presiding person.

Results

We consider it necessary to stipulate in the CPC RF a rule on examining and resolving objections to their actions by the presiding person. The decision of the judge to accept such objections and agree with them would mean prevention of further illegal actions and decision to eliminate the legal consequences of the committed violations of law. The decision of the presiding person to reject objections to their actions would, in turn, influence the actions of the defender, changing their tactics of defense.

Estimating the objections to the actions by the presiding person as a means of counteracting the discretion of the presiding person in court proceedings, we consider it necessary to claim such objections in any cases when:

1) the presiding person violates the fundamental principles of administering justice in criminal cases, in particular, the principles of adversary character of trial and equality of the parties, the principle of providing the right to defense of the accused, etc.;
2) the presiding person fails to provide the rights and freedoms of the accused and other participants of the criminal-legal procedure during the judicial investigation, guaranteed by the criminal-procedural law;
3) the presiding person violates the order of the court proceedings;
4) the participants of the judicial investigation violate any norms of the criminal-procedural law without preclusion by the person presiding at the court proceedings.

It is inadmissible to establish arbitrary prohibitions, not stipulated by law, in the jury trial. In particular, the following prohibitions of a judge are arbitrary:

1) limiting the number of questions asked by the defense participants. For example, the defense may ask only two questions to the witnesses of the prosecution;
2) discussing procedural issues at the desk of the presiding person when the accused are guided and have no opportunity to participate in such discussion;
3) limiting the opportunity of the accused to ask questions on the indictment, as, according to the court, this document has not been brought to the jurors’ notice;
4) arbitrary, without any substantiation or presenting any motives, rejecting the questions asked by the defense;
5) changing the formulation of the questions asked by the defense by the presiding person to the extent of changing their meaning;
6) arbitrary prohibiting the defense to bring an admissible evidence to the jurors’ notice.

The following limitations of the defender’s rights are illegal and inadmissible:

- to estimate the content of the state prosecutor’s speech, including, pointing out its impartiality and bias, gaps in argumentation of the prosecutor;
- to dispute the reliability of the prosecution evidences, including by drawing attention of the jury to the long period during which a witness had not appealed to the law-enforcement bodies;
- to put forward versions explaining the appearance of prosecution evidences contradicting the position of the defense, including the versions not supported by evidences. It should be noted that the above position of court contradicts the presumption of innocence, according to which the accused does is not obliged to prove their innocence, but the burden of refuting the reasons of the accused lies on the prosecution, while all remaining doubted must be interpreted in favor of the accused (part 2, 3 of the Article 14 CPC RF).

The judicial practice of implementing the provisions of 7, 8 of the Article 335 CPC RF, as well as of implementing the prohibitions stipulated by this Article, is of contradictory character, which impedes the fulfillment of the purpose of criminal legal procedure.

Conclusions

1. Prohibitions in the studied type of legal procedure are requirements of the criminal-procedural norms not to commit actions, not stipulated by the CPC RF during a jury trial.
2. The essence of the above prohibitions is as follows: by prohibiting committing certain actions during a jury trial, the criminal-procedural law establishes limitations for the participants of the criminal legal procedure.
3. Each and any prohibition is only possible on the basis of law. Only law may establish conditions and bases for implementing prohibitions, as particular circumstances under which and on the basis of which the prohibition can be implemented. The order of implementing prohibitions also must be established by law.

4. Arbitrary broadening of the list of prohibitions, conditions and grounds for their implementation is inadmissible.

5. Given that the jurors are the judges of fact, not the judges of law, it’s prohibited to pose, examine and resolve the issues of juridical character in the presence of the jury.

6. The prohibitions during a jury trial include:
   - prohibition to present and resolve in the presence of the jury motions on excluding an evidence from the list of evidences,
   - prohibition to the parties to inform the jury about the presence of an evidence previously excluded by the court decision,
   - prohibition to investigate the facts of previous conviction of the accused, of recognizing the accused as a chronic alcohol or drug addict, or other data which can cause bias of the jury against the accused,
   - prohibition to investigate, with participation of the jury, the data characterizing the personalities of the witnesses and victims,
   - prohibition to claim objections to the actions of the presiding person in the presence of the jury,
   - prohibition to investigate the means of collecting evidences, issues of the investigation tactics, illegal means of investigation,
   - prohibition to insult the participants of the criminal legal procedure, express negative characteristics of the preliminary investigation bodies and the court, to distort the role and competence of the jury, the content of the current Russian legislation,
   - prohibition to touch upon the issues not liable to resolution by the jury.

7. The effective character of the above prohibitions is due to the fact that they are based on the law.

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International.
A Corpus Based Venture into the Verb Morphology in Pakistani English

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Abstract
This paper studies twenty five features of verb morphology in Pakistani English. Pakistani English, previously taught as exonormative variety has developed its own characteristic features that need to be identified. Being a nativized variety Pakistani English has attracted the interest of various researchers who have been exploring its distinct features and consequently adding their contribution to the codification process of this comparatively new variety of English. Many multifaceted researches have emerged on the various aspects of Pakistani English in the near past but with the vogue of corpus based studies previous opinion based judgments about Pakistani English(PakE) seem obsolete. This study is an attempt to verify the (non)existence of the features that have already been focused in ELECTRONIC WORLD ATLAS OF THE VARIETIES OF ENGLISH (EWAVE). The only difference is that the EWAVE informant of Pakistani Variety has used his expert judgment whereas the present study explores these features using corpus methodology and has found the difference in results.

Keywords: Verb morphology, Pakistani English, Corpus based study

1&2. Introduction and Brief overview of literature
English as a non-native variety in Pakistan has attracted a lot of attention of the linguists and researchers. All the non-native varieties present a wide scope of research because they mould and modify English according to their cultural and linguistic contexts. Electronic World Atlas of varieties of English (E-wave) is such project by Frieberg institute of Advance Studies. It has identified various features specific to non-native varieties of English. This project also includes information about (non) existence of the features of Pakistani English. As the information about Pakistani English (PakE) in E wave is only an intuition based judgment of a native speaker of Pakistan, and has not sprung up from corpus of Pakistani English, the need for its verification through some more objective methodology has been felt. Thus the present study is an attempt to fill this methodological gap.

Since long, English language has proved itself as world language. With its success as a language of the globe, it has influenced the languages of the world and vice versa. This is because of its wide spread influence that the influenced languages and cultures have fought back and have imprinted their own marks of identity onto it. It all resulted into various Englishes that are now known as new Englishes or non-native varieties of English. these newly emerged varieties have broken away from the old rules of their parent English and are developing their own patterns in almost all fields with a language. Be it syntax, lexis or morphology, they have introduced new patterns into the old structure of English. Jenkin (2005) has identified this trend in Pakistan and opined that the nation is now keen to develop their own discrete variety of English. previously, Baumgardner (1990) had also sensed the emerging variety of English in Pakistan and viewed that Pakistani speakers are dispensing with impulsive acceptance of the norms of British English. Thus Pakistani English is one of those varieties which have made their way through endonormative status to exonormative varieties.

English in Pakistan enjoys the status of the most privileged language. In fact it is also considered to be a bread earner. With the growing interest of the people to learn and use it, English in Pakistan has covered wide range of functions. It is used within and without the country to fulfill various needs of the people. With the increase of the number of its speakers, it has started developing its own peculiar identity as “Pakistani English’ which is more fully in line with the British English. The nativised status of Pakistani English has invited many researchers to explore its distinct features and consequently adding their contribution to the codification process of this comparatively new variety of English. Many multifaceted researches have emerged on the various aspects of Pakistani English in the near past but with the vogue of corpus based studies previous opinion based judgments about Pakistani English(PakE) seem obsolete. This study is an attempt to verify the (non)existence of the features that have already been focused in ELECTRONIC WORLD ATLAS OF THE VARIETIES OF ENGLISH (EWAVE). The only difference is that the EWAVE informant of Pakistani Variety has used his expert judgment whereas the present study explores these features using corpus methodology and has found the difference in results.

Keywords: Verb morphology, Pakistani English, Corpus based study

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that PakE combines English affixes using Urdu bases. This process has resulted into the emergence of the words that never existed before in English.

A pattern of an innovative use of ‘er ‘ism’ and ‘ee’ morphs has been observed. These morphs have been used to form words like guider, mullaism etc.

Sometimes nouns from Urdu are borrowed in PakE to take plural morphemes from English. ‘they all are hiwans (animals), an English morpheme ‘-s’ has been used to pluralize Urdu word.

Another pattern of creative morphological pattern has been seen in PakE. This is the simultaneous application of Arabic and English rules to urdu bases. As is in zaireens where za is singular, zaireen is plural according to Arabic rule and even English inflection is also applied to make it a new pakE specific vocabulary. Hassan (1983) is of the view that this mixing is almost a century long and if it is evolving the language it must not be restricted. Platt et all (1984) is of the view that this is typical of Pakistani English and distinguishes it as no other speakers of English could introduce such innovations to PakE.

Above mentioned morphological patterns studied in Pakistani English are related to nouns. Our concern in this paper is verb morphology. The Features related to verb morphology have already been identified in E wave but here differs the methodology, as the present study uses corpus methodology for the purpose.

This study will answer two questions i.e. what is the pattern of verb morphology in Pakistani English, and how far intuition based judgment of a native speaker is authentic about their language.

3. Methodology

This study uses corpus and tries to authenticate the results of intuition based judgement about the verb morphology in Pakistani English. it explores the features related to verb morphology. These features have previously been identified by E wave with reference to the Pakistani English.

3.1Corpus

In order to study the 20 features of verbal morphology in Pakistani English, the present study uses corpus of 15 million words. The corpus borrowed from the department of Linguistics Government college University Faisalabad includes, (ICE Pak), International corpus network of Asian learners of English (ICNALE Pak), International corpus of Learner’s English (ICLE pak), corpus of Agriculture, Law, Fiction and Social Media communication.

3.2 Study Tool

In order to extract relevant instances from huge amount of data, antconc 3.5.6 has been utilized. This tool helps straining out the required examples with the help of key terms. These examples have been studied in their linguistic context and the relevant instances have been picked out to quote in the study.

4. Results and Discussion

E WAVE has 25 five features related to verb morphology. These feature range from 128 to 153. They have been studied using corpus methodology. Following are the results and discussion of the status of these features in PakE.

1. Levelling of Past tense with Past participle verb forms: regularization of irregular verb paradigm

According to e wave this feature has an attested absence but many instances of the feature have been found in this corpus based exploration of the feature.

These instances have been found in the corpus of law, Pakistani News Paper(PNC), Corpus of Agriculture (Agri), ICLE and ICE. The regularization of the following irregular verbs has been observed. Catch, freeze, grind, hold, lose, shrink, wind.

The examples from the corpus are as below:

...good shot but caughted by Malinga. ICE
Actually he has frozen. ICE
Iqbal shah was standing and throwing grinded chillies in the eyes of police guard. Law
As an advocate, he upholded at all times the dignity. Law
We have lost good values. ICLE
Technology has shranked the world. ICLE
9355 kg of yarn winded up on paper cones. PWE

The existence of the feature in the corpus under study has highlighted the difference of the results of E WAVE and that of the present study.

Feature no. 2

Leveling of past tense/ past participle verb forms: past participle replacing the past tense
...and after that I gone to the back. ICE
...and yes I seen, black had teeth. ICE
I say I been a part of two of the wars. ICE
I been away from Chitral since long. PWE

The result of this feature also does not correspond to that of EWA VE, which declares an attested absence of this feature in PakE whereas the research results tell another story.

Feature no. 03
Zero past tense forms of regular verbs
no instance of this feature could be found in the corpus under study, thus the results of the study are same as that of EWA VE which has declared this feature to be absent in PakE.

Feature no. 4
Leveling of past tense/past participle verb forms
The results of this feature also do not correspond to that of E wave, as according to E wave this feature is completely absent form Pakistani English but we have found some instances given as under:

If fraud had came to the knowledge of the petitioners. LAW
They had drew sketches of three of the attackers. PNC
15 other had showed their intention to provide... PWE

Feature no. 5
Double Marking of Past tense
Following instance of the feature have been found from the corpus under study.
The planting method did not affected emergence... Agriculture
...the fielder did not dismissed... ICE
...also termed the elections free and fair and did not even pointed out any role of media. PNC
...writer did not proven anything fabricated or baseless... PWE

However the results of this feature are not different from that of E WA VE as both of the studies view this feature to be very rare in PakE.

Feature no. 6
Leveling of past tense/past participle verb forms: past tense replacing the past participle
The results of this feature also differ from that of EWA VE as according to EWA VE this feature does not exist in PakE whereas we have found instances in corpus of LAW and PNC

Following are some of the instances where past tense has replaced the past participle

NEPRA had fell victim to negative compaign. PNC
These children had showed that Karachi had a talent. LAW

Feature no. 7
A-prefixing on ing-forms
No instance of this feature has been found in the corpus so the results of E WA VE and that of this study completely correspond to each other.

Feature no. 8
Use of gotten and got with distinct meaning (dynamic vs static)
According to e wave this feature is neither pervasive nor extremely rare in Pakistani English, whereas according to the corpus both ‘gotten and got’ have been observed to be used on alternate basis without having any distinction in use and meaning. Following instance advocate for the stance:

We have got booking of 100 sets from concepts Islamabad. PWE
The stranger could have gotten hold of it.
A few times I’d gotten drunk. PWE
We have got forty replies. ICE
…and we had gotten the correct baggage tags. ICE
The couple had gotten married in December.. PNC
We got married four years ago. PNC

Feature no. 9
Use of gotten instead of got
E wave: FNPNER
As no distinction in the use of got/gotten has been observed so according to this study the above mentioned feature does not exist in PakE.

Feature no. 10
Use of verbal suffix –ing with forms other than present participle/gerund
According to EWAVE this feature has attested absence in PakE, whereas the present research has found instance from the corpus. Following are some of the examples:
We may travelling in the aeroplane or bus. ICE
Government should establishing justice in our society. ICLE
God should giving to you long and healthy life. Tweets
Thus the two studies differ once again in their results related to this feature.

Feature no. 11
Was for conditional were
E wave declares this feature to be neither pervasive nor extremely rare, but no instance of the feature could be found in the corpus under study.
Both of the studies agree in their results regarding the following features.
Feature no. 12 Serial verbs: give = to, for
Feature no. 13 Serial verbs: go = movement away from
Feature no. 14 Serial verbs: come = movement towards
Feature no. 15 Serial verbs: constructions with 3 verbs
Feature no. 16 Serial verbs: constructions with 4 or more verbs
Feature no. 17 Give passive: Np1(patient)+giv+NP2(agent)+V
Feature no. 18 Transitive verb suffix –em/-im/-um
Feature no. 19 Other forms/phrases for copula ‘be’: before AdjPs
Feature no. 20 Other forms/phrases for copula ‘be’: before locatives
Feature no. 21 Other forms/phrases for copula ‘be’ before NPs
Feature no. 22 Distinctive forms for auxiliary vs. full verb meaning of primary verbs
Feature no. 23 Special inflected forms of have
Feature no. 24 Special inflected forms of do
Feature no. 25 Special inflected forms of be
The summarized results of this corpus based study of 25 features related to verb morphology in Pakistani English have been presented below. It shows feature title as has been given in E wave (Source: https://ewave-atlas.org/), the status of feature according to e wave and the results of corpus based research.

Table 1. Verb morphology in PakE

<table>
<thead>
<tr>
<th>Sr no.</th>
<th>Feature Title</th>
<th>E wave Judgment</th>
<th>Findings of this study</th>
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<td>Attested Absent: AA</td>
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<tr>
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<th>Leveling of past tense/past participle verb forms: regularization of irregular verb paradigms</th>
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<th>Exists</th>
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<td>Leveling of past tense/past participle verb forms</td>
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<td>Exists</td>
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<td>3</td>
<td>Zero past tense forms of regular verbs</td>
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<td>4</td>
<td>Leveling of past tense/past participle verb forms</td>
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<td>Double Marking of Past tense</td>
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<td>Use of verbal suffix –ing with forms other than present participle/gerund</td>
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<td>Exists</td>
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<td>11</td>
<td>Was for conditional were</td>
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<td>No instance found</td>
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<td>12</td>
<td>Serial verbs: give = ‘to, for’</td>
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<td>Serial verbs: go = movement away from</td>
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<td>Serial verbs: come = movement towards</td>
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<td>Give passive: Np1(patient) + give + NP2(agent) + V</td>
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5. Conclusion
There are total 23 features related to verb morphology in EWA VE. The results of corpus based research differ in 8 out of
23 features. Thus almost 34 percent results got changed when studied using corpus methodology. 66% results remained same. The study may be concluded on the note that though most of the time intuition based judgments of the expert native speakers about their language may be correct but the utility and authenticity of objective research method cannot be denied. It came up with the instances from the naturally occurred language and validated the results that may be verified by using any other objective method of research.

References
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Social Media Use and Political Participation of Pakistani Youth; an Empirical Study

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Abstract
In this research paper, a thorough review about the political participation of Pakistani youth via social media usage has been conducted. As far as media usage is concerned, it’s carrying much importance in terms of shaping and reshaping the public opinion. The basic aim of the current research was to examine the usage intensity of social media among university students in order to inquire the effect of socio-demographic characteristics of the respondents on social media, which possibly influences the political participation among youth in Pakistan. The main purpose of this research was to see whether the social media use enhances political participation among youth. The study aimed at examining two dimensions of political participation; online political participation, and offline political participation. The survey research method was used in order to collect the data from the respondents. The population of the study was the public sector universities in Pakistan, whereas the data of 150 students were collected randomly from Government College University Faisalabad, Punjab University Lahore and International Islamic University Islamabad. The sampling frame of the study were students enrolled in public sector universities. After analyzing the data by using SPSS 21, the results confirmed as per hypothesized. The findings of the study elaborate that the social media plays a vital role in political awareness, motivation and political participation, in Pakistan. Moreover, with the increasing extent of social media, the political propagandas by political parties have also been increased as well as the youth has developed a greater interest towards politics through the use of social media.

Keywords: Youth, social media, political participation

1 Introduction
The societies with old traditional style have been changed to modern and informative one with the expanded utilization of Internet based online sources. Social media and other online sources have created an ease for the masses to think about their rights as it has given a congruity with simple access to information and knowledge (Ali, 2016). Social media did not only change the pattern of thinking, but it also revolutionized the human behavior and attitudes of citizens which are becoming more participatory (Effing, R., Van Hillegersberg, J., & Huibers, T. (2011) Particularly in the societies of Asia, the dispersion of information and communication technology has upgraded the level of awareness in the population by giving them an easy access of information about every walk of life that incorporates human and political rights (Anwar, 2012).
Outcome of political campaigns and activities heavily depend upon the information provided by the social media. However, in contemporary world of social media voters engage with partisan media while they undergo decision making process. The opportunity of creating their own content, reshaping of news content and direct connection with voters, perhaps, positively influenced the political engagement of voters and ultimately the level of political participation (Bossetta, Dutceac Segesten, & Trenz, 2017) Moreover, the emergence of social media give rise to collective political activities through creation of collective political will. The social movements of the modern world are outcome of this engagement of political will with political participation (Crivellaro et al., 2014).
Habermas (2004) supports the statement by introducing the idea of virtual public sphere. He argues that media carries much importance in terms of shaping and reshaping the public opinion. An interaction via virtual public sphere has a profound ability to transfer information and transmit connections among physically disengaged people. These information streams are getting to achieve the young members of virtual public sphere. The virtual public sphere provides socialization to the individuals initially for political overview.
Social Media and Political Participation in Pakistan

Social media which is introduced by web 2.0 depicts positive relation. By providing virtual space of communication, political discussion and freedom of expression social media has got great importance (Chen & Chan, 2017). The media settings are becoming more complex with a variety of sources, including newspaper, radio, television etc. Likewise, Facebook, YouTube, twitter and other social media avenues are broadening the part of the public sphere in the social and political encounter. The increase of online political campaigning and sharing surely reflects political utilization of these means (Bowen, 1996). Recently Arab spring is a very interesting example of how internet with its tools of social media revolutionized the arab world (Storck, 2011).

US presidential elections (Robert, Roberts, Etling, & Bourassa, 2017), Syrian conflict (Klausen, 2015) and insurgency in Iraq (Klausen, 2015) are live examples to elaborate the influence of social media.

In Pakistan, being a developing country possess a complexed media environment. Influence of media on democracy, political engagements and voting behavior have always been critical in political debates (Safdar, Javed, & Imran, 2015). In addition to that, the development of social networking sites, like facebook, youtube, twitter, as a platform of political expression and motivational factor for political participation intensified this debate (Zaheer, 2016). The capacity to seriously utilize computerized technologies influences participatory conduct much more than the advanced separation, which is regularly overcome through the joined utilization of distinctive technologies (Yusuf, 2009). Moreover during election season political parties try to manipulate the information via social media to attract the voters (Metaxas, 2012).

As far as youth is concerned, early years of the youth are extremely important for the development of civic practices (Horowitz and Wanstrom, 2006), and the discussion with parents, teachers, and friends, and media in the virtual public sphere influences the process of political socialization and political efficacy (McLeod, 2000).

The results of such research endeavor support the view that participation in the Internet groups can have powerful effects on one’s socialization. It’s argued that group interactions unfold over the Internet in the same way as they do in conventional arenas.

This leaves us with the investigation of whether the Internet is crusading. Once hailed as a tool which intends to counter the consistent decrease in political interest, and improve existing force structures by enabling periphery parties and activists’ association of aggregate activity, has an included worth. (Ancu and Cozma, 2009).

Statement of the Problem

By disseminating ICT (Information and Communication Technology), people use the Internet as per their interests. There are multiple usage of the Internet like networking, organization, socialization and communication about social issues. In Pakistani context, information and communication technology has been used for conveying information and sharing knowledge.

Before and during 2013 General Elections in Pakistan, social media has been in use for political activism. Here, ICT was used for social and particularly political issues. Through this study, it would be tried to explore that whether ICT, as virtual public sphere, exists or is just the abstraction in people’s minds that Pakistan youth is being convinced to take part in political protests. This study intends to explore the significance of virtual public sphere for both online and offline participation of Pakistani youth.

Significance of the Study

Political participation is very important to measure the democratic strength of a country. It’s to measure the mental wealth and freedom. The political participation relies on the involvement of public in political activities whether activities are computer generated i.e online surveys, bloggings, signing petitions or participation in activities like protests, demonstrations, campaigns etc.

If we talk about Pakistan, the operation of social media is not only pragmatic but an experiential need as well. The need to conceptualize and discuss over the functioning of society is vital. There’s little scope to spend rare human resources on experiments. The significance of social media use has been recognized as a comparative indicator of a youth’s political involvement. Therefore, this study tries to explore the ‘Impact of New Media on Political Participation in Pakistani Youth’ with special reference to Pakistani society.

Objectives of the Study

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1. To find out the usage intensity of social media among university students
2. To inquire the effect of socio-demographic characteristics of the respondents on social media that influence the political participation among youth in Pakistan.
3. To measure the level of online and offline political participation among youth
4. To suggest policy measures for promotion of open and operational social media for democratic process.

1.1 Research Questions
1. What are the factors which promote the use of social media among Pakistani youth?
2. What is the trend of using political content on social media among Pakistani youth?
3. Does the use of social media influence online and offline political participation of youth?

Methodology
The purpose of this research is to see whether the social media use enhance political participation among youth. The researcher intends to examine two dimensions of political participation, online political participation and offline political participation. To investigate this relationship, the researcher adapts positivist paradigm. Schultz and Hatch (1996) refers that positivism is a research paradigm operating under the principle that world is objective and therefore, facts are conceived in terms of correlations and associations. This study is cross sectional in nature and social survey research method has been used to collect data from the respondents. The data collection tool is structured questionnaire.

Social Survey Research Method
In general, social surveys are questionnaires that are created to gather data from sweeping quantities of individuals from various institutions. Reviews are set up ahead of time of offering them to respondents, thus they have a 'structure' to them. As a result of this questionnaire have a tendency to be an extremely formal methods for gathering information, enabling the researcher little opportunity to 'take after her nose' not at all like different strategies. The results have a smooth and organized flow when the data is gathered through the social research survey method.

Pre-coded, or closed question questionnaires
Those questionnaires in which the respondents have to give close ended answers i.e in the form of yes/no or another form that is ‘Likert scale’ (essentially a quality of feeling scale) in this form, the participants are supposed to select the options like strongly agree, agree, neutral, strongly disagree, agree and it is the most commonly used scale in the whole world for data collection.

One of the fundamental issues of this sort of questionnaire is the inconvenience issue, which alludes to the hazard that the research may be forcing their view, or structure on respondents instead of getting at what they truly consider the issue. (I guess it’s a drawback and we must not include it).

Open-ended question questionnaires
In these questionnaires, the individuals who participate in research are able to give open ended answers. They are less organized than Pre-coded, or Closed question questionnaires. The respondents are able to compose their own answers according to their thoughts and views as well as the sense of question.

Different ways of administering surveys
There are different ways through which the surveys could be conducted in order to collect the data.
- Sending surveys by post, or by email.
- Essentially putting the questionnaire on the web and abandoning it to be finished
- Doing an structured interview face to face, either in the city, house to house.
- Doing the telephonic interview.

Analysis and Discussion:
Data regarding the research paper has been analyzed in the SPSS software frequency tables has been made of Age, Gender, Education and other factors as well as co relation is used as a technique. Moreover pie charts and bar charts are used in order to express.
Table 1
Frequency and percentage of gender wise data.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>53</td>
<td>35.3</td>
<td>35.3</td>
<td>35.3</td>
</tr>
<tr>
<td>Male</td>
<td>97</td>
<td>64.7</td>
<td>64.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that from a total number of 150 students 53 were female and 97 were male participants.

Table 2
Frequency and percentage of age group

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>108</td>
<td>72.0</td>
<td>72.0</td>
<td>72.0</td>
</tr>
<tr>
<td>26-30</td>
<td>37</td>
<td>24.7</td>
<td>24.7</td>
<td>96.7</td>
</tr>
<tr>
<td>31-35 and Above</td>
<td>5</td>
<td>3.3</td>
<td>3.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that from a total number of 150 students, 108 participants were from the age group of 18 to 25 years, 37 were in the age group of 26 to 30 years and only 5 persons were from the age group of 31 to 35 years and above.

Table 3
Frequency and percentage of Education level of the respondents

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS(Hons)</td>
<td>80</td>
<td>53.3</td>
<td>53.3</td>
<td>53.3</td>
</tr>
<tr>
<td>M.A</td>
<td>43</td>
<td>28.7</td>
<td>28.7</td>
<td>82.0</td>
</tr>
<tr>
<td>M.Phil</td>
<td>26</td>
<td>17.3</td>
<td>17.3</td>
<td>99.3</td>
</tr>
<tr>
<td>PhD</td>
<td>1</td>
<td>.7</td>
<td>.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that 80 persons were the students of Bs(Hons), 43 were from Masters, 26 were from M.Phil and only 1 student was of PhD among a total number of 150 students.

Table 4
Frequency and percentage of the registered voters in the general elections

<table>
<thead>
<tr>
<th>Are you a registered voter?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>139</td>
<td>92.7</td>
<td>92.7</td>
<td>92.7</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>7.3</td>
<td>7.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that 139 respondents were registered voters and only 11 were non registered voters from a total number of 150 students.
Table 5
Frequency and percentage of the Facebook usage on the internet by the respondents

<table>
<thead>
<tr>
<th>How often do you use Facebook on the internet?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>9</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Seldom</td>
<td>3</td>
<td>2.0</td>
<td>2.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>24</td>
<td>16.0</td>
<td>16.0</td>
<td>24.0</td>
</tr>
<tr>
<td>Often</td>
<td>33</td>
<td>22.0</td>
<td>22.0</td>
<td>46.0</td>
</tr>
<tr>
<td>Very Often</td>
<td>81</td>
<td>54.0</td>
<td>54.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows that from a total number of 150 students only 9 of them never used Facebook, 3 of them used seldom, 24 used it for sometimes, 33 of them often used it and 81 used Facebook very often.

Table 6
Frequency and percentage of the Twitter usage on the internet

<table>
<thead>
<tr>
<th>How often do you use Twitter on the internet?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>40</td>
<td>26.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Seldom</td>
<td>10</td>
<td>6.7</td>
<td>6.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>28</td>
<td>18.7</td>
<td>18.7</td>
<td>52.0</td>
</tr>
<tr>
<td>Often</td>
<td>33</td>
<td>22.0</td>
<td>22.0</td>
<td>74.0</td>
</tr>
<tr>
<td>Very Often</td>
<td>39</td>
<td>26.0</td>
<td>26.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that Twitter was never used by 40 students, 10 of them seldom used it, 28 used it for sometimes, 33 often used it and 39 used it very often from a total of 150 students.

Table 7
Frequency and percentage of the Youtube usage on the internet

<table>
<thead>
<tr>
<th>How often do you use Youtube on the internet?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>2.7</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Seldom</td>
<td>6</td>
<td>4.0</td>
<td>4.0</td>
<td>6.7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>25</td>
<td>16.7</td>
<td>16.7</td>
<td>23.3</td>
</tr>
<tr>
<td>Often</td>
<td>46</td>
<td>30.7</td>
<td>30.7</td>
<td>54.0</td>
</tr>
<tr>
<td>Very Often</td>
<td>69</td>
<td>46.0</td>
<td>46.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 7 shows that from a total number of 150 students only 4 individuals never used Youtube, 6 of them seldom used it, 25 used it for sometimes, 46 were often users and 69 of them used it very often.

Table 8
Frequency and Percentage of Whatsapp usage on the internet

<table>
<thead>
<tr>
<th>How often do you use Whatsapp on the internet?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>9</td>
<td>6.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Table 8 shows that from a total number of 150 students only 9 of them never used Whatsapp, 6 of them seldom used it, 25 used it for sometimes, 46 were often users and 69 of them used it very often.
Table 8 shows that 9 individuals never used WhatsApp, 5 used it seldom, 24 were its sometime users, 32 often used it and 80 among the total of 150 students used it very often.

Table 9

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>80</td>
<td>53.3</td>
<td>53.3</td>
</tr>
<tr>
<td>Seldom</td>
<td>23</td>
<td>15.3</td>
<td>68.7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22</td>
<td>14.7</td>
<td>83.3</td>
</tr>
<tr>
<td>Often</td>
<td>14</td>
<td>9.3</td>
<td>92.7</td>
</tr>
<tr>
<td>Very Often</td>
<td>11</td>
<td>7.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 9 shows that from a total number of 150 students, 80 persons never used LinkedIn, 23 of the seldom used it, 22 individuals were sometimes users, 14 used it often and only 11 were the users who used LinkedIn very often.

Table 10

<table>
<thead>
<tr>
<th>How much time do you spend on social media per day?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>No time at all</td>
</tr>
<tr>
<td>10-30 Minutes</td>
</tr>
<tr>
<td>More than 30 minutes up to 1 hour</td>
</tr>
<tr>
<td>2 to 3 hours</td>
</tr>
<tr>
<td>More than 3 hours</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Table 10 consists of a Bar Chart which shows that from a total number of 150 students, 3 never spent any time at social media, 13 individuals spent 10 to 30 minutes, 26 students spent more than 30 minutes and up to 1 hour on social media, 57 students spent 2 to 3 hours, and 51 students spent more than 3 hours on social media per day.

Table 11

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>59</td>
<td>39.3</td>
<td>39.3</td>
<td>39.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>34</td>
<td>22.7</td>
<td>22.7</td>
<td>62.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
<td>15.3</td>
<td>15.3</td>
<td>77.3</td>
</tr>
<tr>
<td>Often</td>
<td>23</td>
<td>15.3</td>
<td>15.3</td>
<td>92.7</td>
</tr>
<tr>
<td>Most Often</td>
<td>11</td>
<td>7.3</td>
<td>7.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 11 shows that 59 individuals never worked for a political party, 34 persons worked for a political party rarely, 23 students worked sometimes similar to this again 23 individuals worked often and 11 students from a total number of 150 students worked most often as a volunteer for a political party as a candidate.

Table 12

<table>
<thead>
<tr>
<th>Attended a political rally, speech or meeting</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>25</td>
<td>16.7</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Rarely</td>
<td>27</td>
<td>18.0</td>
<td>18.0</td>
<td>34.7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>62</td>
<td>41.3</td>
<td>41.3</td>
<td>76.0</td>
</tr>
<tr>
<td>Often</td>
<td>27</td>
<td>18.0</td>
<td>18.0</td>
<td>94.0</td>
</tr>
<tr>
<td>Most Often</td>
<td>9</td>
<td>6.0</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 12 shows that from a total number of 150 students, 25 of them never participated in any political rally speech or meeting, 27 rarely participated, 62 students participated sometimes only, 27 persons often participated and only there were 9 students who participated most often in any political rally or meeting.

### Table 13

<table>
<thead>
<tr>
<th></th>
<th>Made online groups of people to send/receive political updates</th>
<th>Recruited friends to support a cause or campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made online groups of people to send/receive political updates</td>
<td>Pearson Correlation 1</td>
<td>.381**</td>
</tr>
<tr>
<td>N</td>
<td>150</td>
<td>149</td>
</tr>
<tr>
<td>Recruited friends to support a cause or campaign</td>
<td>Pearson Correlation N</td>
<td>.381**</td>
</tr>
<tr>
<td>N</td>
<td>149</td>
<td>149</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).

Table 13 shows that after applying correlation on these two statements, the value came as 0.381 which is a positive value and it depicts that these two statements normally correlate with each other in positive sense.

### Table 14

<table>
<thead>
<tr>
<th></th>
<th>Sign up to work/Volunteer for a political party or candidate, campaign or issue</th>
<th>Participated in any demonstrations, protests or marches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign up to work/Volunteer for a political party or candidate, campaign or issue</td>
<td>Pearson Correlation 1</td>
<td>.253**</td>
</tr>
<tr>
<td>N</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Participated in any demonstrations, protests or marches</td>
<td>Pearson Correlation N</td>
<td>.253**</td>
</tr>
<tr>
<td>N</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).

Table 14 shows that when correlation was applied on these two statements the value that came as its result was 0.253 which is positive and it represents that these two statements moderately co-relate with each other in positive sense.
Social media has become part of your daily routine

<table>
<thead>
<tr>
<th>Social media has become part of your daily routine</th>
<th>Pearson Correlation</th>
<th>Visited a website for a political party or candidate you support or oppose</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>.254**</td>
<td>.001</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).

Table 15 shows that after applying correlation on these two statements the value comes 0.254 which is positive and it tells that these two statements correlate at a moderate level.

Table 16

Correlations

<table>
<thead>
<tr>
<th>You would be sorry if facebook and other SNS shut Down</th>
<th>Pearson Correlation</th>
<th>Participated in a group that took any local action for social or political reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>.159*</td>
<td>.026</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (1-tailed).

Table 16 shows that the value that comes after applying correlation is 0.159 which depicts that these two statements slightly correlate with each other in positive sense.

**Conclusion:**

After the collection of data and applying test on it the general findings were that social media somehow motivated the youth in political participation. Moreover the increased extent of social media has also increased the political participation of youth not in a single city of Pakistan infact it had been enhanced in the three major cities of our country that includes Faisalabad, Lahore and Islamabad.

As the youth is becoming more qualified and the number of voters accelerated therefore the awareness regarding the political issues on the social media has also been increased.

Here are some specific findings that we found after conducting study and letting the students to participate in the research through filling the relevant questionnaire.

Frequency tables of the following factors were made and the most important are elaborated underneath

Gender : 150 students participated in the research and after making the frequency table of the gender the results were that 53 female and 97 male students participated.
The frequency table of age shows that majority of students were between 18 to 25 years age group which shows the participation of active youth.

The factor of education explores that the majority of students who participated actively in relevant political activities through social media are from BS(Hons).

Majority of youth that participated in the research are registered voters which shows that students from every field of study are politically well aware online as well as offline.

Among 150 participants majority of students use facebook for political messaging/posts, as compared to the other mediums like whatsapp, youtube, twitter and linkedin.

Two bar charts and one pie chart have been made to elaborate

- How much time does the participant spent on social media per day
- To what extent the participants worked voluntarily for a political party
- The number of participants attended a political rally, speech or meeting.

The results show that 51 participants spent time on social media for more than three hours per day.

There are few number of students who actively participate in political issues offline i.e attending a rally or political gathering and the bar charts and pie chart show that online political participants are more in strength than offline political participants.

The correlation was applied on two statements i.e made online groups of people sent/received political updates and recruited friends to support a cause or campaign. The findings were that participant normally update political posts and also influence their friends to support a cause or campaign which they were following as the value of correlation that came was 0.381

The second correlation that was applied between two statements that participants sign up to work/volunteer for a political party or candidate, campaign or issue & participated in any demonstrations, protests or marches. These two statements belong to the offline political participation and it shows that correlation among these statements was moderate positively which could be further elaborated as only few students were offline participants.

The correlation between social media has become part of your daily routine & visited a website for a political party or candidate you support or oppose shows that although the social media had become a part of participants routine life but they still don’t bother much to review the candidate whom they are supporting or opposing.

Limitations
1. The study is limitized only to the youth consisting of students only.
2. The study is limitized to the regular students of three different universities
3. The study was conducted on the youth of three major cities of Pakistan. Major cities include Faisalabad, Lahore, Islamabad.
4. The study is limitized to the National Politics of Pakistan only.
5. The research is limitized only to the discussed social mediums i.e facebook, twitter, youtube, whatsapp and liked in

Suggestions:
1. The study can be focused regarding international politics
2. Other than major cities could be included in the research
3. Mass communication department from different universities could be focused
4. The number of participatory institutions could be increased
5. More varities of social media could be included e.g. snapchat, flikr, skype etc.

References
Culture, Identity and Teaching: a Reflection on the Presence of the Native Speaker in the Classroom

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Abstract
The present study aims to reflect on the impact of the presence of the native English speaker in classrooms of the language center at the Federal University of Maranhão. In this sense, it is taken into account the relationship between the mediating action of the ETAs (English Teaching Assistant) and their influence on the English language learning process of the students of English Without Borders program, in order to bring the various reflections that this experience can provide. In this discussion, we will bring up the studies of Almeida Filho (2006), Claire Kramsch (2000), Gardner & Lambert (1972), among others. The results show that the presence of a native speaker motivates students since it generates situations of contextualized communicative exchange, in which culture and language interlace forming a whole in the learning process.

Keywords: Culture; Identity; Language Teaching; Native speaker

Introduction
Culture and Identity are key elements in order to understand the obstacles encountered by a student in the learning process of a foreign language (FL). The use of cultural and identity elements as a way of making the target language more tangible can impact in the student’s success or failure since the impressions induced by this proximity relationship can interfere considerably in the way the student sees the native speaker and their language.

According to Almeida Filho, “A foreign language is equivalent to another language, in another culture of another country, by which we develop an institutionalized interest in learning it”\(^1\) (ALMEIDA FILHO, 2006, p. 66). In other words, learning a foreign language is not limited to the compression of its linguistic structure or, specifically, its phonological, morphological and syntactic structure, but it extends to a number of cultural experiences in which this language functions as a mean of communication, interaction and exchange between individuals that make up the speaking community. Therefore, it is inseparable of the place that the individual occupies in the discourse and of the power relationships established between the speakers.

It is in this scenario that we will situate this study, we will investigate to what extent the presence of native speakers is relevant in English classes, by means of observations made in the classrooms that had the presence of an English Teaching Assistant – ETA. We will assess here the relationship between the mediating action of the ETAs and their influence on the English language learning process of the students of the program Inglês Sem Fronteiras (English Without Borders) of the Federal University of Maranhão, in order to bring the numerous considerations that this experience has provided.

Culture, Identity, And Teaching
Nowadays, the challenges faced concerning the teaching of foreign languages are many and diverse. Over time, different methods and proposals emerged to assist in this process, one of these methods is precisely the one that does not disassociate the language from the sociocultural issues of the speaker.

The significance of learning an FL is unquestionable because, through communication, a people have the possibility of expressing themselves and to make themselves understood in a particular language. To speak a language is not only to learn its lexicon or its grammatical rules, but it is also necessary to understand the social issues surrounding the language and its people. The use of a certain language goes beyond the establishment of social connections, it is also useful to disseminate ideas and thoughts, in which emerge attitudes and behavior patterns that identify the customs of a group. Thus, it not only can insert individuals

\(^1\) Translation of: “Uma língua estrangeira equivale a outra língua, em outra cultura de outro país, pela qual se desenvelve um interesse institucionalizado em conhecê-la”
in a group, but it can also clarify certain social, political and ideological contexts, in addition, to assign an identity to its speakers.

Therefore, language, culture, and identity are three interconnected elements. Language is a product of a culture; however, culture would not exist if humankind was not capable of developing an articulated system of communication. Consequently, cultural identity, language, and communication are interrelated. Language has as its main function the communicative act and it is built inside a specific cultural environment. Thus, the teaching of an FL must necessarily go through the knowledge of a particular culture and through the contact of the natives with the FL interfering directly in this process.

Cultural Identity And The Teaching Of A Language

There are many concepts and definitions that surround the term culture over its development in the social sciences, thus, analyzing cultural approaches is not an easy task. There are numerous anthropological, sociological, philosophical and linguistic meanings, which interfere in the cultural factors that are directly related to the learning of a language. In this way, it is necessary to reflect upon what we mean by culture and what we intend with this word in the space of teaching and learning FLs.

Since there are so many concepts, we will use here two concepts to define the term culture. According to Paraquett (2000), culture is a set of traditions, lifestyles, ways of thinking, feeling and acting of a people. For Blackburn (1997), culture is the way of life of a people, in which it can be included attitudes, values, beliefs, art, science, modes of perception and habits of thought and action. With these two concepts in mind, we can conceive that the culture is directly linked with the customs and traditions of a community, its moral values, and its language, that is, it is the production set of a people. The culture distinguishes the social groups and, at the same time, can unify these groups by means of the interaction associated with the social processes, the teaching of idioms, the tourism, the work etc.

We can perceive the importance of the culture in the teaching-learning process of an FL in the moment that we observe in our students the lack of information and knowledge about other peoples and, mainly, about the culture of the target language. Thus, learning a FL does not mean only the transmission of linguistic habits or the mere acquisition of grammatical structures; for the students to position themselves, recognizing the historical, geographical and cultural situation of the country and, above all, respect the cultural differences, it is necessary to understand and comprehend the standards that regulate the social interactions of the country whose language is being studied. Thereby, the student will have a sharp and critical view, changing their views about the other and themselves.

Since language and culture are interconnected, we cannot separate them without loss of significance for both, since the culture establishes a model of personal and social existence. While the culture provides parameters for the identifications, the language is the place where the meaning and subjectivity are built, since through the language the individuals can build and negotiate their identities. According to Kramsch,

The language can be studied in its social context, but the language itself is seen as a system of arbitrary signs or symbols to which social existence is given through its reference to a context that is outside the language1 (KRAMSCH, 2000, p. 133).

Thus, all discursive acts are directed to someone and all discursive practice is situated in a social, historical and cultural world in which it happens, that is, it does not happen in a social vacuum. The student of a second language puts not only two languages in contact with each other, but two cultures, and, thus, learn a second culture along with a second language. As is pointed out by Brown,

Culture learning is a process of creating shared meaning between cultural representatives. It is experiential, a process that continues over years of language learning, and penetrates deeply into one’s patterns of thinking, feeling, and acting. Second language learning [...] involves the acquisition of a second identity (BROWN, 2000, p. 182)

Therefore, learning a new language is a process of signification and of construction of identity. It is also relevant for the student to learn the usage rules of a language, as well as to learn what is considered the

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1 Translation of: a língua pode ser estudada no seu contexto social, mas a língua em si é vista como um sistema de signos ou símbolos arbitrários aos quais é dada existência social através de sua referência a um contexto que está fora da língua (KRAMSCH, 2000, p. 133).
appropriate use of the language in accordance with the endless power relationships between the speakers, because they are organizing and reorganizing a sense of who they are and how they relate to the social world. Therefore, knowing the culture of the target language is also investing in identity aspects, as these can change constantly through time and space. In this regard, the researches Rosane Rocha Pessoa e Maria José Hoelzle (2017) emphasize that the focus on identity constructions and the questioning of cultural, professional, political and religious tradition can promote autonomy, criticality and maturity and, consequently, can impact fundamentally in the professional formation of the learner.

In this sense, addressing issues relevant to the cultural and identity universe of the student favors the expansion of the linguistic contents to be explored in the teaching-learning process. It is through the language that the speakers are constantly undergoing a process of reformulation, or more broadly, of cultural redefinition. Therefore, in the teaching-learning process of an FL, it is necessary that there a link between, language, culture, and identity, because through this link the learning will be more meaningful1. Thus, the languages' student will always be an individual in formation, and not anymore a mere receiver, because they will able to perceive the cultural differences as essential to their linguistic identity. Therefore, the language needs to be studied within a sociocultural context and not only in a structural view.

Therefore, to emphasize the relationship between the sociocultural factor and language learning, we investigated the impact of the presence of native speakers in English classes of the program Inglês Sem Fronteiras - ISF (English Without Borders).

The Presence Of The Native Speakers In The Classroom

Twenty-seven students from the English classes of the ISF from levels 2 and 3 participated as collaborators of this study. They have been in the classes with the ETAs and responded the questionnaire. Based on the answers to the questions in the questionnaire, we highlight a few topics such as: (I) experiences and impressions about the interaction with native speakers of the language and (II) the influence and signs of the action of the ETAs on the motivation of the students in this learning process. Based on these themes and the observations of the participating teacher, the data analysis sought to describe the perceptions of the 27 students about the experience of interacting with the two ETAs during the second semester of 2016 of the ISF classes. The analysis of the data is organized below in accordance with the recurrence of the topics covered.

Experiences and impressions about the interaction with native speakers of the language

About the question number 1 of the questionnaire – “Have you ever attended an English class which had the presence of native speakers?” – the results shown that among the 27 participants, twenty-one never had a previous experience of interaction with natives, six of the participants stated that they already experienced such a thing. The answers to the second question – “During the English classes, we had the presence of Americans from the program English Teaching Assistant – ETA, could you tell us about your experience?” – showed positive reactions regarding the contact with the ETAs. The following excerpts show the students’ enthusiasm for the experience:

Participant 1: It was nice because he was very friendly and also told us stories of his country very spontaneously.

Participant 4: The experience was enriching. It is important to have this kind of contact in order to expand our vocabulary.

Participant 5: It was a great experience, [...] the interaction with the assistant teacher moving and exciting. I wanted to express myself and try to communicate with him².

1 Meaningful learning is a central concept of Ausubel's theory of learning (2000), which, according to the author, is supported by the new knowledge that the student acquires, relating to the previous knowledge that they already have.

2 Free translation of: Participante 1: Foi muito legal, porque ele era muito simpático, além de nos contar algumas histórias do país de onde ele veio com muita espontaneidade.

Particiante 4: A experiência foi muito enriquecedora. É importante que tenhamos esse contato para expandir nosso vocabulário.

Particiante 5: Foi uma ótima experiência. [...] a interação com o professor assistente foi emocionante, estimulante. Tive muita vontade de me expressar e tentar estabelecer comunicação com ele.
The answers showed that all the students evaluate the experience as “enriching”, “great” or “very cool”, thus, there was a very positive reaction regarding the contact with the ETAs, since, for some, it seemed to be a unique experience. Some answers also show how the notion of a native speaker (NS) inhabit the students’ imaginary, reinforcing the notoriety attributed to the native teacher.

Participant 2: It was interesting, especially because we could observe the English language spoken in a more light and natural way, and it became understandable to me when I listened to Hank carefully.

Participant 18: It was interesting because we could observe the native pronunciation, among other things like the way they talk and the speed.

Participant 7: It was a good experience because we had contact with English’s orality in its native form and with its own accents.¹

These statements showed the credit and the superiority of the native teacher from the point of view of these students, which strengthens the view that many people have of natives as the ones who know their language perfectly. Although the most current conceptions emphasize that "competence", not origin, should be evaluated as a prerequisite for the completion of teaching staff of the ELT (ANCHIMBE, 2006, p.12), some companies still put the native origin as a requirement for hiring teachers, seeing in the native a marketing opportunity, because the general public believes that the native’s presence makes all the difference, as it can be confirmed below.

Participant 13: I think it was a positive aspect of the course’s status. […] this implementation was a very positive aspect that needs to be always conducted².

We realized, however, that although many studies have already highlighted the Nativity myth, we still have to deal with the idealization and glorification of the figure of the NS, which puts them above the non-native speakers in the context of FL classrooms. In addition to adding values to the NS, we can also perceive that the students assigned to the assistant teachers metalinguistic and pedagogical skills and opportunities of contact with the culture.

Participant 21: It was very important because learning to speak another language requires a more constant practice, which contributes to the teaching-learning process. (Sic)

Participant 22: It was a good opportunity to get to know expressions, words and slangs, hardly addressed during a regular English course. It was also great for practicing the listening.³

If, on one hand, there is all this admiration for the NS, motivating the learning of that language, on the other hand, the resistance to the other, that is also the language holder, is a constant, especially regarding the linguistic performance of students. This process of an encounter with the other may cause rejection or attraction, which determines the student’s success or failure in the acquisition process of this language.

Participant 24: There is an impact when you interact with a person you know is native. This happens because there is this fear of not being able to communicate with them. However, since the ETAs are there precisely to facilitate this interaction, we gain self-confidence and the communication begins to flow naturally.⁴

¹ Free translation of: Participante 2: Foi interessante, principalmente porque foi possível observar a língua inglesa falada de modo mais natural, leve e tornou-se compreensível pra mim ao ouvir o Hank com atenção.

Participant 18: Foi interessante porque pôde-se observar a pronúncia nativa, entre outras coisas como o jeito que falam, a rapidez.

Participant 7: Foi boa a experiência, porque tivemos contato com a oralidade do inglês em sua forma nativa e com sotaques próprios.

² Free translation of: Participante 13: [...] eu creio que foi um ponto positivo ao status do curso. [...] essa implementação foi um aspecto muito positivo que precisa ser desenvolvido sempre.

Participant 24: Foi uma boa oportunidade para conhecer expressões, palavras, gírias pouco abordadas durante um curso regular de inglês. Também foi ótimo para praticar o listening.

³ Free translation of: Participante 21: Foi muito importante, pois aprender falar uma outra língua requer uma prática mais constante, o qual contribui no processo de ensino-aprendizagem. (Sic)

Participant 22: Foi uma boa oportunidade para conhecer expressões, palavras, gírias pouco abordadas durante um curso regular de inglês. Também foi ótimo para praticar o listening.

⁴ Free translation of: Participante 24: Há um impacto quando você interage com uma pessoa que você sabe que é nativa. Isso ocorre porque existe um receio de não conseguir comunicar-se. No entanto, como os ETAs estão naquele momento justamente para facilitar essa interação, acabamos ganhando autoconfiança e a comunicação começa a fluir naturalmente.
The influence and the signs of the actions of the ETAs on the motivation of the students in the learning process

This theme reminds us of the influence of this experience in the process of learning English, so we will analyze the implications for the learning process, such as motivation and changes in attitudes.

The answers given to the following question in the questionnaires of 11 participants were negative: “Has there been any change in your attitude in relation to classroom learning?” The motivation of the learner to perform classroom activities may depend on their development and their feelings related to the teacher, parents, colleagues, and others in different contexts. The answers of the other sixteen students reveal that there was a change in different aspects, the most cited one was motivation.

Participant 2: Yes, the experience with the ETA made me more eager to learn the English language.
Participant 6: Yes, I was more eager to speak in English with people and in the classroom.
Participant 24: Yes, When I was able to communicate with the ETA, both by speaking and understanding what she said, this was very motivating, because I realized how much I had evolved in my learning, in addition, to having a feeling of confidence my oral communication, which in my view is the hardest part to achieve, since it requires good listening, speaking fluency and ideas must be expressed quickly and objectively.¹

In this perspective, José Luís Pinillos (1975) restates that “the word motivation, derived from Latin motus, designates, in the common parlance, the dynamic root of the behavior”, that is, the motivation is related to

¹ Free translation of:
Participant 12: [...] Além de nos fazer conhecer seus costumes, um pouco de sua cultura.
Participant 11: Foi interessante ouvir nativos contando sua cultura e discorrendo o que acharam da cultura, o modos, as pessoas do Brasil. (Sic)
Participant 24: Os ETAs falaram um pouco sobre a cultura, costumes, ou mesmo a geografia e história do país de origem. Geralmente esses assuntos aumentam a curiosidade e o interesse em conhecer a língua de um lugar e a vontade de interagir com seu povo.

² Free translation of: Participante 2: Sim, a experiência com o bolsista americano fez-me ter mais vontade de aprender a língua inglesa.
Participant 6: Sim, deu vontade de falar mais em inglês com as pessoas e também na sala de aula.
Participant 24: Sim. Ao conseguir comunicar-me com a professora ETA, tanto falando quanto compreendendo o que ela dizia, isso foi bastante motivador, pois percebi o quanto já evolui no meu aprendizado, além de ter a sensação de confiança na comunicação oral, coisa que no meu ponto de vista é a parte mais difícil de conseguir, já que exige boa compreensão auditiva, fluência na fala e as ideias devem ser expressas de forma rápida e objetiva.
those internal determinants, rather than those external to the individual, which, from the inside out, urge them to action. Among the classifications attributed to the motivation, it is the one in which it can be extrinsic or intrinsic. The extrinsic motivation is produced outside the individual, it is centered on the results, and in the belief that the learning will bring a positive consequence. An example of this type of interest is the development of methodologies and methods of teaching FL that aim at teaching the language with an specific purpose – such as, for instance, a juridical purpose, secretariat, tourism, among other – a modality in expansion because it allows a more rapid learning and with a defined application. The intrinsic motivation, on the other hand, descends from the individual himself. It is centered on personal satisfaction, in the pleasure that the learning of a language provides, without the search for external benefits. The students, intrinsically motivated, learn the FL with methodologies and methods of general nature, which address cultural and social aspects of the communities in which the language is spoken. In the fourth question of the questionnaire – “Do you think that the presence of the ETAs in class contributed to your motivation to learn English? If the answer is yes, explain” – only two participants denied any contributions to their motivation, the others all stated changes of attitude in relation to the participation in class. For Gardner & Lambert (1972), pioneers in the study of motivation for the learning of a second language, the motivation is linked to the attitudes related to the speaker’s community of the target language, to the expressed desire to interact with such speakers and to a degree of identification with the community. Participant 11: [...] They encouraged me to keep studying English so that I could talk to them. Participant 14: [...] They made me want to be as fluent as an American. Participant 1: [...] they prompted to want to learn more the language when traveling to other countries and speaking with foreigners.

Thus, the motivation is the combination of effort, a bigger desire to achieve the goal of learning the language and more favorable attitudes to learning it. In other words, attitude and motivation are related and are the foundation to achieve a goal. We highlighted a few points in common in the students’ answers:

**Dialogue with the natives**

Participant 5: [...] knowing that a native can understand what we are saying is very stimulating and motivating. Participant 24: [...] The presence of a native, in this case of the ETA, greatly motivated my desire to learn English, since I could experience a real situation of communication with a foreigner. We also learned a little about their culture, their country and their perception about Brazil.

**Incentive**

Participant 19: [...] With this contact, I wanted to speak more like Hank. Participant 7: this awakens the interest in continuing a conversation with them and in improving our vocabulary.

In the questions five and six – respectively: “What aspects do you think have most influenced your learning process after the ETAs came to our classes?” and “What other changes in your learning process were observed after the ETAs came to our classes?” – we can point out from the answers a few specific aspects such as, for...
example, the cultural knowledge, the learning of vocabulary and pronunciation, and a better understanding of “listening”.

As it was mentioned before, the linguistic competency only is not enough to know a particular language, it is crucial to know the other, their habits, achievements, customs, to know their culture for an effective communication. In this way, the interest and the influence that a culture awakes in the students integrate linguistic and cultural learning to facilitate communication.

Participant 15: The want to know, the curiosity to know more new things about the language and the country

Participant 11: The curiosity of the other’s culture, the knowledge of the other through the conversation in the language I study.

Participant 24: I believe that two very important factors were: the loss of the fear of communicating in English and the development of the ability to organize ideas to form sentences in English only with the linguistic knowledge that we already had. That is, without the help of the Brazilian teacher, dictionaries, applications, etc. This was vital because we got to express our thoughts in an alternative way in order to be understood. Although we did not know or remember a word, we were able to create sentences with an equivalent meaning. And this was very nice.¹

About the questions seven and eight – respectively, “Is there any negative aspect in this visits of the ETAS?” and “Do you have any more comments?” – all the participants stated in question 7 that there were no negative aspects to the visits of the ETAS, and some of them even raised positive aspects, confirming the answers given to the second question. For question number eight, most participants requested the continuity of the ETA project in the English classes of the ISF, putting it as something relevant to the course status.

Final Considerations

By looking at the findings of this research, it is possible to conclude that the presence of native Americans, as assistant teachers in English Classrooms of the ISF program, can enable the student a direct contact not only with the English language but with cultural factors inherent in this language. With this study, it was possible to observe a general evaluation of the role of English assistants as mediators of learning.

The inclusion of an assistant teacher in the activities of the students brought a wider perspective, regarding the development of several aspects of the teaching-learning process. Teaching the culture and the different social factors promoted positive attitudes in the students, such as greater interest in learning the FL and changes on their behavior in the classroom, since the student wants to accomplish their goal to communicate successfully with a foreign.

Therefore, the presence of a native speaker in the classroom generates contextualized communicative exchanges, in which the language and the culture entwine and become a whole. There is no doubt that the sum of all these factors will make the individual feel closer to the community of speakers of another language, thus increasing considerably their motivation to continue and to improve their learning process.

So, this study can offer to the professionals and scholars of the field of teaching and learning of English the perspective that there are many positive aspects when it comes to the presence of native speakers in the English’s classrooms, especially regarding the contact with cultural elements that this moment provides.

References


¹ Free translation of: Participante 15: O querer saber, a curiosidade em conhecer mais novas coisas sobre a língua e o país.

Participante 11: A curiosidade da cultura do outro, o conhecimento do outro através da conversa na língua a qual eu estudo.

Participante 24: Acredito que dois fatores bastante importantes foram: a perda do receio de comunicar-se em inglês e o desenvolvimento da capacidade de organizar ideias para formar frases em inglês apenas com o conhecimento linguístico que tínhamos. Ou seja, sem auxílio da professora brasileira, dicionários, aplicativos etc. Isso foi fundamental, pois conseguimos expressar nosso pensamento de maneira alternativa a fim de conseguir ser compreendido. Embora não tivéssemos conhecimento ou lembrado de alguma palavra, conseguimos criar frases com sentido equivalente. Isso foi muito bom.
Development of Electronic Teaching and Methodical Complex for Professional English Language Training of Russian Cosmonauts

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Abstract
The worldwide development of space industry and a tendency of different countries to implement space projects jointly had led to the global space exploration resulted in multicultural mix of crew and ground specialists. International partnership on the design, operation and utilization of the International Space Station made it necessary to acquire the knowledge of the English language for most of the space industry specialists as approved by the international agreement. The English language proficiency directly affects the ability of cosmonauts, astronauts and other specialists from different cultural and linguistic communities to gain understanding in order to meet the mission goals and ensure required space flight safety. The article investigates specifics of formation of the professional English language communicative competence of Russian cosmonauts when preparing international crews for a joint space flight on board the station. The objective of this article is to identify ways for optimizing the methodological approach to organization of cosmonauts’ teaching process and the content of utilized materials. The objective is achieved through the development of a new teaching model, integration of information from various space mission-specific technical subjects and use of profession-oriented project-based learning. The teaching model is practically implemented by the electronic teaching and methodical complex developed on the basis of Modular Object-Oriented Dynamic Learning Environment educational platform using advanced information technologies. The newly developed complex is characterized by a high degree of functionality, professionally oriented content of the training texts, exercises, videos, glossary as well as targeted communicatively oriented project activities.

Keywords: Intercultural communication, Space industry, English language communicative competence, Profession-oriented project-based learning

Introduction
The middle of the XX century was marked by a significant event for Russia and all humanity. It is the birth of the space age, which laid the foundation of the practical exploration and exploitation of outer space. Now, 55 years after the first flight of Gagarin, the space industry is one of the leading and most prestigious activities of the Russian Government. To date, the space industry employs about 240 thousand people. It consists of more than 100 largest companies.

The International Space Station (ISS) is a piloted orbital station used as a multi-purpose space exploration complex. As of today, the ISS is the most massive global project that involves such space agencies as ROSCOSMOS (Russia), NASA (USA), JAXA (Japan), CSA (Canada), and ESA (European countries). During their long-term missions, the cosmonauts and astronauts live and work at the ISS, conducting hundreds of scientific experiments to explore Earth from outer space, to study the influence of space flight factors on the human organism and other biological systems, and to investigate various physical and chemical processes and properties of materials under zero gravity conditions. Operation of the ISS enables not just the experiments in the interests of humanity’s socioeconomic development, but also the fine-tuning of some promising technologies and particular elements of space systems, required for implementation of the Lunar program and in-depth space exploration.

The pace of the rocket and space development industry is high, and it is evident that the exploration and use of outer space are currently unthinkable without the broad cooperation of nation-states. Many countries with financial capabilities are growing up, as well as a desire to participate in the exploration and use of space. However, the bulk of space research is carried out by two countries, the Russian Federation and the United States of America, so the prospects for international cooperation in space depend to a large extent on the development of relations between these nation states. A striking example of such collaboration is the joint...
creation and long-term operation of the International space station (ISS) with participation of Russia, the USA, Canada, Japan and 20 European countries: France, Germany, Italy, UK, Spain, Belgium, Netherlands, Switzerland, Sweden, Denmark, Ireland, Norway, Austria, Finland, Portugal, Greece, Luxembourg, Czech Republic, Romania, Poland.

Russia's active participation in international cooperation with partners from different countries in the development and implementation of a joint project of the ISS led to the necessity of mastering a foreign language (FL) for the majority of specialists in the rocket-space industry. And the work of astronauts in the Russian Space Agency, in close collaboration with international colleagues (astronauts), actualizes the problem of their preparation for communication in a foreign language.

The specificity of the cosmonaut's activity lies in the ability to perform his/her professional functions qualitatively in the extreme, unusual for human conditions, in a zero-gravity state for several months. And at the same time, it involves constant live communication in the process of interaction with foreign colleagues – members of mixed international crews, as well as international specialists of ground Mission Control Centers (MCC) located around the world.

Professional communication of astronauts can also occur in emergencies on board the space station. In this case, the specialist must have the ability to navigate in the current non-standard environment quickly; quickly find ways to solve emerging communication problems; correctly and accurately use English to coordinate the actions of all crew members in "risk conditions"; organize coordinated and productive work in an international team. Besides, the constant modernization of space technology, increasing segments of the ISS leads to the expansion of the range and complexity of the content of the tasks. And social isolation, a high level of risk factors and, finally, the action of extreme, which has no analogs on Earth, the weightlessness factor makes the astronaut's work even more difficult and stressful. Consequently, the language barrier cannot be seen as an obstacle to the implementation of mission objectives.

The choice of the research topic is determined by the expansion of professional, communicative interaction of cosmonauts with their foreign colleagues – from preparation for the joint space flight on out to participation in the mission-specific international crew operations on board the ISS.

The multi-segment structure of the ISS allows for work of international expedition crew members both on their national segments and performing joint flight operations and space scientific experiments on the partners’ sides. All specialist working on board the ISS perform as a single integrated crew with one station commander regardless of the space agency affiliation and the assigned tasks. In addition, all crew members communicate with different specialists from the U.S., Russian, European and Japanese ground Mission Control Centers (MCC) during the entire flight.

In accordance with the international agreement – the Memorandum of Understanding between the NASA of the United States of America and the Russian Space Agency concerning Cooperation on the Civil International Space Station – the English language is the official language of professional communication in the international manned space flight practice and is regarded as an important component of cosmonaut professional training. The language proficiency along with the ability for clear, in-time and effective communication between crew members ensures required space flight safety and guarantees a successful solution to many professional tasks.

2. Literature Review

The analysis of works on the theory and methods of FLT showed that the study of the problem of teaching professionally oriented communication in a foreign language the specialists of different professions was of great interest among researchers (Gordienko 2015; Rymanova 2013; Salnaya 2007; Solovjova 2011; etc.).

A large number of works are devoted to the issues of formation and development of intercultural communicative competence in the field of professionally oriented learning a foreign language (Guseva 2016; Mironova 2008; Usvyat 2008, etc.) as an important social phenomenon that ensures the readiness of a specialist for effective intercultural communication (Marinicheva 2003) and promotes professional mobility of single-discipline specialists (Garaeva 2006).

Considerable attention in the modern literature is given to the use of interactive methods in teaching a foreign language, in particular, the organization of professionally oriented project activities (Dymova 2011; Minakova 2013; Mishchenko 2012, etc.). The theoretical and practical aspects of the creation, implementation, and use of electronic teaching tools for teaching foreign language communication are widely studied (Kabanov 2009; Pushkina 2015, etc.).
There are a number of works that reveal the specifics of the process of adult education (Vershlovsky 2013; Zmeev 2000 and others) and reflecting the peculiarities of teaching them foreign languages (Barvenko 2004; Kabardov 1989).

Despite the presence of studies analyzing the training of cosmonauts as a pedagogical problem and devoted to the preparation of space engineers to such kind of their professional activities as maintenance operations and repair of pilot orbital complexes (Zorin 1995), pedagogical technologies of operator-cosmonaut training (Shcherbakov 1997), formation of cosmonauts' readiness to solve professional problems in non-standard situations (Vorobyov 1999) and to perform professional activities based on the use of new information technologies (Vasiliev 2009), none of the researchers have previously studied the possible ways of forming a professionally oriented intercultural communicative competence of adult cosmonauts studying at the cosmonaut training Center on the basis of the international space station flight program, through the use of the project method, as well as the introduction of computer and Internet technologies.

Specificity of cosmonauts’ professional activities requires the ability to perform a considerable amount of joint operations in a multicultural environment in extreme conditions of space flight and social isolation during a long-term mission.

The analysis of cosmonauts’ professional activities made it possible to identify the following communicative needs:
- monologic and dialogical English language activities within the professional sphere of communication;
- establishing and maintaining interpersonal contacts, interaction with members of the international team to solve day-to-day professional tasks;
- discussing technical tasks and information obtained while radio exchange with foreign ground control services and during communication within the international crew.

Analysis of the cosmonauts' professional activities and their real communication needs allowed us to determine the following typical situations for their English-speaking interaction:
- Survival training in harsh climatic and geographical conditions
- Training as part of an international crew in GCTC
- US segment training at NASA
- Pre- and post-flight press conferences of the ISS crew
- Emergency aboard the International Space Station
- Joint work on board the ISS
- Communication with MCC-Houston
- The spacewalk, etc.

Considering the identified features of cosmonauts’ professional intercultural communication, we assume that professionally oriented intercultural communicative competence is one of the critical components in the space flight specialists professional training system. We also consider it necessary to supplement its structure with an interactive element characterizing the specificity of cosmonaut interaction within the expert group and ensuring the empathic component of intercultural communication, i.e., friendly working environment among the international crew members.

It becomes possible to form the profession-oriented English language communicative competence of Russian cosmonauts provided that the interactive methods, which consider both cognitive and professional intentions of specialists as well as focus on their real-life experience, are introduced into the teaching process. Thus, project-based learning is one of such methods used at the English language lessons in the Gagarin Cosmonaut Training Center (GCTC). Considering the process of teaching English in GCTC within the framework of profession-oriented approach we pay particular attention to the development of profession-oriented projects. These help to simulate a language environment, which creates a natural need to speak and acquire knowledge of the English language while solving the real-life problems through the integration of information from various professional subject areas.

The content of study materials covers the most relevant topics of cosmonauts’ professional communication, which are taught in a specific sequence to create a holistic picture of the profession. A primary focus is on the professional activities of cosmonauts, who undergo specialized training for the upcoming space mission as well as on the most critical events and professional challenges they face with as they progress through the preparation and during the space flight on board the ISS. For example, the tasks associated with:
- basic space training: familiarization with the training facility, study of space flight specifics, survival training
in harsh climatic and geographical areas;
- advanced space training: the study of onboard systems and physical training equipment;
- increment-specific training: meeting with members of an international crew, performing integrated onboard simulations, prelaunch press-conferences with the ISS crew;
- operations performed during space flight: organize crew actions to prepare for take-off, interaction with MCC, preparation for the spacewalk, work out a plan to resolve an emergency on board the ISS, etc.

Therefore, it becomes necessary to interlink the English language training process with the study of specific space training program disciplines, i.e., the implementation of interdisciplinary coordination that ensures high informational value and significance of teaching materials.

Teaching aids used when implementing these project activities include various didactic materials (texts, tasks, videos, tables, etc.) specially developed on the basis of the original profession-oriented data. These materials are incorporated into elaborated by the authors Electronic Teaching and Methodical Complex: English for Space Explorers – Preparing Cosmonauts for Space Flight.

3. Method
3.1. Participants
Nowadays, amid the electronic communication development in the society, e-learning and IT-technologies are extensively used to provide learners with necessary teaching materials through electronic media. To optimize the organization and management of the language training process for cosmonauts in the context of their professional activities and to provide them with an electronic version of elaborated educational materials as well as to assess the potential for use computer technologies during the English language lessons in GCTC, we chose MOODLE. Modular Object-Oriented Dynamic Learning Environment is an automated learning management system with a wide range of teaching and technical capabilities. The system facilitates a presentation of the entire English language course from general information (schedule, glossary, curriculum, etc.) on out to study electronic guide version enabling utilization of hypertext links, division into sections and units, use of visual aids, audio- and video materials.

Experimental training was conducted in astronaut groups studying English at the stage of general space training (hereinafter stage I), the training stage as part of the specialization and improvement groups (hereinafter stage II), and also at the preparatory stage as part of an international crew (hereinafter stage III) in the period from 2014-2016. At the time of the experiment, the Russian cosmonaut team consisted of 48 people, including 16 people - cosmonauts of stage I; 24 people – cosmonauts of stage II; 8 cosmonauts of stage III. 22 people took part in the experiment: 8 cosmonauts of the I stage, 8 cosmonauts of the II stage and 6 cosmonauts of the III stage of preparation. Training in experimental groups was conducted on the basis of the developed model.

3.2. Materials
The electronic complex is structurally composed of fifteen Units devoted to individual aspects of the cosmonaut's professional activity as well as Glossary of professional terms and phrases, teacher’s manual, Grammar reference, and tasks. Each Unit consists of two or three Lessons that include various types of functions, test questions, and Internet resources links designed to study the specifics of cosmonauts’ professionally oriented communication within a specific topic.

Activities performed by cosmonauts during a project work are classified into several stages that play a particular role in the formation of their communication skills.

At the first stage the group of learners is introduced to a specific profession-oriented situation. Their task is to agree in a particular sequence of activities and then work out the plan/timeline, etc. to prepare and complete these activities. New vocabulary and profession-oriented original video, followed by specific tasks are given to cosmonauts (Fig.1.). The material is available in the Assignment Activity of the MOODLE course and incorporates the following functions: filling the table while watching the movie fragment, answer questions about the video content, multiple choice, tasks to determine specific sequence of speech acts, etc.
Cosmonauts can print the answers either in Word or use the Essay Activity to enter the vocabulary directly into the system. The system is designed so that if a learner scores a required amount of points he can move on to the next training stage, whereas additional attempt is necessary in case of unsatisfactory results. Cosmonauts can create their vocabulary based on texts and communication in a professional environment. The structure of each Unit incorporates Glossary with the vocabulary typical for discussion in the context of a particular professional activity aspect. All words and phrases added into the glossary are highlighted in the electronic course and hyperlinked to the relevant location.

This stage also includes Grammar refresher course and is intended to explain new grammatical rules that have functional meaning to cosmonauts in specific situations of daily professional communication. All grammatical tasks are developed from the topic-related vocabulary. Grammar Module in MOODLE system contains various tables with examples to illustrate the usage of grammar rules. Then, cosmonauts can navigate to Grammar in Use page to complete grammar drills.

At the second stage cosmonauts work with main visual authentic text based on real timelines, radiograms, crew reports, onboard data files, training manuals, etc.; complete a variety of post-reading comprehension tasks to review the lexical material and work with profession-oriented vocabulary (Fig. 2.). The MOODLE training course for cosmonauts provides an opportunity to conduct various types of tests in the classroom such as the attached answer, brief answer, words order, words matching, true/false, multiple choice. MOODLE system provides an opportunity for automatic results evaluation and recording.
Communicative tasks are presented in the form of question-answer activities and aimed at the simultaneous participation of the entire group of cosmonauts in a mini-dialogue with a teacher. Answers to some of the questions require analysis of the textual material and assessment of stated facts by comparing them to the actual professional experience.

At the final stage of working on the project cosmonauts use the learned material to resolve problem situations typical for their professional activity: role play, making a presentation, discussion to come to a general decision and set out final results. The electronic MOODLE course presents various additional reference materials: questions, dialogues, tables, figures, etc. Elaborated projects provide an opportunity for cosmonauts to develop their solutions of the professional problems, allowing them to be emotionally involved in the learning process.

### 3.3. Procedure

The study was conducted in several stages:

One of the main requirements for specialists in deciding on their appointment to the international crew and ensuring the successful completion of all phases of preparation for space flight is the level of English language proficiency that will allow astronauts to actively and freely use English in their professional activities. At the same time, the survey and personal interviews with cosmonauts who are at the stages of General space training, training in the groups of specialization and improvement, as well as training in the crews (48 people, including 16 people-cosmonauts of the General space training stage; 24 people-cosmonauts who are at the stage of training in the group; 8 cosmonauts-members of international crews), showed that the question of why they need knowledge of English in the framework of professional activities, 38% of students answered - for the most effective communication with foreign colleagues and partners in the process of performing the tasks of training for the flight from Russian and international space agencies; 20% - for independent listening of lectures on modules, payloads, on-Board systems of the ISS American
segment abroad, followed by passing the relevant tests/examinations in English; correct understanding of the information obtained in the course of radio communication with foreign ground services; 10% - for reading English-language specialized training manuals and flight technical documentation (flight radiograms, on-Board systems operating instructions) with the extraction of the necessary professionally relevant information from it, both in preparation for the flight and in the flight itself when working on the modules of the American segment ISS; 32% of respondents believe that they need English for everyday and professional interpersonal communication during joint work on Board the ISS (scientific space experiments, spacewalk, elimination of emergencies, interaction with foreign Mission Control Centers, etc.). It should be noted that only 60% of students at the first stage of General space training have the desire to attend classroom classes in English, because, in their opinion, at this stage of training they need to pay more attention to particular disciplines. Meanwhile, all the cosmonauts studying at the II stage of training in the groups of specialization and improvement, as well as in the composition of international crews (stage III), are aware of the importance of the studied language, with 45% of respondents talking about the need to increase the number of hours allocated to this discipline.

As mentioned above, one of the features of professional training of cosmonauts is that throughout the entire training period, it is possible to immediately apply the obtained theoretical knowledge during practical exercises using various spacecraft simulators. Regarding language training, the practical application of the acquired knowledge, skills and abilities is possible not only in English classes in simulated "professionally similar" situations of communication, but also in the process of performing different types of professional activities as part of multinational mixed crews, starting with the final stage I of space training, and at all subsequent stages:

Stage I:
- three-day training within an international crew: development of actions for "survival" in adverse climatic and geographical conditions in case of a non-standard (emergency) landing of the spacecraft lander into the off-design point;
- weekly "sea" training on "survival" of the international crew in case of "splashdown";

Stage II:
- the practice of work in MCC as the leading operator for communication with the ISS international crew members;
- work at NASA as a representative of the Russian cosmonaut corps;

Stage III:
- daily training within an international crew;
- specialized training on the modules of ISS program partners on the basis of foreign space agencies.

Therefore, by the end of the first stage of space training, students should have a language base that will allow them to communicate personally and professionally in English with representatives of other languages and cultures.

Thus, based on the data obtained as a result of the analysis of professional activities of cosmonauts, we can conclude that for cosmonauts of the first stage of professional training for space flight are necessary:
- proficiency in English, both orally and in writing in the process of daily communication with foreign partners and colleagues;
- oral communication at the elementary level with astronauts when performing joint training on "survival" in different climatic and geographical conditions with the aim of issuing orders, assisting in the process of completing tasks and maintaining a favorable emotional and psychological atmosphere in the international team;

for cosmonauts of the second stage:
- the use of English in oral and written forms while abroad in the performance of their professional duties as a representative of the Russian cosmonaut corps;
- transfer of information in the process of conducting radio communications with foreign members of the ISS international crew and foreign specialists of ground flight control services in the performance of the functions of the main operator of the MCC;

for cosmonauts of the third stage:
- oral communication: professional communication with members of the international crew during ground
training in Russia and abroad, during the implementation of the regular space flight program and in cases of emergencies on Board the ISS; possession of public speaking skills to participate in pre- and post-flight meetings and press conferences in Russia and abroad;
- transmission of information and a clear understanding of the instructions received in the process of conducting radio communications with ground flight control services when performing work inside the station and during spacewalks;
- reading technical flight documentation when performing repair and restoration works and joint scientific experiments in the modules of foreign partners;
- the ability to use diagrams and radiograms, to understand the messages that are displayed in English on the formats of control panels, on-board computers and relate to the safety of the station and its operation.

Following the designated requirements for knowledge of the English language and the specifics of professional training of cosmonauts, the program of the course "English for cosmonauts" in the CPC is carried out in three stages. At the stage of General space training, 300 hours of classroom training are given to the English language course. The purpose of this stage is the acquisition of knowledge and skills sufficient for: the implementation of everyday communication; establishing business contacts at the elementary level; the exchange of professionally relevant information with foreign partners during the implementation of joint work in Russia ("winter," "marine" survival training). Classes at this stage are held in small groups of 4 - 8 people.

324 classroom hours are allocated for English language training at the preparation stage in the groups of specialization and improvement. The purpose of this stage is to achieve the level of communicative competence sufficient for implementation of professional communication with project partners of the ISS while performing the functions of a representative of the Russian cosmonaut corps at NASA, including participation in international meetings of the partners in the ISS program on the modernization of the spacecraft and the station. The final requirement for proficiency in English at the preparatory stage of the crew (total duration - 234 hours) is the development of communicative competence.

Communicative competence is necessary for:
- understanding of information received by ear from native and non-native speakers of English during technical training on the basis of foreign space agencies (USA, Germany, Japan), on systems and equipment of modules of foreign partners of the ISS project;
- implementation of professional activities in space flight in various spheres and situations of business partnership (interaction with foreign members of the international crew in the performance of the regular spaceflight program);
- conducting negotiations with specialists of foreign MCC, including in cases of emergencies on the American station side, and also in the performance of the duties of the commander of the entire ISS crew;
- use of information support – flight technical documentation in English (Mikheeva, & Dvoryadkina 2015: 63).

The schedule of cosmonauts who are in the second and third stages of vocational training is structured in such a way that at each lesson in the English language, as a rule, no more than two cosmonauts are present at the same time.

We emphasize that at the first stage of training, the specialists do not provide language training “from scratch.” This is explained by the fact that having a minimum knowledge of English is an indispensable prerequisite for participation in the process of selecting candidates for cosmonauts. In accordance with the requirements described in the "Provisional Regulation for an Open Competition for the Selection of Candidates for Cosmonauts", all applicants who have successfully passed the selection (including testing and oral interview in English), have higher education and, accordingly, University experience in FL studying, preferably English, and also have knowledge of "...English for an assessment not lower than" good "in accordance with the requirements of higher educational institutions of the Russian Federation..." (Provisional Regulation., 2012). However, it should be noted that during the testing and oral interview, during the selection of candidates for cosmonauts, the level of proficiency in spoken English is assessed, the knowledge of common vocabulary and grammar is checked. Testing skills English in the professional field in the selection is not expected. Achieving the required level of English proficiency in the training of astronauts requires continuous improvement of the quality of education, makes it necessary to search for new forms and techniques, introduce into the learning process modern interactive methods, computer tools and Internet technologies that contribute to the improvement of the educational process. Besides, the training of astronauts in English should be considered...
in close connection with the practice of intercultural communication. Many leading researchers recognize that high-level knowledge of a foreign language is not a sufficient condition for active professional business and intercultural communication of specialists. We consider the point of view of N.D. Galskova and N.I. Gez said that “... the adequacy of mutual understanding of carriers of different linguistic cultures in the context of intercultural communication is determined by the degree of images’ coincidence of their consciousness ...” (Galskova, & Gez 2013: 71). Intercultural communication can be hampered by differences inherent in the culture of each nation and requires consideration of national traditions and norms of behavior.

In this regard, in the current conditions of the development of international integration processes in the field of space and the growing need for intercultural dialogue with foreign experts, representatives of various countries participating in the ISS program, in solving life and professional problems, the English language acquisition is interpreted from the standpoint of intercultural communication by cosmonauts. In turn, it poses the task of forming students' tolerant attitudes towards representatives of other cultures, “sociocultural politeness” in the process of teaching the astronauts to the English language in the context of a “dialogue of cultures.” Note that in the work of N.D. Galskova and N.I. Gez cites the meaning of the notion “dialogue of cultures,” which from modern psycholinguistics is interpreted as “... an exchange of cultural objects, implementation of activities, an exchange of images of consciousness associated with specific words ...” (Galskova & Gez 2013: 71).

Professional training of cosmonauts, along with exceptional technical training, involves the formation of students' ability to communicate effectively in English and interact with other members of international crews – representatives of different cultures – in specific extreme conditions of weightlessness on Board the spacecraft and the station for a long (more than five months) period of time. This circumstance requires the cosmonauts to know the traditions and norms of communication, etiquette, peculiarities, and rules of behavior of the native language people, which will allow the participants of the space flight belonging to different national cultures to adequately understand and perceive each other and will promote intercultural communication.

The term intercultural communication, for the leading researchers in Linguodidactics, describes the peculiarities of interaction and mutual understanding of people – participants of the communicative act belonging to different languages and cultures (Khaleeva 2000: 11; Vereshchagin, Kostomarov 1990: 29).

It is evident that the cosmonaut, in order to participate in the international ISS project, study at training bases of various foreign space agencies, successfully interact with foreign astronauts in the framework of work activities, in addition to solving practical and technical issues, one has to deal with the peculiarities of national character and behavior. In this regard, the training of astronauts in English should be based on the formation of the ability for effective intercultural communication.

An analysis of the practice of performing space flights by international crews revealed many problems associated with the lack of familiarity of astronauts with the specifics of the communicative behavior of representatives of different cultures. The study showed that the lack of specific knowledge of cosmonauts necessary for effective intercultural communication on Board the ISS sometimes leads to difficulties in communication and interaction with foreign colleagues, disagreements and inconsistencies in the process of performing professional tasks, inability to comply with the norms and patterns of behavior in a foreign language environment. Thus, the trained specialists are given the task of studying the peculiarities and rules of behavior, standards of etiquette inherent in specific cultures, to adequately understand the interlocutors and increase the effectiveness of intercultural communication. Astronauts' training in the specifics of communicative behavior with representatives of other cultures should be an essential aspect of their training. It will assist to avoid possible communication errors in the process of joint professional activities in the preparation and implementation of a space flight under the ISS program within an international crew.

In the process of the English-language training of astronauts, in our opinion, it is necessary to pay attention not only to the grammatical and lexical composition of the language but also to the basics of speech etiquette as one of the constituent components of the national culture. Also, the specifics of building a constructive dialogue in the process of professional, communicative interaction in an intercultural environment is essential. The fulfillment of this task is possible through modeling, in the process of learning, situations of intercultural communication characteristic of real professional activity. It means the creation of conditions for the interlocutors' relationships, involving the use of the English language to solve communicative tasks in the
framework of professional activities and allow the development of professional and communicative skills of astronauts.

To date, the specificity of ELT to cosmonauts is associated with the actualization of international cooperation in the field of space activities, which entails the need for competent specialists who speak the language as a means of intercultural communication within their profession. Useful cross-cultural and professional discussion of cosmonauts studying under the orbital flight program is possible due to the presence of professionally oriented intercultural communicative competence in the sphere of their professional activities.

4. Results

The idea of developing a new modern model for teaching English to cosmonauts at the Gagarin cosmonaut training Center arose in the process of communication between cosmonauts and their foreign colleagues and partners during the preparation for space flight. We are talking about astronauts who are at the final stage of professional training when the activities of specialists involve the closest interaction and direct contact with astronauts, as well as foreign partners and instructors to perform their professional tasks.

The results of observations showed that in the course of joint training with the participation of astronauts, many astronauts experience significant difficulties in professional communication with colleagues in English. The inability to correctly formalize the statement according to the communicative task, as well as the uncertainty in the choice or ignorance of professional vocabulary in English leads to the use of a certain number of Russian words in speech. The fear of looking incompetent in the eyes of others makes the astronaut completely abandon independent communication in English with colleagues and solve communication problems through an interpreter. In the first case, the actions of the astronaut can distort the meaning of what was said, misunderstanding of instructions and wrong actions on the part of the astronaut. Secondly, such actions lead to an increase in the amount of time spent on solving a professional problem, which is unacceptable when working in unsafe conditions of space flight, where the time to perform almost every operation is limited.

For two years we have studied the specifics of cosmonaut training, the content of their professional activities, analyzed discursive situations typical for professional communication of specialists, goals and the required level of English.

By the research, a thematic program of the course and a model of English language teaching were developed, according to which the cosmonauts had to master the knowledge, skills, and abilities necessary for the implementation of English professional communication at each stage of training: the use of language material in speech, knowledge of professional vocabulary, correct understanding and creature of the text, interaction in the process of dialogue communication (the ability to express thoughts politely, the ability to ask and adequately respond to questions), the ability to formulate a requirement for interlocutor, the ability to find a way out of conflict situations and come to a consensus in the process of intercultural communication.

Testing the effectiveness of the developed Electronic Teaching and Methodical Complex "English for Space Explorers: Cosmonauts Preparing for Space Flight" was conducted through a pilot training of astronauts on the basis of the Federal state budgetary institution "scientific research Institute of the cosmonaut training Center named after Yury Gagarin," in the framework of the training program for a long-term flight aboard the ISS.

Experimental training was conducted in astronaut groups studying English at the stage of general space training (hereinafter stage I), the training stage as part of the specialization and improvement groups (hereinafter stage II), and also at the preparatory stage as part of an international crew (hereinafter stage III) in the period from 2014-2016. At the time of the experiment, the Russian cosmonaut team consisted of 48 people, including 16 people - cosmonauts of stage I; 24 people - cosmonauts of stage II; 8 cosmonauts of stage III. 22 people took part in the experiment: 8 cosmonauts of the I stage, 8 cosmonauts of the II stage and 6 cosmonauts of the III stage of preparation. Training in experimental groups was conducted on the basis of the developed model. In other groups of astronauts, teachers worked according to the standard model.

At the stage of pre-experimental diagnostics, to identify the initial level of English language proficiency, the cosmonauts were asked to perform 2 types of oral tasks:

Task 1. Make a monologue statement on the topics:
- "Autobiography of an astronaut" (for astronauts studying at the first stage);
- "Composition of the training base in MCC" (II stage of);
"Space mission tasks on the ISS" (stage III).

Task 2. Create a dialogue with a partner on topics:
- "Acquaintance with an astronaut colleague" (for astronauts studying at the first stage);
- "Preparation for training on the Soyuz spacecraft (stage II);
- "Emergency situation on Board the ISS" (stage III).

The following parameters evaluated the level of formation of professionally oriented intercultural communicative competence:
- "correctness" of statements (presence / absence of grammatical errors);
- the total volume of the used professional vocabulary (according to the stage of training);
- the solution of communicative tasks in interaction with the interlocutor (the ability to establish, maintain and interrupt communication with another person in a certain situation; listen and hear the partner; adequately respond to his opinion; avoid conflict situations; come to a common point of view as a result of communication).

For astronauts of the first stage of language training, the following tasks were presented:
Task 1. You are a candidate for astronauts. Could you tell us about yourself?
Task 2. You are going to start general cosmonaut training flow with your colleagues. Learn more about your partner. Discuss the reasons for your choices to become a cosmonaut?

By the beginning of the experiment cosmonauts of the II and III stages of training had already mastered the fundamental skills of foreign language communication on professional topics. The tasks for determining their baseline were as follows:
- for stage II cosmonauts:
  Task 1. What are space simulators used in GCTC for cosmonaut training? What professional skills do they develop?
  Task 2. You're preparing for a space flight on board “Soyuz” transport manned vehicle simulator. Decide on a course of actions for a specified flight stage together with your foreign crewmate. Clarify his questions, give him necessary instructions and recommendations.
- For stage III cosmonauts:
  Task 1. You're going to complete space flight program on board the ISS. Talk about the most significant tasks of your mission.
  Task 2. You have an emergency (fire/depression) onboard the ISS. Discuss crew the response with your colleague.

All the cosmonauts who were at that time on training at the cosmonaut training center took part in the pre-experimental diagnostics. Thus, out of 16 cosmonauts at the first stage of professional practice, only four students coped with most of the tasks. At the same time, most of remaining students in the compilation of monologue statements demonstrated a sufficient level of knowledge in English grammar for this stage, but almost complete lack of understanding of vocabulary related to the cosmonaut profession, lack of linguistic and socio-cultural knowledge and skills to conduct a dialogue in English. According to the results of diagnostics of 24 cosmonauts studying at the II stage of training, the following indicators were obtained:
In the process of performing monological tasks, 16 cosmonauts demonstrated a sufficient level of knowledge of grammar for this stage, but only eight people from the whole team possessed the necessary amount of professional vocabulary and the ability to build a strategy of communicative interaction in solving the set task. Of the eight cosmonauts of stage III, six students at the time of the start of the experiment had sufficient grammatical knowledge. However, the uncertain and not always correct use of professional vocabulary in all types of communication, as well as the low level of skills and abilities to maintain a productive dialogue in English, with active interaction with the interlocutor, suggest that the content of the training materials and methods of organizing the learning process do not match at all stages of the language training astronauts for the professional goals of students.

Post-experimental diagnostics completed pilot training. According to it, an analysis was conducted of the effectiveness of the use of the cosmonauts' training model developed by us for professionally oriented English-speaking communication. At the same time, the tasks used to monitor the final knowledge, skills, and abilities were similar to those used at the stage of pre-experimental diagnostics in form, and in content "covered" the subjects studied during the period of experimental training. The same parameters as before the experiment were evaluated.
The results of the experimental training show that the introduction of the developed Electronic Training and Methodological Complex in the educational process allows achieving higher rates in the formation of professionally oriented intercultural communicative competence of astronauts compared to the standard training model. Students' quantitative and qualitative indicators have increased: the number of grammatical errors has decreased; the volume of used professional vocabulary has increased; the ability to solve communicative tasks in interaction in a pair has increased. Observation of the astronauts' speech behavior at this stage made it possible to find out that students often began to use stable phrases of a professionally oriented character in expressing their thoughts; more actively maintain a dialogue with a partner in solving various communication problem tasks.

5. Discussion and Conclusion

The development and strengthening of international cooperation in the field of space research leads to the emergence of such new activities carried out by astronauts in the process of preparing and implementing a flight, such as: official meetings and negotiations with foreign partners and colleagues in the framework of the ISS project; participation in interviews with representatives of foreign media, as well as in pre-and post-flight press conferences; work with on-board documentation and study of educational materials in English during the preparation and implementation of space flight; acting as a representative of the Russian cosmonaut corps in the United States; specialized training abroad in preparation for space flight on the basis of the space agencies of the countries participating in the ISS project; interaction with foreign members of international crews (astronauts), as well as ground specialists from foreign mission control centers. All of the above factors necessitated the study and active use of English by astronauts during their professional training and in-flight activities.

One of the main requirements for specialists when deciding on their appointment as an international crew and ensuring the successful completion of all stages of preparation for a space flight is the level of English language that will allow astronauts to actively and freely use English in their professional field. In the process of English-language training of cosmonauts, it is necessary to pay attention to the strategies of professional communicative interaction in the intercultural environment; building a constructive dialogue with representatives of different cultures; the basics of speech etiquette. This task is possible through modeling in the process of training professionally significant situations of intercultural communication, i.e. the use of English in natural situations for professional activities of cosmonauts (Dvoryadkina 2016).

The development of intercultural communicative skills in the professional activities of cosmonauts involves the formation of professionally oriented intercultural communicative competence, implying the ability to use English within the topics relevant in everyday life and professional practice of specialists.

To accomplish this task, the author developed the Electronic Teaching and Methodical Complex on the Moodle educational platform with the purpose of teaching English at the Cosmonaut Training Center as part of the professional flight training program for space flight using modern Internet technologies and interactive forms of education. The author's ETMC for teaching cosmonauts to the English language is characterized, first of all, by systemic structure, focus on actual practice and solution of problem situations related to the professional activity of listeners.

The method of projects is considered as an interactive method used by the author in the development of a set of training tasks for conducting English-language training for astronauts. The training model developed by the author and the electronic educational and methodical complex created on its basis is an interactive, communicatively oriented and professionally oriented system of learning tasks that allow cosmonauts to use the English language in their professional activities at a qualitatively new level.

Study of the formation of professionally oriented intercultural communicative competence among cosmonauts studying at Gagarin Cosmonaut Training Center on the program to prepare for the flight on board the International Space Station as part of an international crew led the author to the following conclusions:

1. The formation of professionally oriented intercultural communicative competence of cosmonauts contributes to the development of readiness of students for effective cross-cultural professional interaction through English in a multicultural environment of international crews.

2. The methodological basis for teaching astronauts English at the training center is the competence approach, which allows taking into account the professional needs and orientation of the language learning process, as well as the psychological characteristics of adult learners.
3. The implementation of the project method in the process of language training of cosmonauts makes it possible to simulate "professionally similar" situations in the field of cosmonautics and contributes to the formation of skills to build strategies for the interaction of specialists in real professional intercultural communication through the English language.

4. The use of electronic educational and methodical complex implemented with the help of modern computer tools and Internet technologies for practical classroom training with astronauts in the English language expands the possibility of presenting foreign language teaching material. It promotes the combination of individual and group training, provides the opportunity of multiple tasks in purposes of “working out” and mastering the material, allows remote feedback from the teacher and increases the interest of specialists in the discipline.

5. The proposed model of cosmonauts’ training to professionally-oriented English language and developed on its basis the author’s Electronic Teaching Methodical Complex contribute to better on the performance of language training of the astronauts. They enhance the communicative motivation of specialists, willingness and readiness to use their knowledge and skills more willingly for professional communication in the preparation and execution of space flight.

In our opinion, use of the developed complex contributes towards the increase of cosmonauts’ English language training quality by providing immediate feedback from the teacher, expanding the possibilities of presenting information by integrating authentic visual texts, audio, and video materials into the learning process, ensuring on-time updating of the educational resources.

The efficiency of the electronic teaching and methodical complex has been proven during teaching activities with cosmonauts in Gagarin Cosmonaut Training Center. The data obtained from the results of experimental training indicates that the use of the complex provides the increase of profession-oriented vocabulary in cosmonauts’ speech and the ability to build partnership and dialogical relations when solving communicative tasks.

References
Evaluations on the Language Philosophy of Jalaleddin Rumi

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Abstract
Jalaleddin Rumi’s works are important beyond being just some literary works. Especially his Masnavi is essentially based on Quran and hadiths. It is even thought of as a commentary for this reason. Therefore, the seriousness of language work, the ability to communicate between language thought and the meanings it has gained in words have become extremely important for literature and the history of literature. If we consider that meaning is very important in the philosophy of language, we do not have any trouble in studying Jalaleddin Rumi’s works. It is easier to understand the philosophical examination of the works that contain mysticism in essence. According to language philosophy methods, the smallest meaningful unit is sentence. Sentences in Jalaleddin Rumi explore all aspects of our lives. It becomes sort of our mirror. In order to understand Jalaleddin Rumi one has to have good knowledge of sufist philosophy. Sufism is the philosophy of love and compassion. These elements have to reflect onto the language. Only then will it be possible to solve and personalize language philosophy. Sufism is an element which educates and matures humans. It is a system of thought. All works of Jalaleddin Rumi should be evaluated and examined within this framework. In particular, the works of Jalaleddin Rumi will support the language studies carried out within the framework of unity in Sufism.

Keywords: Jalaleddin Rumi, Mevlana, Masnavi, Sufism, The poet’s identity

Introduction
The abstract thinking force provided by the language is the most important factor in the conceptualization of human reality outside of itself and in the development of relations with the environment. Our sense of reality is realized through language. We were able to produce information about values through language. Language has an important role in spreading and sharing the generated philosophy. Interaction between minds is only possible through language. Language is a means of communicating ideas. As Jalaleddin Rumi stated, “no matter how much you know, what you say is not more than what others understand.”

The literary direction of Jalaleddin Rumi is important in terms of the poet's identity and the meaning he gives to the words. The way words acquire new meanings and the way the narrative extends from concrete to abstract is the result of certain developments in the poetry tradition in the east. The stylistic differentiation and subject preferences that emerged in the Persian poetry during the Seljuk period are explained under the name of Seljukian Style. At the same time, the poet's identity has also been different in this period. Jalaleddin Rumi, who was out of the classical palace poet identity, influenced the direction of poetry (Gölpınarlı, 1958; Gibb, 1999). Jalaleddin Rumi and his son Sultan Veled defended the superiority of reason and the worthlessness of the material things. The way of creating new and different meanings with old words has been endorsed and reinforced by Jalaleddin Rumi who made comprehensive use of literary tradition. Jalaleddin Rumi’s poetry has its own characteristics in addition to the general stylistic features of Persian poetry. Language philosophy is a component of human beings; it is a field of philosophy which deals with unique problems such as history philosophy. Language philosophy examines the relations between elements which create a language and the world instead of the mutual relations between these elements. It is possible through such relationships that the language can function as a means of communication. Language philosophy tries to explain how the language functions, how it works, and how it is used for communication. How is the function of showing these objects fulfilled and which rules apply for this function? The various approaches on Jalaleddin Rumi are very meaningful. The topic of language should also not be overlooked. Because, along with his literary personality, his philosophical vision, socio-cultural point of view, and the teaching-educational dimension are also remarkable.

As a matter of fact, according to Jalaleddin Rumi, the peace among the peoples of the world is trying to explain what is absolutely the most important and inevitable fact for the survival of the created (Kabaklı, 1972). Of course, he does not forget the side effects that contrasts create. He thinks that all contrasts make the universe
dynamic in a harmonious and orderly process; they also make possible the movement and progress among them. He tells us this truth and sees even the negative events with tolerance and tries to explain the contrasts between them as the reflections of peace. Jalaleddin Rumi explains us this truth: “there is no problem such as contrast in the universe of unity and Godhead. It has the characteristic of equality and sameness. Every object, event etc. that we believe to be contrasting is an action which takes us to nobility. Accepting this action is peace in itself”

I am silence, thought, language and voice
I am the sound of Ney.
The above words of Jalaleddin Rumi bring to mind the question How is language processed and woven by Jalaleddin Rumi? What is the thought-based effect in language? This, in turn, can be solved only by examining his general philosophy first and then the pattern that is reflected to the language.

Examination
The human mind has the ability to construct concepts through abstractions. One tries to express what they want to say by making proposals from these concepts. Language is a system of signs that allows any mind activity to be revealed, and to be transferred from one mind to another. The abstract thinking force provided by the language is the most important factor in the conceptualization of human reality outside of itself and in the development of relations with the environment. Our sense of reality is realized through language. Thanks to language, it is possible to produce information about values. Language has an important role in spreading and sharing the generated philosophy. Language is an important communication tool. Interaction between minds is only possible through language. Language is a means of communicating ideas. As Jalaleddin Rumi stated, “no matter how much you know, what you say is not more than what others understand.”

In its most general sense, language philosophy is a branch of philosophy which examines the origins, structure, essence and nature, scope and content of language as a whole, studies the common features between different languages in terms of origins and structure, analyses different articulation possibilities such as science language and poetry language, displays the differences between meaning, meaningful expression and meaningless expression, explains how meaning is constructed in language, how meanings are circulated in the language, how they are transferred and understood, focuses on the relation between concepts and words and explains how the relation between language and reality is constructed; studies how and under which conditions communication is possible through language and examines the dimensions such as syntax, semantics and rhetoric which are determinant in the comprehension of the diversity of a language; handles all aspects of a language, in particular its place and importance in human life and meanings concerning our general philosophy understanding systematically. As a speaking being, language has been a current topic in all ages. In the first sight, language philosophy seems to be a very new branch of philosophy which emerged in 20th century; however, it dates back to the ages of Plato and Aristeotles when the fragmentation of language into branches in today’s sense did not exist. The thought of language cannot be separated from the history of philosophy as a whole, not to mention logic. The most important evidence of this basic truth is that there is no separation between thinking about the most important philosophical categories such as knowledge, truth, meaning, and mind in the traditional way of doing philosophy and expressing these categories through language.

The literary direction of Jalaleddin Rumi is important in terms of the poet’s identity and the meaning he gives to the words. The way words acquire new meanings and the way the narrative extends from concrete to abstract is the result of certain developments in the poetry tradition in the East. The stylistic differentiation and subject preferences that emerged in the Persian poetry during the Seljuk period are explained under the name of Seljukian Style. Jalaleddin Rumi, who was outside the classical palace poet identity, influenced the direction of poetry. Jalaleddin Rumi and his son Sultan Veled defended the superiority of reason and the worthlessness of the material things. The way of creating new and different meanings with old words was endorsed and reinforced by Jalaleddin Rumi who made serious use of literary tradition. Jalaleddin Rumi’s poetry has its own characteristics in addition to the general stylistic features of Persian poetry.

Language philosophy examines the relations between elements which create a language and the world instead of the mutual relations between these elements. It is possible through such relationships that the language can function as a means of communication. Language philosophy tries to explain how the language functions, how it works, and how it is used for communication. How is the function of showing these objects fulfilled
and which rules apply for this function? The various approaches on Jalaledin Rumi are very meaningful. The topic of language should also not be overlooked. Because, along with his literary personality, his philosophical vision, socio-cultural point of view, and the teaching-educational dimension are also remarkable.

As a matter of fact, according to Jalaledin Rumi, the peace among the peoples of the world is trying to explain what is absolutely the most important and inevitable fact for the survival of the created. Of course, he does not forget the side effects that contrasts will create. He thinks that all contrasts make the universe dynamic in a harmonious orderly process; they also make possible the movement and progress among them. Having comprehended this reality, he sees even the most negative events with tolerance and tries to explain the contrasts among them as the formation of peace.

Wisdom in Jalaledin Rumi’s thought, which is reflected on language, is expressed in concrete terms instead of abstract terms. He follows the topic of wisdom in the society. In this context, he does not reprimand the contrasts and classifications among people and thinks that mutual cooperation and convergence among people is a peace factor based on “the principle of integration”. With this opinion, it is possible to accept the “peace in contrast” of Jalaledin Rumi as an intellectual way of thinking.

As is known, there are three pre-eminent personalities in Jalaledin Rumi. This means that there is vertical personality instead of horizontal personality. In other words, his personality in the field of science and wisdom has three stages; it gains meaning with Crudity, Maturity and Burning. He defines life as a process and explains that it gains meaning not with horizontal movement but with vertical movement towards nobility (Gölpınarlı, 1999). In the crude (raw) period everything must be tolerated, as all events are caused by lack of knowledge and education; however, in maturity period everything finds its place and then gains meaning from Beka-Billah (Reaching the endless life in the existence of God) to fenafillah (Perishing in the existence of God).

Contrast is caused by crudity, whereas consensus and peace is caused by maturity. As a result, burning with the love of God is gaining meaning in Him. Jalaledin Rumi explains the maturity of human beings in this regard and states that peace can be ensured only in this direction. He inherited the regular meaning search concerning peace from his father, BûraneddinMuhakkek-iTermezi, and Şems-iTebrizî(Golkarian, 2017).

The subject or theme in the focus of language philosophy is meaning and its nature. The topic of meaning is an essential point where all researches in language philosophy intersect. The question in language philosophy is not like what does this word mean? The question is more like what does it mean when something tells another thing? This question can also be asked as what does it mean when a part in a language system tells something outside that language system? The elements belonging to language are words, meaning names, noun phrases, adjectives, conjunctions, adverbs, prepositions etc., simple-complicated sentences, written texts or cliché expressions.

Concepts which indicate all kinds of beings including abstract, concrete, material or spiritual are extremely essential while examining a literary type.

As he was very close to philosophy, Jalaledin Rumi used language as a philosophical tool and his fluency in words added a soft interpretation to what he wrote in every area; he even brought a love-laden interpretation to the Islam religion and contributed to the spread of human love, solidarity and sincere love for religion. It is clear that Jalaledin Rumi was knowledgeable about Greek philosophy. He mentions Plato, Calinus and sophists in Masnavi. His closeness to philosophy is also reflected on his usage of language. He also includes the opinions of Gazali and Avicenna in his works who examined Greek philosophy. Therefore, with the impact of this philosophy he moves words in word groups around a main center while using language. He thinks that every word is the cornerstone of poetry. Every word has a different meaning. However, in poetry and especially in lyric and pastoral poetry moving words just like the notes in music is the effect of a part of philosophy.

I am both me and you not only in me but also in you,
I am both mine and yours, and you are mine,
So weird have I become that
I do not know if you are me, or I am you.

Usage of personal pronouns in his verses and usage of words in repetitions reflects the sense of belonging and supporting them with question words reinforces the expression. In addition, he tells a deep love for God here.

I am God can be understood as well as ephemeral world. Fluency and movement of words is extremely important. Jalaledin Rumi criticized the thinkers who accept mind as basis. He cites the friendship of a Bedouin and a philosopher on the road: the Bedouin loaded two full bags on his camel. One bag had wheat and the other had sand. The philosopher warned the Bedouin that he should pour sand and divide the wheat into two bags in
equal amounts so that the load would be lighter. The Bedouin adored this opinion and became the zealot of the philosopher. In the end, the Bedouin understood that the philosopher is a penniless and troublesome person and moved away from him. He said words meaning your intelligence and wisdom is useless and broke with the philosopher. Jalaleddin Rumi mostly defines thinkers deprived of faith by the word “philosopher”. He ended his story as following: the wisdom based on nature and consisting of imagination is a wisdom deprived of the inspiration of the light of God. Using the words philosopher, Bedouin, imagination and wisdom here actually shows that he chose complementary elements in terms of meaning. Certainly the words used in a narrative constitute the internal part of the expression; this means that it is the main element. Jalaleddin Rumi is one of the authors and poems who use narrative expression best. Especially in his poems the effect of narrative can be witnessed. 

Next thing you know they deceive me with gold, 
Next thing you know they deceive me with fame and honor. 
However I did not want gold or anything from him, 
And it has been a long time since I ignored fame and honor.

I am an iron, 
Running from magnet. 
I am a straw, 
Which sidestepped to magnets.

Language philosophy examines and compares expression patterns, determines the strengths and weaknesses in the form of a theory and tries to implement a more ideal meaning theory. It is important to determine the manner with which the author employs language for customized uses. What we obtain by looking at the vocabulary is not the meaning of word, but the definition of a word by a series of other words. 

I am an iron, running from magnet. 
I am a straw, which sidestepped to magnets. 
I am such a particle that I revolted against entire worlds. 
I revolted against the air and soil, fire and water. 
I revolted against six directions. 
I revolted against the five senses. 
I do not care for anything.

Water, fire, air and soil, which were frequently used in ancient philosophy, are among impressive elements in Jalaleddin Rumi. In the verses given above, iron, magnet, particle, straw, fire, water, air and soil are used in a philosophical order related to the word revolt. In the end, it is finalized with an expression which is opposite to but supportive of “revolt”. And the movement was based on freedom of opinion. Since ancient times, thinkers have been asking themselves how beings came to existence (Mengi, 2006). Some Greek thinkers claimed that the first element of existence was water, air, fire or soil. In Islam, the emphasis is on that the existence came into being with the will of God. Those who adopted midway in Islam believe that beings are created with the words künfeyekün, meaning “comes into existence when He says ‘be’”. However, there are different comments in Islam related to existence. Jalaleddin Rumi tried to express the unity of beings. In essence, the unity in existence philosophy was deducted from the hadiths of Muhammed the Prophet on the topic.

While Jalaleddin Rumi explains responsibility, which is one of the most important elements in human life, the processing of language is essential: a man entered into a vineyard, shook the apricot tree and began to eat the fruits. The owner of the vineyard saw him and said: “Are you not afraid of God?” The man answered: “Why should I be? The tree is God’s tree, I am God’s subject, and God’s subject is eating God’s property.” The owner of the vineyard tied him to a tree and began to beat the hell out of him with a stick. The man could not stand the pain of the stick and asked the owner: “Are you not afraid of God?” The owner answered: “Why should I be? You are God’s subject, this is God’s stick, I am beating God’s subject”. Thus Jalaleddin Rumi explained that the man was responsible for the act of stealing. Having accepted that everything is within the knowledge and power of God, Jalaleddin Rumi emphasizes that human beings have a limited freedom. It is for this reason that human beings are held responsible. Here a fluent expression consisting of question sentences and question words was created and the answering
sentences were completed with repetition groups.

The wisdom in Jalaleddin Rumi’s thought is explained not in abstract but in concrete terms. He follows the topic of wisdom in the society. In this context, he does not reprimand the contrasts and classifications among people and thinks that mutual cooperation and convergence among people is a peace factor based on “the principle of integration”. With this opinion, it is possible to accept the “peace in contrast” of Jalaleddin Rumi as an intellectual way of thinking (Golkarian, 2017).

Jalaleddin Rumi gave a superior value to human beings and saw them as beings that deserve the love of God. He sought everything in humans. He thought that as a human being becomes more refined in terms of spirituality, he comprehends that everything is just a dream, and that only God exists as being. According to Jalaleddin Rumi, He is the one who constitutes chemistry. What is chemistry after all? One has to vanish vis-à-vis his existence. What is existence in his presence? It is just a meaningless thing. The failure to know that this existence can come into being only with the existence of God is the evidence of blindness. Such expressions of belief display the connection of opinion-based language philosophy with human philosophy in the clearest and most beautiful manner.

Jalaleddin Rumi suggests that basic concepts such as life in humanity, the essence of humanity, true faith, acceptance and tolerance should be learned; he shows himself as not a great spiritual teacher but one of the most important representatives of love and peace. While explaining love, peace and the route from Bekabillah to Fenaffillah in his Masnavi he assumes the role of a teacher and he shows himself as a teacher just like Jesus. It is like the breath of Jesus is being repeated. It is probably for this reason that some commenters of literature and poetry interpret Jalaleddin Rumi as the breath of Jesus. Jalaleddin Rumi is one of the most favorite poets in both East and the West.

Jalaleddin Rumi’s explanation of death is also very critical in terms of language. Death is inevitable for human life. It is putting a full-stop to the life in this world. Jalaleddin Rumi is not afraid of death and he almost tries to endure death to people. According to his philosophy, human beings are in this universe because God wished so. Human beings are part of the existence. He thinks that a lover does not fear from reaching his beloved one. This is what death is like. It is being elevated to the level of God. Here opposite words express an entirety. However, exactly the opposite was expected. Complementary expressions give the wording more strength.

A story narrated by Jalaleddin Rumi indicated perception, lack of confidence, senses and uncertainty. His philosophy is essential in terms of seeing. He did not use the term philosophy in positive sense in his works, but philosophy is the essence in his works, therefore he performed a transfer of meaning between words. He always stated that reality and things could be comprehended with the mind. By doing this, he moved words and criticized the disarrangement of the mind. A deep system can be noticed in his works. He claimed that a disorganized mind was illuminated with light. A deep system can be noticed in his works. The words are ordered according to this system. Even interacted concepts are presented in a more understandable method and style. Jalaleddin Rumi believes that it is material and form which interests mind. Similar to Islamic philosophers, Jalaleddin Rumi accepted some Aristotelean opinions and supports them with words. He intertwined concepts which are among the most important elements of language philosophy.

Do you think that I can recruit a rose if I saw a thorn? If you do not saw one, no sapling gives you a rose. Streams are just like wheat and the world is like a windmill; if you take adobe to the windmill all you obtain is soil (Rubâis, 222).

Here the word rose connects sentences with different meanings. The usage of repetitions is one of the most important elements of language features. The analogy between world and windmill is important as an example of emulating art in prose.

A human being is an eye; beyond him there is nothing more than skin and meat. The value of human is equal to what his eyes see.

Here “eye” accommodates several meanings; what matters is just what a person sees. What they see are put into words within a system of thought during when the relation between language and philosophy emerges and completes each other.

The lectures that Jalaleddin Rumi delivered at madrasah in Konya were in Persian. He delivered these lectures not to passers-by, but a Persian-speaking community of people who were skilled in philosophy, Sufism and Islamic sciences. In his poems and proses he used several Turkish words and he also wrote a few Turkish poems; however, these Turkish poems did not exceed ten or fifteen couplets and are negligible compared to the twenty seven thousand and five hundred verses of Masnavi and over thirty five thousand couplets of his
Dewan. It is natural that a Turkish person whose native language is Turkish uses words and terms from his native language. Some people considered him Persian as his works were in Persian language.

You are the treasure of the world, and the world is not worth half barley.

Let us imagine that the world is covered with torches and light,

Without lighter and stone, what is it but a sham wind?

According to Jalaledin Rumi, human reaches his/her real self when he/she turns not to the body or the flesh but to the soul. You are not water, you are not earth, you are something else...You are outside the loam world, you are on a journey. Mold is the axis of the world, soul is the eternal water; but you, as long as you remain as you, you are aware of neither. With these words, he tries to prove the existence of God on earth.

According to him, you cannot find everything unless you look for; however, you cannot look unless you find the real friend. The ideal person is the heart of the universe, humans knew to explore in themselves the secret treasure which they searched far away, but found in the shambles of over-eager existence.

Probably the topic most emphasized by language philosophy is to create a general theory which would explain the meaning in all respects; at least, to reach a meaning analysis consistent in itself. According to this search, it can be claimed that philosophers display three different attitudes in general. The first one is the opinion of meaning which argues that all meaning units in a language correspond to objects and that every word in the language refers to a certain thing and every sentence refers to an opinion.

Wound is where light flows to you. Do not be sad, everything you lose returns in another form one day.

Jalaledin Rumi displays a deep language system. He mentions humans in his philosophy and his Sufism philosophy is the essence of human beings (Köprülü, 1976). Certainly language becomes the tool here. He uses such mysticism just like the example given here that analogies act as auxiliary. The wound is likened to a place where light flows and comes. He gives advice. In such expression he used negative imperative and positive present tense together. He almost processes language here.

Small philosopher will become blind
Light will be away from him

There is a negative opinion about philosophy here. Pessimism prevails. Actually Sufism always invites goodness. However, negativity is in the forefront here. He processed language with negative wording.

Do not live without love so that you are not dead;

Die with love so that you are alive

Jalaledin Rumi thought that love and affection were the qualifications of humanity. Animals were not aware of these concepts and it was impossible for them to experience these feelings. He stated his opinions in this regard as follows:

The path of our Prophet is love,
We are sons of love, our mother is love...

Here the abstract thinking power provided by language is the most important factor in conceptualizing of the reality outside human beings. The pattern of perceiving the reality is provided by language.

Jalaledin Rumi’s expressions are the most important elements of language philosophy. He is probably one of the most important poets and authors who transferred language philosophy to literature.

According to language philosophy, words are not systems with signs that people give to the things they do not know. A person cannot make his words the signs of the concepts in the minds of other people. Unless he adopts some opinions, he cannot think that they are the provisions of the concepts of another person, as words become the signs of things that he does not know which is equal to being the signs for nothing at all. We can see the best examples of this line of thinking in Jalaledin Rumi. Sufism is the system of signs for Jalaledin Rumi (Köprülü, 1999). He processes words like embroidery around it.

Heart is the sea and language is the shore. / What comes ashore is what is in the sea ... Here he considers heart and language like sea and shore. While using words he tries to emphasize the good and the evil. Contrast is essential in language philosophy. It is difficult to express contrasts. If the sea is nice, everything which comes from the sea to the shore will be nice, too. For this reason a human being must first of all put his/her heart in order. Only then the tongue will not pronounce evil instead of saying good, does not break heart instead of pleasing, does not make sad instead of making happy, and does not implant hate instead of love.

Promise that you will be a flower
And spread smiles in your circle.
There will always be someone who will be the soil
And carry you over his head. …”

Human beings must try to create a nice love (flower) from their soil, and try to give that love to someone who deserves it, that love must be multiplied and transferred from one heart to another (turn into a fertile soil). Love cannot be anything without paying effort and showing affection...
This expression reminds the proverb “you reap what you sow”. He used the words with love expression together and created a philosophical transfer. This is what language philosophy requires. Do what we say reflect what we think? What are the opportunities of human language? Jalaleddin Rumi answers to all of them. Sufist thinking is effective here. Language philosophy questions the possibilities of communication. For example, the supposed love above is the meaning of life. There was an awareness of love. What language philosophy is trying to say is to embody abstract concepts with using abstract concepts. Jalaleddin Rumi provides the best examples of this practice.

Linguistics and philosophy are intertwined. Language is the raw material of thought. If we know the language well, we can better understand the thought and the philosophy. The greatest distinguishing element of human beings is language. We can also understand the human being if the language is depicted. As we have learned languages to understand different languages, we can also learn language tools to understand people. Jalaleddin Rumi has human and human experience in the origins of his thought. In Sufism, the expression of thoughts through language combines with mystic thought. Language is a living structure. Cultural accumulations literally work with language representation. Jalaleddin Rumi expresses experiences etc. Here the boundaries of language come into play. Language expresses the things which are not experienced as well. Linguistics includes all off eh foregoing. Examined from the aspect of linguistics, Jalaleddin Rumi is very critical in terms of semantics. The essence of his words is the meaning-distinguishing features. Literary arts, synonyms and antonyms, meaning shifts, meaning changes, transition to another meaning etc...

Semantic features are also essential for language philosophy. The analysis of a sentence is essential. However, poetic expressions do not provide orderly sentences as of their style of expression. They are usually inverted sentences. However, designing and expressing an abstract or concrete thing in the mind is essential. Meanings come together to form thoughts. In language philosophy it is theoretically argued that meaning does not emerge through speaking action automatically. Language performs such actions as apologizing, asking questions, playing games, persuading and showing of force. Meaning is dependent on signs. When we consider a sentence which gives a true or false expression, the meaning is attached with reference to what is said. Thus, the meaning of words does not belong only to the person who uses these words and it becomes clear that they are also related to the experiences in the outer world.
I am both me and you not only in me but also in you/I am both mine and yours, and you are mine/So weird have I become that/I do not know if you are me, or I am you.
In these verses repetitive words complete and reinforce meaning and include intertwined forms in sentences. It is essential in terms of usage of pronouns which are the complementary elements of language.

Shah, oh, the valiant of God!/ What if you give me a drop of your grace..
Conditional phrase strengthens the poetic expression and completes the internal pattern of the poem.
Whether your face is sun or not, I do not know/ How long will my liver burn in this fire of separation?
Positive and negative question phrases and analogies complete the meaning and express the thought of language philosophy depending on the system of thought of Sufism.
Jalaleddin Rumi is among the sufists who want to give peace, order and tranquility to community life. He influenced the entire Islamic world in the East; he was also a universal thinker who has been examined with interest in the West. He is one of the oldest poets who wrote Turkish poems in the 13th century. For this reason, his usage of language reflects the characteristics of his era and has a question-and-answer explanatory nature which expresses more abstract concepts based on sufist thinking. As of his era, he was an important source for language philosophy.

The concept which is mostly emphasized by language philosophy is reference. The term of reference which is accepted by linguists and is frequently mentioned in daily language has gained importance in that it is more easily understandable and leads to new derivations. For example, in his philosophy Jalaleddin Rumi identified God with universe and human and took the reason of existence to God; he also gave meaning to the place of human beings in the universe. He emphasized that there was something mysterious in the essence of human
beings. The reason of existence of human beings is to comprehend God’s thought with virtuous behaviors in the visible universe and reach absence in God. This relation is an intertwined reference. Pronouns which can be used in sentences are linguistic elements which can perform references. On the other hand, the verbs in sentence can make references to various things in various ways. According to Jalaleddin Rumi, the thought of unity in existence can be reached through cleanliness of heart. When it is reached, the temporary vision of human and the universe vanish. It is understood that everything exists with God. Jalaleddin Rumi tried to analyses human from time to time. He almost told what kind of a being humans were. He emphasized the aspects of humans that were different from other beings and explained their characteristics. Jalaleddin Rumi is a author who saw human beings with single eye and blended love and tolerance with thought. Mind is a light and energy for humans. It helps know the right from wrong. He sometimes praised mind; in others, he almost disgraced it.

Most of the time Jalaleddin Rumi was among those who emphasized induction and deduction in the best way. He thought that Sufism was the path from the whole to the piece and from the piece to the whole. It is possible to find the best and the rightest in this path. He believed that mind had great place and importance in world’s affairs. Humans can do wrong, make mistake, stumble, deviate, but in the end they find a way.

Linguistics defines and describes the structures and sounds of a language and tries to explain the relations between them. Language philosophy, on the other hand, examines not the mutual relations between elements which form a language but the relations between them and the world. It is only possible with such relations that the language can function as a means of communication. Then, language philosophy tries to explain how a language works, functions, and is used for communication.

The system of thought of Jalaleddin Rumi and the philosophical dimension of language processing in this direction are based on Sufism. The most important focus is on the question whether the words point directly to objects. The meaning of naming something specific is very important. As can be seen in the examples above, the belief that words do not point directly to objects but to the opinions related to these objects has gained importance. We use words to refer to our inner thoughts that we derive from our experiences of the outer world. JalaleddinRumi, focused on humans with the influence of Sufi philosophy. He examined the relationship of man with God and with other people. In the meantime, while translating all these things into writing, he used language as an auxiliary element and united it with thought to touch language philosophy. Philosophy, language, mysticism were united, and verse and prose were formed with the help of the most central elements of language.

Conclusion

Jalaleddin Rumi is one of the writers who make best use of the relation between language and opinion. He especially explained the topic of unity in the enthusiasm of love for God and brought vividness to Islamic Sufism. While using language, human philosophy was emphasized. He acted as the pioneer of narrative expression. However, we understand from the foregoing that language, religion, philosophy, sociology, history and literature are all intertwined, or rather, complete each other. Jalaleddin Rumi’s Dewan and Masnavi are translated in several languages. His works are affected by both Eastern and Western thought. He is a major Turkish thinker. Although more than seven centuries passed, his philosophy is still being read and adopted by people. It is beyond doubt that Jalaleddin Rumi has an important place in Islamic philosophy. In addition, he played an essential role in literature in his use of language and expression techniques. Jalaleddin Rumi gave huge importance to the freedom of conscious. He brought a soft interpretation to the Islam religion. In ethical terms, he recommended behaviors which would end with happiness. He gave importance to good intentions and the power of will. In all these expressions, he brought language to the fore. These philosophical opinions have become the most beautiful examples of language philosophy. It is possible that Jalaleddin Rumi is a good beginning and an important example in terms of language philosophy. It will be suitable to complete with an important saying of Jalaleddin Rumi. Do not look for our grave on the ground after we die. Our grave is in the hearts of the wise.

References


Investigation of Non-Formal Education Activities Conducted by Public Institutions and NGOs

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Abstract
The purpose of this study is to determine the social effect of education activities held by Ministries and affiliated institutions/organizations, universities, municipalities, confederations, unions, foundations and associations and to establish whether the education activities are different by the type of education, institution, number of students and year. Data related to the Non-formal Education Activities between the years 2014 and 2016 have been based in the research. Frequency tables, regression, Anova, Median tests, Panel data, Kruskal Wallis and Jonckheere-Terpstra tests have been conducted within the scope of the analysis. In conclusion, it can be uttered that the non-formal education activities provided by the different institutions and organizations differ by the variables articulated in the research and there is a positive relation between some variables. Today when information is rapidly produced and disseminated, it can be stated that education programs can be improved both quantitatively and qualitatively as a result of the establishment of the connection between business life and education through the educational activities to be held for the new needs that arise regarding the increasing importance of life-long learning.

Keywords: ministry, education, activity, institution, university

Introduction
The effects of social, cultural, educational and economic changes and developments that take place in one country in a globalizing world are spreading to other countries in a short time. In this case, the issue of the education of the individuals who can adapt to these changes and developments is on the agenda. In order for the individuals to be able to adapt to these changing and developing conditions, they should know, grasp and learn these changes and developments. Due to the fact that these changes and developments are continuous and the duration of life is extended, it isn’t sufficient to provide these learnings only during compulsory education periods and in the curriculum.

After the recognition of the importance of life-long learning today, non-formal education activities have been incorporated in life-long learning programs. Life-long learning contains all formal and informal education fields of learning such as basic education, continuous education and non-formal education (Dinevski & Dinevski, 2004:228). It is a concept increasing and strengthening the knowledge, skills and values obtained by people during lifetime, emphasizing that learning can be realized at any age and place and stating that learning isn’t classified with education, time and socioeconomic level (told by Evin-Gencel, 2013: 239-240). Life-long learning allows for horizontal and vertical transitions and it takes not only the public schools but also the students, teachers, families, private organizations and NGOs as parties (Yıldız, 2009:105). The prominent characteristics of life-long learning are as follows; providing learning opportunities by considering the supply and demand, putting the learner at the center, setting the learning motivation against voluntary and self-motivation (Toprak and Erdoğan, 2012:78), career flexibility, increasing skills, personal satisfaction and employability (Yıldız, 2009:105). It is stated that the effect of science and technology on life-long learning will increase both through the 24-hour broadcast of TV channels and continuous flow of information and this will stir the interest of many people in science in order to reach the real information (Cobern, 2015:1).

Non-formal education activities - initiated with the such education programs as professional skills and those enhancing the harmonization of migrants aiming to teach the adults who have never attended a school or left
it how to read and write, to those who have completed basic or advanced education in order to improve their intellectual developments, to provide citizenship consciousness with or without giving a certificate following the education, (Bülbul, 1987:6) - have such significant functions as providing personal development, social justice, economic benefit, raising qualified employees, increasing efficiency and creating employment (Murat, 2009:330).

Education is everyone’s right. Life-long learning offers an upward mobility opportunity to individuals by assuming a role equalizing socio-economic disparities that exist at the beginning of life and increases productivity. Economic development of the society is directly proportional to the productivity of individuals (Şimşek, 2011:67). The importance of life-long learning has enhanced after the increasing unemployment all over the world. The rate of participating in life-long learning was 9.5% in EU, 1.8% in Turkey in 2006 and 9% in EU and 3.2% in Turkey in 2012 (Life-long Learning Strategy Paper and Action Plan, 2014: 12-13).

The inconsistency between education and the labor market in Turkey is striking, the quality problems experienced in the education of the individuals demanded by the workforce and the lack of interest of the graduates by the private sector shortly result in unemployment. While the number of institutions offering education services in vocational education in Turkey is increasing, it is stated that the issue of quality is neglected (Yıldız, 2009:110).

The concept of life-long learning emerges as a concept of employment rather than being a cultural issue in the European Union (Yıldız, 2009:103). In a longitudinal study conducted in Belgium, it has been concluded that education is more important than the social returns of life-long learning, personal yields, position of labor market and other personal characteristics. However, it has been noted that the social contribution of lifelong learning keeps its importance for those who do not have a high education level and there is a need for in-depth qualitative work in this regard (Knipprath & De Rick, 2015:63-64). Miser (2002) has stated that higher social - rather than personal - yields of education will legitimize the sense of “beneficiary pays”, it will bring the payer the sense of expecting something in return from the appropriate price and this can increase the social conflicts (p.58). In order to live peacefully in this globalizing world where the distances have become trivial and communication and interaction can be easily ensured through internet, such social gains as respect for differences, tolerance, cooperation and nondiscrimination are utterly important. For this reason, it is necessary to pay attention to the social gains as much as personal gains in life-long learning. UNESCO has appointed two independent commissions to prepare the report on the future of education. The Faure report, which received the names of the chairmen of these commissions, and two years later the Delors report, which had a very different political and socioeconomic content, were prepared. Both reports are based on people’s equality as global citizens, the full development of human potential and the ability of people to change the world. These reports remind us life-long learning that aims to change society better on the basis of equality and justice principles (Elffer, 2015:91, 96).

It is also noteworthy that non-formal education activities have been carried out by education departments established within the body of public institutions after 1980 in our country. Non-formal education activities continue to be carried out inside and outside the formal educational activities by public institutions, universities, trade unions, professional chambers, municipalities, NGOs, voluntary organizations and the private sector. In 1984, municipalities started to play an active role in non-formal education due to the fact that Metropolitan municipalities were established in an increasing number the emphasis was laid on non-formal education activities in the sub-units affiliated to the Education and Culture Departments in these municipalities (Non-formal Education Report in Turkey, 2013:23 reported by Duman, 2000). The proportion of private non-formal education institutions within the non-formal education activities is increasing steadily. While the rate of private non-formal education was 17.5% in the whole country during the period 1986-87, it increased to 70.1% in 2006-07 (Murat, 2009:338). The rate of the population aged 18 and over who participate in formal and non-formal education in Turkey was 22.7% in 2016. The highest participation belongs to 18-24 age group with a rate of 48.9%. While the participation rate of males was 26.6%, this rate was 18.9% in females. The highest participation was in higher education graduates with the rate of 49.5%. While the participation in non-formal education activities was 15.4 in 2012, this rate increased to 16.8 in 2016 (TURKSTAT, 2017).

Method
The purpose of this study is to determine the social effect of education activities held by Ministries and affiliated institutions/organizations, universities, municipalities, confederations, unions, foundations and
associations. Data belonging to Research on Non-formal Education Activities for 2014-2016 were based on the research. Data obtained were analyzed with Eviews and SPSS 18 package program. Panel data analysis has been utilized due to the existence of multiple institutions and years. Frequency tables, regression, Anova, Median test, Kruskal Wallis and Jonckheere-Terpstra tests have been conducted within the scope of the analysis.

**Research question:**
This research asserts that education activities organized by different institutions differ by the type of education, institution, number of students and year. Relevant hypotheses are as follows.

**Hypotheses:**
**H1:** Education variables don’t differ by the type of institution.
**H2:** Education variables don’t differ by the year.
**H3:** Education variables don’t differ by the fields of education.
**H4:** Educational institution variables don’t differ by year.
**H5:** The number of courses, trainers and those completing the courses are independent.
**H6:** The number of courses, seminars and guided education and the number of courses and private lessons are independent.
**H7:** The number of institutional educations and those completing them are independent.
**H8:** The number of trainers and the number of courses, seminars and guided education are independent.

**Results**
Table 1. Frequency Tables

<table>
<thead>
<tr>
<th></th>
<th>COURSE</th>
<th>COMPLET</th>
<th>TRAINERS</th>
<th>COURSES</th>
<th>SEMINARS</th>
<th>GUIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>11491.72</td>
<td>884558.8</td>
<td>30502.72</td>
<td>594622.8</td>
<td>249615.3</td>
<td>40320.67</td>
</tr>
<tr>
<td>Median</td>
<td>4709.500</td>
<td>393861.0</td>
<td>15534.00</td>
<td>228906.0</td>
<td>104194.0</td>
<td>13336.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>38234.00</td>
<td>4650878.</td>
<td>150757.0</td>
<td>3171108.</td>
<td>1171287.</td>
<td>308483.0</td>
</tr>
<tr>
<td>Minimum</td>
<td>487.0000</td>
<td>59292.00</td>
<td>1751.000</td>
<td>13698.00</td>
<td>28571.00</td>
<td>169.0000</td>
</tr>
<tr>
<td>Std. Dev.</td>
<td>13225.04</td>
<td>1191260.</td>
<td>41570.99</td>
<td>829340.4</td>
<td>331484.7</td>
<td>77577.08</td>
</tr>
<tr>
<td>Skewness</td>
<td>1.101354</td>
<td>2.046687</td>
<td>1.928982</td>
<td>1.884106</td>
<td>1.898974</td>
<td>2.637781</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>2.808285</td>
<td>6.749327</td>
<td>5.605380</td>
<td>6.159363</td>
<td>5.362596</td>
<td>9.226151</td>
</tr>
<tr>
<td>Jarque-Bera</td>
<td>3.666506</td>
<td>23.10987</td>
<td>16.25393</td>
<td>18.13574</td>
<td>15.00470</td>
<td>49.94738</td>
</tr>
<tr>
<td>Probability</td>
<td>0.159893</td>
<td>0.000010</td>
<td>0.000295</td>
<td>0.000115</td>
<td>0.000552</td>
<td>0.000000</td>
</tr>
<tr>
<td>Sum</td>
<td>206851.0</td>
<td>15922058</td>
<td>549049.0</td>
<td>10703211</td>
<td>4493075.</td>
<td>725772.0</td>
</tr>
<tr>
<td>Sum Sq. Dev.</td>
<td>2.97E+09</td>
<td>2.41E+13</td>
<td>2.94E+10</td>
<td>1.17E+13</td>
<td>1.87E+12</td>
<td>1.02E+11</td>
</tr>
<tr>
<td>Observations</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

**H1:** Education variables don’t differ by the type of institution.
According to the analysis, it has been determined that the type of institution is an effective factor on all education variables. The variables of the number of courses, those completing them, the number of trainers, courses and private lessons, seminars and on-the-job guided basic training differ by the type of institution.
Table 2. Anova test according to the type of institution

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>2931349412.278</td>
<td>5</td>
<td>586269882.456</td>
<td>167.584</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>41980371.333</td>
<td>12</td>
<td>3498364.278</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2973329783.611</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of completers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>17923371577192.400</td>
<td>5</td>
<td>3584674315438.490</td>
<td>6.937</td>
<td>.003</td>
</tr>
<tr>
<td>Within Groups</td>
<td>6201339112166.670</td>
<td>12</td>
<td>516778259347.222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24124710689359.100</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>26335234258.944</td>
<td>5</td>
<td>5267046851.789</td>
<td>20.769</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3043270368.667</td>
<td>12</td>
<td>253605864.056</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29378504627.611</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses and private lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>8571211382991.830</td>
<td>5</td>
<td>1714242276598.370</td>
<td>6.590</td>
<td>.004</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3121483181120.670</td>
<td>12</td>
<td>260123448426.722</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11692692764112.500</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1442047914180.940</td>
<td>5</td>
<td>288409582836.189</td>
<td>8.125</td>
<td>.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>425947378562.667</td>
<td>12</td>
<td>35495614880.222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1867995292743.610</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-the-job guided basic training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>75622079256.000</td>
<td>5</td>
<td>15124415851.200</td>
<td>6.801</td>
<td>.003</td>
</tr>
<tr>
<td>Within Groups</td>
<td>26687390544.000</td>
<td>12</td>
<td>2223949212.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10230946980.000</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H2: Education variables don’t differ by the year.  
According to the analysis, it has been determined that the variable of year isn’t an effective factor on the variable of education. Education variables don’t differ by the year.

Table 3. Median test according to the year

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Median</th>
<th>Chi-square</th>
<th>df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of courses</td>
<td>18</td>
<td>4709.50</td>
<td>1.333</td>
<td>2</td>
<td>.513</td>
</tr>
<tr>
<td>Number of completers</td>
<td>18</td>
<td>393861.00</td>
<td>0.000</td>
<td>2</td>
<td>1.000</td>
</tr>
<tr>
<td>Number of trainers</td>
<td>18</td>
<td>15534.00</td>
<td>0.000</td>
<td>2</td>
<td>1.000</td>
</tr>
<tr>
<td>Courses and private lessons</td>
<td>18</td>
<td>228906.00</td>
<td>1.333</td>
<td>2</td>
<td>.513</td>
</tr>
<tr>
<td>Seminars</td>
<td>18</td>
<td>104194.00</td>
<td>1.333</td>
<td>2</td>
<td>.513</td>
</tr>
<tr>
<td>On-the-job guided basic training</td>
<td>18</td>
<td>13336.00</td>
<td>1.333</td>
<td>2</td>
<td>.513</td>
</tr>
</tbody>
</table>

H3: Education variables don’t differ by the fields of education.  
According to the analysis, it has been determined that the field of education is an effective factor on all variables of education. The variables of number of completers, number of trainers, Ministry and affiliated institutions, Universities, Municipality, Confederation or union, Foundation, Association, Courses and private lessons, Seminars and On-the-job guided basic education differ by the field of education.

Table 4. Kruskal Wallis test according to the fields of education

<table>
<thead>
<tr>
<th>Variables</th>
<th>Chi-square</th>
<th>df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of completers</td>
<td>19.862</td>
<td>8</td>
<td>.011</td>
</tr>
<tr>
<td>Number of trainers</td>
<td>21.683</td>
<td>8</td>
<td>.006</td>
</tr>
</tbody>
</table>
H4: Educational institution variables don’t differ by year.
According to the analysis, it has been determined that the variable of year doesn’t create a difference on the educational institutions.

Table 5. Jonckheere-Terpstra test according to year

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number of Levels in VAR00002</th>
<th>N</th>
<th>Observed J-T Statistic</th>
<th>Mean J-T Statistic</th>
<th>Std. Deviation of J-T Statistic</th>
<th>Std. J-T Statistic</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of completers</td>
<td>3</td>
<td>27</td>
<td>149.000</td>
<td>121.500</td>
<td>22.500</td>
<td>1.222</td>
<td>.222</td>
</tr>
<tr>
<td>Number of trainers</td>
<td>3</td>
<td>27</td>
<td>143.000</td>
<td>121.500</td>
<td>22.500</td>
<td>.956</td>
<td>.339</td>
</tr>
<tr>
<td>Ministry and affiliated institution</td>
<td>3</td>
<td>27</td>
<td>96.000</td>
<td>121.500</td>
<td>22.500</td>
<td>-1.133</td>
<td>.257</td>
</tr>
<tr>
<td>University</td>
<td>3</td>
<td>27</td>
<td>120.000</td>
<td>121.500</td>
<td>22.500</td>
<td>-.067</td>
<td>.947</td>
</tr>
<tr>
<td>Municipality</td>
<td>3</td>
<td>27</td>
<td>135.000</td>
<td>121.500</td>
<td>22.500</td>
<td>.600</td>
<td>.549</td>
</tr>
<tr>
<td>Confederation or union</td>
<td>3</td>
<td>24</td>
<td>116.500</td>
<td>96.000</td>
<td>18.872</td>
<td>1.086</td>
<td>.277</td>
</tr>
<tr>
<td>Foundation</td>
<td>3</td>
<td>27</td>
<td>162.000</td>
<td>121.500</td>
<td>22.500</td>
<td>1.800</td>
<td>.072</td>
</tr>
<tr>
<td>Association</td>
<td>3</td>
<td>27</td>
<td>104.500</td>
<td>121.500</td>
<td>22.492</td>
<td>-.756</td>
<td>.450</td>
</tr>
<tr>
<td>Courses and private lessons</td>
<td>3</td>
<td>27</td>
<td>156.000</td>
<td>121.500</td>
<td>22.500</td>
<td>1.533</td>
<td>.125</td>
</tr>
<tr>
<td>Seminars</td>
<td>3</td>
<td>27</td>
<td>131.000</td>
<td>121.500</td>
<td>22.500</td>
<td>.422</td>
<td>.673</td>
</tr>
<tr>
<td>On-the-job guided basic education</td>
<td>3</td>
<td>27</td>
<td>111.000</td>
<td>121.500</td>
<td>22.500</td>
<td>-.467</td>
<td>.641</td>
</tr>
</tbody>
</table>

H5: The number of courses, trainers and those completing the courses are independent.
According to the analysis, a relation has been established between the number of courses and trainers and the number of completers.
When the number of courses increases by one unit, the number of completers increases by 76 units.
When the number of trainers increases by one unit, the number of completers increases by 27 units.

Table 6. Regression analysis 1

<table>
<thead>
<tr>
<th>INDEPENDENT VAR.</th>
<th>DEPENDENT VAR.</th>
<th>COEFFICIENT</th>
<th>STD. ERROR</th>
<th>T-STATISTIC</th>
<th>PROB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF COURSES</td>
<td>NUMBER OF COMPLETERS</td>
<td>76.46</td>
<td>8.72</td>
<td>8.76</td>
<td>0.000</td>
</tr>
<tr>
<td>NUMBER OF TRAINERS</td>
<td>NUMBER OF COMPLETERS</td>
<td>27.89</td>
<td>1.71</td>
<td>16.24</td>
<td>0.000</td>
</tr>
</tbody>
</table>

H6: The number of courses, seminars and guided education and the number of courses and private lessons are independent.
According to the analysis, a relation has been established between the number of courses, seminars, guided education and the number of private lessons.
When the number of courses increases by one unit, the number of courses and private lessons increases by 51 units.
When the number of seminars increases by one unit, the number of courses and private lessons increases by 2 units.
When the number of guided educations increases by one unit, the number of courses and private lessons increases by 10 units.

Table 7. Regression analysis 2

<table>
<thead>
<tr>
<th>INDEPENDENT VAR.</th>
<th>DEPENDENT VAR.</th>
<th>COEFFICIENT</th>
<th>STD. ERROR</th>
<th>T-STATISTIC</th>
<th>PROB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF COURSES</td>
<td>NUMBER OF COURSES AND PRIVATE LESSONS</td>
<td>51.85</td>
<td>6.35</td>
<td>8.16</td>
<td>0.000</td>
</tr>
<tr>
<td>NUMBER OF SEMINARS</td>
<td>NUMBER OF COURSES AND PRIVATE LESSONS</td>
<td>2.18</td>
<td>0.27</td>
<td>7.99</td>
<td>0.000</td>
</tr>
<tr>
<td>NUMBER OF GUIDED EDUCATION</td>
<td>NUMBER OF COURSES AND PRIVATE LESSONS</td>
<td>10.75</td>
<td>1.12</td>
<td>9.55</td>
<td>0.000</td>
</tr>
</tbody>
</table>

H7: The number of institutional educations and those completing them are independent.
According to the analysis, a relation has been established between the number of institutional educations and the number of completers.

When the number of Ministry courses increases by one unit, the number of completers increases by 93 units.
When the number of University courses increases by one unit, the number of completers increases by 941 units.
When the number of Municipality courses increases by one unit, the number of completers increases by 140 units.
When the number of Union courses increases by one unit, the number of completers increases by 2700 units.
When the number of Foundation courses increases by one unit, the number of completers increases by 455 units.
When the number of Association courses increases by one unit, the number of completers increases by 2983 units.

Table 8. Regression analysis 3

<table>
<thead>
<tr>
<th>INDEPENDENT VAR.</th>
<th>DEPENDENT VAR.</th>
<th>COEFFICIENT</th>
<th>STD. ERROR</th>
<th>T-STATISTIC</th>
<th>PROB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINISTRY COURSES</td>
<td>NUMBER OF COMPLETERS</td>
<td>93.46</td>
<td>18.51</td>
<td>5.1</td>
<td>0.000</td>
</tr>
<tr>
<td>UNIVERSITY COURSES</td>
<td>NUMBER OF COMPLETERS</td>
<td>941.65</td>
<td>176.92</td>
<td>5.32</td>
<td>0.000</td>
</tr>
<tr>
<td>MUNICIPALITY COURSES</td>
<td>NUMBER OF COMPLETERS</td>
<td>140.18</td>
<td>45.1</td>
<td>3.1</td>
<td>0.000</td>
</tr>
<tr>
<td>UNION COURSES</td>
<td>NUMBER OF COMPLETERS</td>
<td>2,700.23</td>
<td>1030.78</td>
<td>2.61</td>
<td>0.001</td>
</tr>
<tr>
<td>FOUNDATION COURSES</td>
<td>NUMBER OF COMPLETERS</td>
<td>455.32</td>
<td>93.44</td>
<td>4.87</td>
<td>0.000</td>
</tr>
<tr>
<td>ASSOCIATION COURSES</td>
<td>NUMBER OF COMPLETERS</td>
<td>2983.202</td>
<td>1009.17</td>
<td>2.95</td>
<td>0.006</td>
</tr>
</tbody>
</table>

H8: The number of trainers and the number of courses, seminars and guided education are independent.
According to the analysis, a relation has been established between the number of trainers and the number of courses, seminars and guided education.

When the number of trainers increases by one unit, the number of courses increases by 18 units.
When the number of trainers increases by one unit, the number of seminars increases by 9 units.
When the number of trainers increases by one unit, the number of guided educations increases by 1 unit.

Table 9. Regression analysis 4

<table>
<thead>
<tr>
<th>INDEPENDENT VAR.</th>
<th>DEPENDENT VAR.</th>
<th>COEFFICIENT</th>
<th>STD. ERROR</th>
<th>T-STATISTIC</th>
<th>PROB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF TRAINERS</td>
<td>NUMBER OF COURSES</td>
<td>18.1</td>
<td>2.43</td>
<td>7.41</td>
<td>0.000</td>
</tr>
<tr>
<td>NUMBER OF TRAINERS</td>
<td>NUMBER OF SEMINARS</td>
<td>9.96</td>
<td>1.000</td>
<td>9.88</td>
<td>0.000</td>
</tr>
<tr>
<td>NUMBER OF TRAINERS</td>
<td>NUMBER OF GUIDED EDUCATIONS</td>
<td>1.23</td>
<td>0.26</td>
<td>4.62</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Discussion

The variables of the number of courses, number of completers, the number of trainers, courses and private lessons, seminars and on-the-job guided basic training differ by the type of institution.

Education variables don’t differ by the year.

The variables of number of completers, number of trainers, Ministry and affiliated institutions, Universities, Municipality, Confederation or union, Foundation, Association, Courses and private lessons, Seminars and On-the-job guided basic education differ by the field of education.

It has been determined that the variable of year doesn’t create a difference on the educational institutions.

When the number of courses increases by one unit, the number of completers increases by 76 units.

When the number of trainers increases by one unit, the number of completers increases by 27 units.

When the number of courses increases by one unit, the number of courses and private lessons increases by 51 units.

When the number of seminars increases by one unit, the number of courses and private lessons increases by 2 units.

When the number of guided educations increases by one unit, the number of courses and private lessons increases by 10 units.

Humanitarian learning theorists have attached great importance to the individual’s interests and needs and focused more on individual functions of education. Individual functions of education are citizenship education, vocational preparation, intellectual and individual development (Şimşek, 2011:56-57). Humanitarian learning theoreticians point out that the individual can learn the most needed subject and the individual should be able to make their own decisions and their sense of responsibility and personal independence should be improved (Güven, Gökmen and Hancı, 2008:21). In the changing world, the individual is required to acquire a variety of knowledge and skills such as communication, technology use, healthy living, problem solving, group work, etc., which can help them best fulfill the roles of citizen, employee, spouse and parent and facilitate their adaptation to changing living conditions. Regarding the research data, it is observed that the number of completers increases by 2983 units when the number of courses offered by the associations that give more emphasis on training programs directed to individuals’ personal development and development of their vocational knowledge and skills. In addition, participation in courses organized by associations is based entirely on volunteerism and is achieved by the individual’s own decision.
Adults have a relatively limited time to allocate to the training, so they want to use it in a useful way and therefore, they attend training from which they think they will benefit. They want to choose their own institutions where training will be provided, programs, topics and learning methods. They reject the training programs being contrary to their own values and beliefs (Lowe, 1985:21). Participation in training institutions not taking these elements into consideration and courses offered is limited or more problems are experienced as to sustaining the training program even if participation is realized due to obligation and sufficient efficiency isn’t achieved from the training program sustained. As a matter of fact, it is seen in the research data that the number of people who complete the courses organized by the institutions is less.

Today, the European Union sees lifelong learning as a means of preventing unemployment, increasing entrepreneurship and inventions and modernizing education systems (Volles, 2016:360). With the development of technology, new business lines are emerging and new skills are required to be learned (Volles, 2016:358). In this regard, on-the-job guided training activities are gaining importance. The learner has the control in on-the-job learning, there is no such formal curriculum and the experiences of learner are emphasized. Thus, the individual's self-motivation is supported and the life in workplace becomes more meaningful (Karaca, 2009:139, 141). In a study conducted on the lifelong learning tendencies of university students, it has been determined that there is a significantly positive correlation between lifelong learning tendencies of students and their self-efficacy perceptions (Karaduman and Tarhan, 2017:370). Bandura states that people won’t make an effort and change their behaviors as long as they do not really want to learn and change anything and they don’t believe that they can do it (Burger, 2006:543).

Ozbek (2001) has stated that non-formal education is a process that makes the experiences of individuals meaningful (p.45). Trainings aimed at improving the professional knowledge and skills of individuals increase their employability by giving them the opportunity to apply what they learn. In vocational education, the harmony between the individual and the work to be done is extremely important. The change of current jobs with technological and economic developments and the emergence of new business lines gives vocational education a dynamic feature and necessitates lifelong learning (Şezgin, 2009:192). There is a greater demand for trainings organized by unions, with the provision of documentation and employment opportunities. It is observed concerning the research data that the number of those completing the courses increases by 2700 units when the number of union courses increases by one unit. In Austria, which has been recognized as successful in the field of unemployment and exports and whose success is based on the vocational education system, it is absolutely necessary for the participation of the chambers in the determination of the economic and educational policies and the chambers are considered not only as consultee institutions but also as the organs that determine strategies, make plans and decisions (Ok and Dayıoğlu, 2012: 123-124).

The importance of lifelong learning in higher education has been emphasized in Bologna process (Soran, Akkoyunlu & Kavak, 2006:202; Diker-Coşkun & Demirel, 2012:111; Evin-Gencel, 2013:240). At Leuven Ministers Conference organized in 2009, lifelong learning, mobility of students and academics and social dimension were set as priority areas among the targets for the period 2010-2020 (Erdoğan, 2010: 10). Universities that undertake the leadership role in the development of the society and shape the social structure of the society are the institutions that have the basis of scientific thought where the knowledge is produced and the changes and developments that are taking place in the world are followed up rapidly. For this reason, they have a certain respect in society. Individuals believe in and trust in information from the highly respected source in society (Kâğıtçıbaşı, 2006:184). When the number of courses organized by universities increases by one unit, the number of completers increases by 941 units. Dinevski & Dinevski (2004) point out that the most important contributions of universities to lifelong learning as well as their existing activities are e-learning and distance learning. As required by the university’s label and organizational structure, research-based work of existing academic staff, setting and adopting high standards of quality and ensuring stability and continuity in education are other strengths (p.231).

Conclusion
In conclusion, it can be uttered that the non-formal education activities provided by the different institutions and organizations differ by the variables articulated in the research and there is a positive relation between some variables.

Today, as information is rapidly generated, spread and it loses its currency in a short time, the importance of lifelong learning is increasing day by day. The need for the trainings to be arranged directed to the emerging
new needs in a continuously changing and developing world is very high. The purpose of life-long learning is to establish the connection between education and business life ranking among the important fields of need in Turkey, to improve the training programs not only quantitatively but also qualitatively and to ground on the quality in education.

References


Acknowledgement

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The Process of Teaching the Technical University Students of Chemical Specialties to a Foreign Language From the Perspective of Synergetics

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Abstract
The paper examines the synergistic approach in the process of teaching a foreign language to the students of the technical university. We present methodology and experience of the use of role plays, as effective means of forming a valued attitude toward a foreign language learning. Scientifically reasonable recommendations are given on the choice of role plays for the students of chemical-technological specialties, including planning of role-playing scenarios, distribution of roles between the participants of games, their organization and realization. We also consider project work in the process of learning a foreign language, which makes the learning process multilateral, where each student has the opportunity to prove himself as an individual and full participant. The article focuses on the fact that the use of role-playing games and project technologies has a positive effect on the formation of a value attitude towards a foreign language. The article provides a brief description of the basic textbooks “Chemistry in Medicine” and “Chemistry in Nanosphere” for vocational-oriented teaching of bachelors of chemical specialties in a foreign language in the structure of the informational and didactic base, which are based on a synergistic approach to teaching students of a technical university to a foreign language.

Keywords: synergistic approach, foreign professional communication, project technology, role - playing game, methodology.

1.1 Introduction
At present, the requirements for professional, general cultural and especially foreign language training of future specialists are constantly increasing, therefore it is necessary to develop scientifically based approaches and methods for teaching. The education system is evolving, so it has the self-organizational capability. Synergy studies the processes of any complex open systems (Haken, G.,1985). It does not offer specific patterns for solving questions, but it helps to highlight the general idea and ask questions. The application of the laws of synergy to the process of education gives a chance to take it out of equilibrium, since at present the process of education is very static. In addition, education often does not keep up with modern requirements, especially recently, when the flow of information in many areas of knowledge is growing rapidly in some cases, for instance in high technologies or science-based technologies. This affects many areas of life, in particular the rapid surge in computer technology and especially Internet technology has caused significant changes in the transfer of information. These factors must be taken into account when forming the concept and the provisions ensuring the development of educational technologies.

Synergy is able to give recommendations on the management of the educational process. According to V.G. Vinenko, the time has come to use synergy in pedagogy, since it interprets the processes of education in a new way and reveals their non-linear nature (Vinenko, V.G., 1997). In our case, this is the formation of the value attitude of technical university students to the study of a foreign language. For an adequate understanding of the essence of the process of mastering the language and the optimal organization of the corresponding process, it is advisable to study it from the standpoint of synergy. We mean the study of such factors as the role of the personality of the teacher and student, their freedom to choose the behavior trajectory, the search for attractors and the control parameters of the process.

The process of learning a foreign language is considered from the point of view of synergy as the individual self-development management. The need of students for self-development in the process of learning a foreign language is the basis of their cognitive activity. The teacher evaluates the correctness or incorrectness of the performing of educational tasks, organizes the learning process and transmits information to the students.

1.2 Research Questions or Hypotheses
Teaching university students a foreign language involves not only the process of accumulating certain knowledge, but also an awareness of the need to acquire new knowledge. In this regard, the synergistic approach guiding the process of learning a foreign language contributes to the formation of students' value attitude to a foreign language. A foreign language is a source of obtaining foreign scientific, technical, cultural and socio-economic information, as well as a tool for intercultural and foreign language communication with foreign scientists and specialists, with cultural workers, as a means of using global Internet resources in relevant subject areas (Nesterenko, V.M., Ionesov, V.I., 2013).

Nowadays, a communicative approach to learning a foreign language is widespread in the university education, which, according to E.I. Passov, "involves the organization of the process of learning speech as a communication process model" (Passov, E.I., 1985). In other words, the learning process is close to the process of business foreign language communication and is aimed at the practical use of a foreign language in professional activities.

1.3 Method
We have developed and tested communicative exercises in teaching students a foreign language in the learning process. Of the many exercises role-playing and project technology were chosen as the most effective. Role-playing, being a communicative exercise, harmoniously fits into a foreign language lesson. Situations modeled in a role-playing game, brings speech activity in the classroom to real communication, which corresponds to the basic principle of the communicative method. To confirm the advisability of role-playing game, we can cite the statement of G.A. Kitaygorodskaya: "The psychological principle of I am a mask "contributes to a wide disclosure of all personality traits, all students are freed from the fear of mistakes, and the emotional tone of the learning process increases" (Kitaygorodskaya, G.A., 1982). The pedagogical experience has shown that the "mask" is able to liberate a particular person in terms of speech, but to make the exercise successful, it is necessary to choose roles familiar to students. Since students are preparing to become specialists in the field of chemical technology, the selection of lexical material was conducted not only taking into account their age features, but also their professional activities. We conducted role-playing games in which students were asked to play situations where they performed the roles of experts, chemists, engineers, laboratory assistants etc. Since these roles are psychologically familiar to students, and the learned lexical material made it possible to create a situation close to real communication, the exercises were accepted by them with great interest and were successful. Role-playing games were conducted on three topics: Chemistry in Medicine, Chemistry of Today, The Outstanding Chemists. Informational and didactic materials for conducting role-playing games were taken from the author's basic training manual "Chemistry in Medicine" (Banartseva, A.V., Vlasova, I.V., 2016). In developing this textbook, we relied on the work of colleagues in the department who use creative technologies in their teaching practice (Rozhnova, E.A., Simakova, S.M., 2013). The manual contains completely new didactic tools, each unit in it is a product of the interdisciplinary creative work of authors-teachers, requiring from the teacher not only fluency in a foreign language, but also certain knowledge of special chemical-technological and biomedical subjects. The manual is based on authentic texts and is devoted not only to the history of pharmacology, but also to the latest achievements in creating new medicines, less toxic, with a minimum of side effects, as well as problems of modern pharmacology and their solution.

All exercises in the manual are based on the texts. These are not only well-known foreign language training exercises, which are reduced to filling in the gaps, rearranging, multiple choice, removing the odd word, but also tasks that require a certain amount of knowledge from a student's future activities: comparative tables, analysis of various production technologies, and more.

The module also includes some game tasks, crossword puzzles and tests so that students can get away from serious exercises and have a rest - everyone knows that the game helps to make the learning process more attractive.

The material and its distribution in the course of study motivates the student to a new, more active mode of activity, and the use of role-playing in the classroom promotes the manifestation of creative possibilities and creates the prerequisites for successfully mastering increased amounts of information.

In a role-playing game there are a lot of positive aspects, but this exercise requires a special organization, where it is necessary to take into account the following methodological aspects.
First, it needs to be well prepared in terms of both content and form. It is very important that students are convinced of the need to fulfill their “role” well. It is also important for the success of the game that the game is accepted by the whole group, and for this you need to create a friendly and creative atmosphere. The freer the student feels in a role-playing game, the more initiative he will communicate.

The success of this exercise largely depends on the teacher, since in order to achieve excellent results, he himself must believe in the effectiveness of the exercise and motivate the students. The role of the teacher in the process of preparing the game is constantly changing. At the initial stage of the game, the teacher, as a model, can take on a role, but not the main one, so that the game does not become a traditional form of work under his leadership. As a psychologist, the teacher should approach the division into groups and the distribution of roles. If there is no leader in the group or students cannot independently choose roles, then in this case the teacher assumes the role of the leader. In the course of the game, he manages communication: he approaches students who need help, makes adjustments to the work.

It is very important when performing such an exercise a differentiated approach. Not all students have the same level of knowledge and ability to work independently and in order for them not to be “outside the game” it is necessary for them to prepare role-playing cards with lexical or grammatical material. When the role-playing game becomes a habitual exercise for students, the role of the teacher will change. He becomes more of an observer than a moderator. This is inevitably due to the fact that the focus shifts from the active work of the teacher to the active and independent work of students. Working in a student-student mode allows you to control the assimilation of lexical and grammatical material, the ability to ask and correctly respond to the questions posed, and having the entertaining nature of the role-playing game, it can be used as a relaxation, to then move on to more relaxed activities. In order to improve the efficiency of business games, they monitor and evaluate speech and non-speech behavior of the participants in a role-playing game, that is, they use socially labeled verbal and non-verbal means of communication adequately for a given communicative situation using video recording for later viewing, discussion and analysis under the guidance of a teacher.

The synergistic effect of role-playing games is manifested in the strong activation and motivation of the process of forming students' readiness for foreign language professional communication (Vlasova, I.V., 2015). In another author's text-book, “Chemistry in Nanosphere”, we use extensively applied design technologies in our work with students (Banartseva, A.V., Vlasova, I.V., 2018). Project work makes the learning process multilateral, namely, each student has the opportunity to express themselves as an independent and full participant in the educational process. Consequently, the project methodology can be applied in mixed groups, with students of different levels of language training.

The project independence offered by students, both when searching for information, including foreign language, and when processing it, presenting and discussing when there is an opportunity to see the results of their work, and then present them to the audience, causes a keen interest of students, a sense of satisfaction, expanding knowledge in one or more subject areas, convinces of the practical, real value of mastering a foreign language (Vlasova, I.V., 2013).

During the presentation, the rest of the group takes notes. When the presentation is finished, members of other groups ask questions, analyze, give their comments and suggestions, using English as a means of communication. There may be a situation where no one wants to express their opinions. In this case, the teacher himself begins the discussion, but his main goal is to involve students in the discussion. After the general presentation, students and the teacher together discuss the work on the project: what was interesting and what was not very good, talk about difficulties and wishes for the future.

### 1.4 Results

Analysis of practical experience in developing projects leads to the conclusion that its use integrates students into various environments: social, linguistic, etc., gives everyone the opportunity to improve communicative competence in all types of speech activity, and also intensively use English as a means of communication. Students are quickly involved in research activities, because are aimed at obtaining a real result, and also have the opportunity to use modern information technologies, and most importantly, work with information in the target language (Banartseva, A.V., 2013).

Undoubtedly, work on a project is a creative process (Labzina P.G., 2013). Students independently search and select the necessary information of interest to them. The project method is good because it involves the joint
goal-setting of students and the teacher, gives students the right to choose, develops thinking and reflection. Students become active participants, and the teacher guides their activities and helps them. Students are required to focus their attention both on the language form of the utterance and on its content. In addition to all the above advantages, the project work gives students the opportunity to show their own imagination, creativity, activity and independence, regardless of their level of proficiency in the language. Project activity involves reflexive activity, because it is also aimed at an independent search for new solutions and information. The project method also teaches the selection and analysis of information. Students present the project in the form of computer presentations.

1.5 Conclusions
So, the experience of using role-playing games and project technologies in which the language material is being studied shows that they have a positive effect on the formation of a value attitude to a foreign language. If we consider the role-playing game and the method of projects from the standpoint of synergetics, we can conclude that the process of learning foreign languages using active methods is a self-governing process, controlled from the inside by laws and regularities (Lamzin, S.A., 2002).

References
A Retrospective Analysis Of The Reforms Of The Content Of General Secondary Education: How They Contribute To The Consolidation Of Public Consciousness

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Abstract

The purpose of this article is to identify the appropriate directions for the development of the education system in the context of opposition to the ideas of globalization and the preservation of the national interests of our countries based on an analysis of the experience of reforming the education systems of Russia and Kazakhstan over the past three decades. The following tasks are solved: to analyze the experience of developing state educational standards; evaluate the results of international educational research; to substantiate the role of the school in the development of the state and the role of the state in the development of education in the context of opposition to the ideas of globalization and the preservation of the national interests of our countries. The following methods were used: content analysis, statistical analysis, hermeneutic approach, method of historical and cultural research.

Reforming the education system has led to fundamental changes in both the field itself and the public consciousness of our citizens. As a result, a part of the population approves of reforms, and another part does not accept them, referring to the fact that the former education system was one of the best in the world. The standards of general education and then the standards of pedagogical education were largely modernized. This led to changes in their content. As a result, various educational systems emerged and the terms "competence" and "competence approach" were consolidated, which became the main components of the content of education, both general and professional pedagogical. The school itself is changing and the role of the teacher in it. However, up to present time society does not have an answer to the main question – what positive results did our entry into the world educational space give us. The authors propose to comprehensively analyze the carried out modernization in the field, draw conclusions and, if necessary, make corrections to the essence and content of the ongoing reforms in the system of both general secondary and higher pedagogical education.

Key words: educational content, standards, pedagogical education, modernization, analysis, competence, public consciousness.

Introduction

For nearly three decades, the educational and pedagogical science systems of our two countries have been in the process of permanent modernization. In Russia - more dramatically and more vigorously; in Kazakhstan - more balanced and consistent. The reform vectors are generally unidirectional. The implementation reflects the specifics of the cultural code of nations and the peculiarities of the public consciousness of the country. In turn, reforms contribute to the development of public consciousness, spiritual and moral culture, the formation of the national identity of the people of our countries. Often this contribution is small and invisible. But often - weighty and significant.

It is all the more important to look at the results of the work done both from an ideological and from a purely pragmatic point of view. Recall. Estimate. Think about what to do next. It is not about stopping – development is unstoppable. We are talking about the need for reflection, without which it is easy to lose the main directions of reform, and then get bogged down in solving opportunistically important, but existentially few significant issues, really stopping the development. Before us is a huge field of activity. Indeed, over the past years there
have been almost no attempts at a comprehensive analysis of the ongoing reforms. It seems that this circumstance is of little concern to anyone. Anyway, in Russia. Meanwhile, we should not forget, or rather, we should always remember that all our arguments for this or that “future”, for certain innovations, to some extent are in the past. In what has already happened, occurred, was realized. Only by understanding what and how it has been done, can it be possible to plan directions for the future. To draw lessons, to warn of mistakes, not to bring matters to situations in which it becomes embarrassing to descendants. Not to be unfounded, we consider only two examples.

First. By historical standards, instantly (since 1996 in Russia and 2004 in Kazakhstan) we managed to go from a single textbook on each academic subject to their variability (many dozens) and back. Back – because such diversity is already indecent. Moreover, as it turned out, all these variations had practically no positive effect on the quality of education. We talked about this carefully, since no special studies on this topic have been conducted. All decisions rest on expert judgment. And the expert – the substance is as follows: yesterday for the variability; today – for a single tutorial. The most important thing is that the public consciousness every time convinced itself of the correctness of the movement in this particular direction.

The second example is standards. The first standards were developed, justified and implemented as content standards (or content standards). The content was constructed so that, on its basis, without losing the main, essential, it would be possible to create variable textbooks, which in turn created the basis for the development of teaching methods and could be a teacher’s methodological culture. Second generation standards were also conceived as content standards. Enough to get acquainted with the concept. But as a result of numerous “integrations” of changes in legislation, the school came to a real absence of mandatory content, its replacement with “competence”. There are already a lot of collisions generated by such modernization. It is enough to recall the story with exemplary programs and the so-called “detailed list of content”, for which the legal niche has not yet been found, and the list itself does not hold water. This is an order of magnitude worse than at one time criticized by all the uniform curricula in subjects of the Soviet era, from which the education system tried to get rid of under the slogans of variability, decentralization, personal approach, autonomization of educational institutions, etc.

And about how much effort, money, time was spent uncomfortable and remember. But the main thing, with reference to the topic under discussion, is that over the past years a whole generation of teachers and scholars has been formed who simply were not allowed to work professionally. They have lost their taste for creativity, systemic vision, and in science there is also an elementary methodological and methodological component.

**Purpose.** Based on the analysis of the experience of reforming the education systems of Russia and Kazakhstan over the past three decades identify the appropriate directions for the development of the education system in the face of opposing globalization ideas and preserving the national interests of our countries.

**Tasks**

1. To analyze the experience of developing state educational standards.
2. Evaluate the results of international comparative educational research.
3. To substantiate the role of the school in the development of the state and the role of the state in the development of education in the context of opposition to the ideas of globalization and the preservation of the national interests of our countries.

**Methods and materials**

The article attempts to briefly outline the facts from the history of education, a critical analysis of which would be very useful today. On the example of Russia, the main component of both general and pedagogical education is the content of education. Famous programs of the State Academic Council (GUS) (1), “project method”, “The four components of the social”, the experience of I.L. Lerner, V.V. Kraevsky, culturological approach of A.F. Malyshevsky, “competence approach”, “Unified state examination” (“Unified national testing” - in Kazakhstan). Within a century, these were the most significant attempts to drastically change the content of general secondary education in the mass school. What unites them all? First, they all received the full support of the leadership of the country’s education. Second, they all suffered an obvious failure.

For the analysis, various forms of observation were used, the results of which, of course, depend on the personality of the observer, his life position, value orientations and attitudes. Observations, as simple when facts and events are viewed from the side, and participating, in which researchers are included in a certain
social environment, adapted to it and analyze events from the inside (the authors of the article are the developers of educational standards for Russia and Kazakhstan). Used ethnomethodology, based on an understanding of the results of social transformations, description and observation of social phenomena and events in the context of the mentality of a state. In addition, used content analysis, statistical analysis, hermeneutic approach, the method of historical and cultural research.

Results and discussion

Now we will try to briefly describe those facts from the history of education, a critical analysis of which would be very useful today.

Using the example of Russia let us turn to the main component of both general and pedagogical education – the content of education. Let us highlight for discussion the famous programs of the state Scientific council (SSC) (1), the “project method”, the “Four components of the social”, the experience of I.L. Lerner, V.V. Kraevsky, cultural approach of A.F. Malyshevsky, “competence approach”, “Unified state exam” (“Unified national testing” in Kazakhstan). Within a century, these were the most significant attempts to drastically change the content of general education in the mass school. What unites them all? First, they all received the full support of the leadership of the country’s education. Second, they all suffered an obvious failure.

Indeed, the level of power support was high. About SSC programs, for example, A.V. Lunacharsky said that they would be of world historical significance, would be a real revolution in education. In the process of realizing this and other ideas, numerous suggestions of scientists, teachers, schools, parents, etc. were involved. The cultural approach was actively supported by the Ministry of education through methodological letters, numerous seminars and trainings, and the basic curriculum was even approved by the board of the Ministry in 1998. Similar was the support of other projects. However, the implementation of ideas turned out to be minimal.

Meanwhile, the world was becoming more diverse, multipolar, multicultural, multinational, while in many countries globalization processes were taking place. But they were becoming more and more actively opposed by the ideas of the national state. Accordingly, a variety of educational systems grew and grows. However, this diversity reveals one structural component, which not only does not follow the processes of diversification, but, on the contrary, shows an obvious tendency towards unification of constantly growing isomorphism – this is the content of education in the mass school. We remember how in the mid-80s of the last century, when our common country then began to take part in international comparative studies (IEA, PISA, PIRLS, TIMMS), at the same time a lot of time was spent on the coordination of the checked content. Now such coordination is in the past.

By the beginning of the XXI century, it could be stated that the content of education from country to country was structured in 14-18 subjects. The differences are explained by the different number of foreign languages studied and the presence or absence of religious subjects. Subjects common to all countries include language and literature, mathematics, natural sciences, history, geography, art, physical culture, technology, a foreign language. Closer to the senior level – physics, chemistry, biology, social studies, etc. The high school has become profile-oriented, but its content differs little from that adopted in our countries. The same trend was observed at the level of individual academic subjects. According to our estimates, at least 70-75% of the content was identical. The greatest differences were in those subjects that reflected the national, state and natural specifics of a particular country.

The current situation allowed us to conduct a special study and classify models of the content of general education in Russia, Kazakhstan and in the world, to see development trends for the future (2-5).

Did people in Russia learn lessons of the past? Unfortunately, no. The situation with empty standards and “advances” of what is commonly called the competence approach proves this.

For analysis we take the draft Program of the All-Russian conference to discuss the results of projects for the modernization of teacher education (6); the Manifesto “Humanistic pedagogy of XXI century” (7) and an international report on trends in the transformation of school education entitled “Universal competences and new literacy: what to learn today for success tomorrow” (8). Among their authors – almost all key figures in the field of education over the long years of its reform. These are authoritative experts, who prepared and are preparing strategic decisions for Russian education. And then implement them.

In the draft program of the All-Russian conference (6), a topic for discussion appeared - the “Teacher of general secondary education” training profile, i.e. not a teacher of mathematics, physics, chemistry, literature, etc. This
means that either the abolition or a drastic reduction in subject preparation for primary school teachers is being discussed and prepared as far as possible, since the main subject of preparation becomes “basic general education”. Not math, native language or biology, but something that defies meaningful characterization. Who will explain how to teach “basic general education”? It should be understood that this is the actual breakdown of the entire existing system of teacher training. Actually, it has already begun. The decline of school subject training, ascertained by all, is only the beginning, i.e. we ourselves began to destroy what the centuries had built. But do we know why we are doing this – is a big question.

We all know well that at first the term “competence” appeared and became fixed in the standards of general education, and then in the standards of pedagogical education. A competence approach is named among the methodological foundations of the standard. Today, this fashionable term can no longer be avoided. After all, the formation of competences (or competencies) has always belonged to the target part of both standards and programs. Competence (competency) is the ability to mobilize all available knowledge and experience to solve a specific task, i.e. it’s about ability or hidden opportunity. It will manifest itself at each person in its own way. In the meantime while not manifested – it is impossible to talk about its assessment. Therefore, the competence can not be isolated from the specific conditions of its formation and implementation. But what did we start doing? We began to invent competences and at the same time classify them. The term "invent" is used intentionally, since they are all artificial. Thus, objective, interdisciplinary, trans-subject, key, general cultural, cognitive, communicative, physical, socio-political, aesthetic, creative competences, etc., came into being, and we have lost their count. They are structured by our efforts, turned into algorithmic methods of activity. Now, instead of the well-known knowledge of the fundamentals of science, specially mapped and systematized, capable of really contributing to the formation of a picture of the world, we are offered completely different content. As a result, it is the competences (competencies) that become the main component of the educational content of both professional pedagogical and general education. We begin to teach competencies, but we are being taught competencies.

However, the current subject structure of training at school and university does not correspond to such content. Therefore, it is doomed to destruction. The content that we used to call it in school and university standards is already disappearing. And the old form and its attributes (academic subject, KSE, classroom system, understanding of learning as a procedural side of education, teacher as a carrier of a teaching function, didactics as a theory of learning) become useless, as they inhibit the process of education reform. In the new learning environment, the student has to remember, learn and act in accordance with the "valuable instructions". In such a system, the question “why” is not relevant, i.e. there will be no cognition, there is no aspiration and meditation habits are not formed.

In connection with the above, we believe that cyborgs will multiply at unprecedented speed (9). It is already happening because of the need for “a new teacher for a new school”. Enough to turn on the TV or go to the Internet. Unfortunately, there is still no answer to the simple and obvious question: “What kind of future school do we see?” We ascertain that neither the authorities, nor the society, nor the teachers themselves tried to estimate the image of the school of the future, “under which” we want to forge personnel. We did not hesitate to follow Western values and ideas. So, for example, according to the ministry, no more than 10% of university graduates go to work in school, i.e. like in Finland. If you hit the top 10% - the road to school is open.

The Manifesto on humanistic pedagogy of the XXI century deals with the image of the school of the future. The authors declare: “We decided to offer teachers, parents, all citizens interested in the development of education - an alternative image of the future school, to broaden ideas about where it can go. We are teachers, managers, scientists and experts who share the views of humanistic pedagogy - the pedagogy of dignity”. The Manifesto raises many questions. There are many ideologies, policies, correct and false attitudes and problem statements, and also a lot of what we have already “passed” many years ago. For example, “The new task of the school is to teach to learn all my life”, “Unity in diversity”, “Responsibility in freedom”, “Want to live – learn to learn”, “Study with passion”, “School is the center of open education and center of the local community”, “A culture of cooperation and dignity”, “Openness of the school and the involvement of parents as partners”, “School is a life research laboratory”, etc.

As for the future of the school, everything is much more interesting. Quotes: “We are one step away from the era when mass and vocational education will be built on the principle of individual trajectories, personal programs ...”, “We are one step away from the era when “lifelong learning” becomes a reality, when education
will accompany a person everywhere, from birth to the very last days”. “We are on the verge of explosive growth of “non-system” providers working with the help of new technologies – remotely, applying additional reality, creating game universes, i.e. online education”. Add here the proposed ideas of the school as a techno park, an incubator, as well as new roles for the teacher. Still a teacher. In the future, the word “teacher” should disappear from circulation - the teacher-moderator, tutor, organizer of project work, game teacher, subject specialist. It is indicated that in reality the teacher uses all these roles in different situations and in different measures, while the school goes beyond its boundaries.

The above is not the notion of the authors, and not at all an alternative image. This is a statement of what is happening. The findings, which testify to one thing – the school as a social institution, to the existence of which in a certain form and existing according to certain laws we are used to, does not just change – it will actually disappear. Together with it, what is usually called formal education disappears. For example, individual curricula and schedules have appeared, the choice of subjects for study, levels of their development, external studies, the possibility of not attending school, classes “on the Internet”, the ability to choose their own educational content, the transfer of the right to form a curriculum and an obligatory part of the basic educational program to education organizations, etc. And this happened at the level of education, which until now is universal and compulsory.

However, the most serious thing is that along with the school, the most important institution of socialization of the individual also disappears. The most important for the state and for society. Therefore, it is not too late to think about whether we are doing everything correctly, following the guidelines that are gradually being introduced into our society and its educational system from the countries of the West? Are we losing the fundamental foundations of the education that we created during the century?

We all recognize that school and education should be developed in such a way as to become a tool for realizing the personal potential of each trainer. At the same time, none of us denies that the most important task of the school and education is reproduction, maintenance and strengthening of the accumulated culture, without which further development is impossible. However, it is enough to give unlimited space to the free development of abilities and inclinations of each individual, to declare them supreme value with the creation of maximum conditions for this, then the school itself (education) will become the center of social and cultural instability, individualism and even dissidence. Hence, one step to undermine the basic foundations of the existing order in the country. At the same time, it is clear that adherence to the reproductive paradigm leads to stagnation, hegemony of one position, totalitarianism, mixed with the slogan of maintaining and strengthening social stability. These points are key to the education system, or education as a system.

M. Heidegger (10) and B. Russell (11) spoke remarkably about these extremes. The first of them reminded that when speaking of freedom and trying to put it into the basis of a person’s world order, one should be aware of the fact that what is lost is what the person himself is for, and not what is above it. He said that humanism in the highest sense is a humanism thinking person from being close to being, it is humanism in which it is not the person who is at the forefront but the historical being of the person with his history in the truth of being: "Everywhere, a person pushed out of the history of being revolves around himself as a talking animal (animal rational). Today, a huge number of “talking animals” that we see at all levels, an avalanche-like growth of their unprofessionalism, are a consequence of the understanding of freedom and the value of the human person that our society has been implanted from outside for more than a decade.

B. Russell (11) noted in this connection that every society is subject to two opposite dangers: on the one hand, the danger of ossification due to too much discipline and respect for tradition, on the other - the danger of decomposition or submission to foreign conquest due to the growth of individualism and personal independence, make cooperation impossible. That is why we all need to very carefully and subtly pass between these extremes, since only here is a narrow evolutionary corridor to our future.

Decision makers need to constantly remember the social sense and the consequences of the actions that are taken in the education system. Qualifications and responsibility towards society and our future should be constant companions of the desire for reform and their dynamism. Otherwise, we will once again surprise the whole world with "to the ground...".

Separately, we would like to say about such a powerful factor in the formation of public awareness and professional culture of the educational community, as the lessons of the Unified state exam (USE). In Russia, this innovation really divided civil society into two irreconcilable camps. We will try to summarize the main.

1. The USE does not contribute to improving the quality of training of students in general.
2. The USE has already made a serious “contribution” to the destruction of the content of general and vocational education because:
- subordinated the whole educational process, first in high school, and then in primary school, to the coaching for the USE and GSE tasks, destroying the systematic and systematic study of materials in school;
- due to the forms used, it did not contribute to the development and manifestation of the elements of thinking, argumentation, critical thinking, etc.;
- divided in the minds (and in the behavior) of pupils school subjects into at least three groups: main, auxiliary, “settling”;
- accordingly contributed to the redistribution of school time in favor of the Russian language and mathematics without achieving any progress in their development. It is enough to say that the study of the systematic course of the Russian language in the USSR ended up at the basic school, while the students were prepared much better than at present;
- largely discredited in the eyes of society and teachers the very idea of standards in general, when the stated objectives and main content of the standards began to be expressed in the language of competencies and competence-based approach, whereas the verification tasks are almost fully maintained in the category of knowledge and skills (KSE). Now it is impossible to determine whether graduates meet the requirements, i.e. standards or not. For this reason, it is impossible to rely on the quality assessment of knowledge, based on the results of the GSE.
Unfortunately, this has been taking place in Kazakhstan for many years. Without a doubt, the introduction of a unified national testing (UNT) in the country led to the degradation of both students and teachers themselves. As a result, there are almost no “thinking” students in colleges and universities. Accordingly, the quality of training has significantly decreased. That is why many graduates of colleges and universities cannot find a job in the received specialty, and the employed do not have sufficient knowledge, do not have the relevant skills.
It is known that in the most general form there are two ideas about secondary education. In the report (12) of the final conference of the project of the Council of Europe “Secondary education for Europe (1997)” D.Cullen described them as “royal path”, academic, fundamental, systemic, leading to higher education, and “the other way” - vocational, leading into the world of work. The Soviet, and then the Russian public school chose the “royal path” with a polytechnic orientation, while even taking into account all the costs and difficulties along this path, they became the most effective mass secondary school in the world. In other educational systems, especially in the Anglo-American tradition, the mass school did not follow the "royal path." The result - it was stated that only a quarter of those entering the US army can read at the ninth grade level, and in general, 23 million people in the country have become functionally illiterate. Today, these people and others like them work in the White House and in the US State Department. At the same time, conditions are created for a very small and narrow layer of citizens under which they receive a full-fledged “royal" education. And they will manage the rest. Who is among these citizens is not difficult to guess.
Findings. Of course, we must not allow this to happen in our countries. Therefore, we first need to determine the role of the state itself. Unfortunately, so far the state is “leaving” general education, as it once left the economy and gave everything to the mercy of the “market”. It is appropriate to recall that the education system is a real natural monopoly. It produces the main strategic resource of the nation – the education of its people. You can call it a product, a good – but not a service. Let us give a definition from the Law “On natural monopolies”: “Natural monopoly is a state of the commodity (and educational - author) market, in which the satisfaction of demand in this market is more effective in the absence of competition due to technological features of production, and the goods produced by natural monopoly entities replaced in the consumption of other goods, and therefore the demand for this product market for goods produced by the subject of natural monopolies, to a lesser extent depends on the price change for this good, than the demand for other types of goods”. Thus, in natural monopolies, the role of the state is paramount, since we are talking about the national security of the country. We believe that the state should have the same attitude towards the entire education system. It is impossible to give it to the “mercy” of various actors and organizations that position themselves as education reformers, but are not responsible for such reforms.
In connection with the reform of our industry according to the Western model, society has many questions, to which our government has no answers yet, but it continues to consistently and persistently promote ideas
“alien” to us into the education system. However, they are obliged to think and give answers to the main questions – where are we directed, where are we going and where will we come? Above, we looked at a small part of the issues that, not directly, but with the “butterfly effect” influence the formation of the public consciousness and professional culture of the teaching staff. Therefore, it is possible and necessary to do everything possible to consolidate our cultures, promote a cult of knowledge in society, etc. Undoubtedly, our states need a “national humanitarian platform,” but its formation is a long process. Longer and more difficult than the rejection of the state ideology. After all, the state educates us by the very fact of its rational and social existence. It has no right to withdraw from the most important problem, a well-persistent to explain academic achievement Learning and Individual Differences, 41, 73-78. 

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Ability Development Of Text Content

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Abstract
An attempt was made to reveal new aspects of the reading literacy development of a student, in the process of mastering the educational content in the form of text. The content-criterion basis for the text ability assimilation has been developed. Observable indicators have been identified for each criterion component (based on the identified characteristics), indicating of the levels achievement (motivational, cognitive, creatively oriented and creative), giving the opportunity to rank students according to the ability development level to assimilate the educational content. The ability development level of the students’ educational content assimilation is a cumulative evidence of its components formation, in accordance with the criterion components (potential-motivational, cognitive-activity and abstract-reflexive), identified with the indicators. Four ability development levels to master the students’ educational content were characterized by the conducted experimental work (motivational, cognitive, creative-oriented and creative).

Keywords: mastering the educational content, text, student, concept, preconception, criterion, ways and stages of formation, levels, model.

Introduction
In modern conditions, the issue of a student’s development ability [Artemyeva, 1997; Pentin, Kovaleva, Davidova, Smirnova, 2018; Zuckerman, Govaleva, Baranova, 2018, etc.], in the context of developing his reading literacy is the most relevant in the modern paradigm of education. In this regard, we consider the most relevant, in our opinion, the methodological aspects of the ability to assimilate the educational content (EC) textually in the context of the problem under consideration. The concept “ability” is understood as a multi-component and multi-level education - the individual psychological characteristics of an individual, which enables her to master an activity relatively quickly and easily and to achieve great success in it. We will consider the content-criterion basis for the ability assessment to assimilate the ED.

1. Materials And Methods Of Research
We have used the following methods in the considered context: examination and analysis of the psychological, pedagogical and methodical literature on the problem of research, teaching programs, secondary school textbooks on mathematics; generalization of pedagogical experience of teachers of maths; supervision of the learning process, conduction of pedagogical measuring (questionnaires, interviews, analysis of the products of schoolchildren’s activities) and statistical treatment of the results.

The monitoring of individual dynamics and learners’ progress based on the results of evaluation conducted in the classroom, which served the basis for creation of their individual educational path, has been carried out during the research. Requisites making up the methodological foundation of the research are given below:
- activity approach (V.I. Zagvyazinskij (Zagvyazinskij, 2001); A.V. Hutorskoj (Hutorskoj, 2001); L.A. Krasnova (Krasnova, 2014); V.S. Lednev (Lednev, 2002); M.A. Skatkin (Skatkin, 1986); S.D. Smirnov (Smirnov, 1985) etc.);
- optimization of educational process (O.N. Mashchenko (Mashchenko, 2018); M.A. Nagoeva (Nagoeva, 2018); M.B. Visitaeva (Visitaeva, 2007); A.G. Mordkovich (Mordkovich, 2009) etc.);
- issues of development of pupils' abilities (T.I. Artemyeva (Artemyeva, 1997); Z.M. Gabitova, F.M. Suleymanova (Gabitova, Suleymanova, 2017); R.Y. Sternberg (Sternberg 1994), I.S. Yakimanskaya (Yakimanskaya, 1996); M.B. Visitaeva (Visitaeva, 2015) etc.);
- methodological provisions determining the development of modern school education system in the prism of International monitoring studies (PIRLS, TIMSS, PISA); in the direction of humanization and humanitarization, including mathematical education, personality-oriented learning mathematics (A.Yu. Pentin, G.S. Kovaleva, E.I. Davidova, E.S. Smirnova (Pentin, Kovaleva, Davidova, Smirnova, 2018); G.A. Zuckerman, G.S. Govaleva, V.Yu. Baranova (Zuckerman, Govaleva, Baranova, 2018); I.S. Safuanov, S.L. Atanasyan (Safuanov, Atanasyan, 2014); I.S. Yakimanskaya (Yakimanskaya, 1996) etc.).

2. Results Of The Research

2.1. The ability development to operate the ED.
In view of the relevance in modern conditions we should proceed to consider the question of the ability to assimilate educational material (text) by students. As known, in particular, according to the results of the monitoring International studies PIRLS, TIMSS, PISA, etc. [Pentin, Kovaleva, Davidova, Smirnova, 2018; Safuanov, Atanasyan, 2014; Zuckerman, Govaleva, Baranova, 2018], the problem of semantic learning is relevant. Schoolchildren are required to understand the meaning of the formulations under study; the essence of phenomena described in them, to see their connection with other phenomena [Gabitova, Suleymanova, 2017; Nagoeva, 2018], to apply when studying the relevant subject, etc.

The theoretical framework in the PIRLS study [Zuckerman, Govaleva, Baranova, 2018] identifies four basic reader skills:
1. To find in the text information stated in an explicit form;
2. To make simple conclusions on its basis;
3. To integrate and interpret the ideas and information of text;
4. To assess the content and form of text.

For example, it is important to teach students the ability to vary a mathematical text. “By varying the mathematical text, we will relate its reformulation within one type of mathematical language and translation from one type to another. The reformulation of some mathematical text may consist in retelling it “close to the text”, in highlighting the essence of the text. A special type of reformulation is an equivalent reformulation, in which the mathematical content of the text is exactly conveyed in other words” [Mathematical education humanitarian potential realization methodical aspects, 2000, p. 90]. It is equally important for students to develop the ability to translate a text formed, for example, in a verbal language, into a symbolic or visual language, or vice versa. In the course of the experiment [Visitaeva, 2007], students are first offered tasks to create images of geometric shapes, and then to mentally operate them.

“Not all observations and ideas leave any significant imprint on the psyche. In this information flow, the most significant is what is meaningful and processed in the mind of a person” [Nagoeva, 2018, p. 26]. Smirnov S. D. continues this thought, the internal is a long-accumulated external, providing a wider context of the cognitive hypothesis than it can be ensured by actual influencing external (often random and unfiltered practice) [Smirnov, 1985], excessive motivation, the desire to find an answer can immediately become an obstacle to the abilities development. The ability development to operate with educational content is one of the directions to form the regulation of the behavior and activities of the student.

2.2. Criteria and ability levels to assimilate EC
Based on the study and analysis of the subject and the active component of the learning process (psychological, pedagogical, methodical literature on the research problem, generalization of the pedagogical experience of teachers in various subject areas, observation of the learning process, etc.) as the most important characteristics to determine the development level of the learning process of educational content by students we have distinguished the following: manifestation (intrinsic motivation in activity, organizational qualities (self-independence, initiative, and single-mindedness), variety of thinking, inclinations, interests, abilities); formalized perception of the material; tackle the formal condition’s structure; integration and interpretation...
We should note, as shown by our experimental work conducted among students, each of these qualities. The hierarchy that we have revealed is present in varying degrees at all levels at the same time, being expressed in each of them in a particular specific form. The assimilation ability development level of the EC is a cumulative indicator of its components development, in accordance with the specified characteristics of the criterion, observation of the learning process and implemented experimental work, four levels of development of the EC assimilation process (motivational, cognitive, creative-oriented, creative) are described (see tab.).

Table. Criteria and the ability development levels to assimilate the EC

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<tr>
<th>Levels</th>
<th>Criteria components</th>
<th>Indicators</th>
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<tr>
<td>Motivational</td>
<td>Motivational and communicative</td>
<td>- attempts to motivate the situation in the assimilation process;</td>
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<td></td>
<td>Cognitive activity</td>
<td>- attempts to build arguments in the dialogue;</td>
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<td></td>
<td>Abstract reflective</td>
<td>- the possibility to show some organizational qualities (independence, initiative and self-mindedness) in standard situations associated with the process of mastering the EC;</td>
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<td></td>
<td>- the possibility to show interest in the process of mastering the EC.</td>
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<tr>
<td>Informative</td>
<td>Motivational and communicative</td>
<td>- partial motivation in the mastering process of the EC;</td>
</tr>
<tr>
<td></td>
<td>Cognitive activity</td>
<td>- the possibility to show organizational qualities (independence, initiative and single-mindedness) in the EC assimilation process;</td>
</tr>
<tr>
<td></td>
<td>Abstract reflective</td>
<td>- the possibility to show interest in the assimilation process of EC;</td>
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<tr>
<td></td>
<td></td>
<td>- use visual basis - real and ideal objects of study in the form of sketches, drawings, drafts, layouts, etc. in an unusual situation without an algorithmic prescription in the mastering process of the EC (tackle the formal structure of the situation);</td>
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<tr>
<td></td>
<td></td>
<td>- tackle only separate fragments of the text without their subsequent connection with each other;</td>
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<td></td>
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<td>- the possibility to interpret ideas and information of the text.</td>
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- operate with visual-effective and visual-figurative thinking, the possibility to manifest abstract thinking in the mastering process of EC;  
- a student's attempt occasionally to explain the EC essence in a standard situation (well-reasoned situation);  
- an attempt to assess the content and form of the text;  
- fragmentary elements mastering of algorithmic culture.
determine the assimilation ability level of EC by schoolchildren, there may be a reflection implying a study of already implemented activities [Mashchenko, 2018] with the goal of fixing its results and increasing the effectiveness of this activity in the future. “According to the results of reflection, you can ... build its realistic structural basis, directly arising from the peculiarities of the previous activity” [Hutorskoj, 2001, p. 299].

It is logical that knowledge and information should be distinguished. “Scientific information is given through the content of educational material. When assimilating this information, the student passes it through his subject experience” [Yakimanskaya, 2000, p. 14]. The implementation of a student-centered learning system requires a change of vector in pedagogy: from learning a normatively constructed process in which “learning of already structured experience is based on reproducing cognitive activity” [Krasnova, 2014, p. 22], to teaching the individual activity of a schoolchild, its correction and pedagogical support. School subjects studied in school (mathematics, physics, chemistry, etc.) are a kind of projection of the relevant scientific fields, “in depth and volume they differ from the knowledge recorded in science itself, but correspond to them in content and the nature of the connections between their elements (definition fundamentals of sciences by structure)” [Krasnova, 2014, p. 23], naturally rely, in particular, on the fundamental didactic principle of science, which consists in the fact that the content of education must 1) correspond to the level of modern science (when implementing availability); 2) include the content necessary to create in students an idea of private and general scientific methods of cognition; 3) show students the most important laws of the knowledge process " [Skatkin, 1986, p. 105].

In the conditions of the information surplus received from the World Wide Web, there is a problem to teach a student to vary, manage this information, take that positive part of it, which will serve him in solving problems encountered in learning activities, and in the future will help in choosing a profession and growth in relevant

<table>
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<tr>
<th>Creatively-oriented</th>
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<tr>
<td>show motivation in the mastering process of the EC;</td>
<td>show visual basis - real and ideal objects of study in the form of sketches, drawings, drafts, layouts, etc. in an unusual situation in the mastering process of the EC (tackle the formal structure of the situation);</td>
<td>show abstract thinking in the mastering process of EC;</td>
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<tr>
<td>show organizational qualities (independence, initiative and self-mindedness) in the EC assimilation process;</td>
<td>mastering and operating by students of the learned EC in standard (proposed or existing) situations (formalized content perception on the topic);</td>
<td>the ability of student to see the reasoning pattern learned in the standard situation systematically in the structural links and hierarchy of content elements;</td>
</tr>
<tr>
<td>show disposition in solving tasks;</td>
<td>possibility to integrate and interpret ideas and information of the text.</td>
<td>self activity in all cases according to the description and explanation of the EC;</td>
</tr>
<tr>
<td>show formed abilities in standard problem situations in the mastering process of EC;</td>
<td>- algorithmic culture mastering</td>
<td>a conscious explanation of the EC essence (full-fledged argument);</td>
</tr>
<tr>
<td>building logical links in the mastering process of the EC.</td>
<td>- formalized content perception on the topic;</td>
<td>- the ability to assess the content and form of the text;</td>
</tr>
<tr>
<td>- detecting student needs</td>
<td>- mastering to integrate and interpret ideas and information of the text.</td>
<td>- the ability to apply in all cases the elements of algorithmic culture.</td>
</tr>
<tr>
<td>- use the learned reasoning pattern systematically in structural links and hierarchy of content elements in a modified non-standard situation.</td>
<td>- actions on the application and transformation of educational material in the form of texts in unfamiliar, non-standard (proposed or created by student) situations to solve new tasks in the subject domain, actions including scheduling algorithms (tackle the formal structure of the condition in the subject domain);</td>
<td>- master abstract logical thinking;</td>
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<tr>
<td>- conscious alignment of argumentation in dialogue, etc.;</td>
<td>- conscious action in an unusual situation; self activity on the description and explanation of the EC (formalized content perception on the topic);</td>
<td>- the ability of student to see the reasoning pattern learned in the non-standard situation systematically in the structural links and hierarchy of content elements;</td>
</tr>
<tr>
<td>- show organizational qualities (independence, initiative and self-mindedness) in an non-standard situation (proposed or created in the EC assimilation process;</td>
<td>- mastering abstract logical thinking;</td>
<td>self activity in all cases according to the description and explanation of the EC;</td>
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<tr>
<td>- detecting student needs</td>
<td>- the ability of student to see the reasoning pattern learned in the non-standard situation systematically in the structural links and hierarchy of content elements;</td>
<td>- a conscious explanation in all cases of the essence of the objects of study, including educational material in the form of texts, etc. (full-fledged argument);</td>
</tr>
<tr>
<td>- use the learned reasoning pattern systematically in structural links and hierarchy of content elements in a modified non-standard situation.</td>
<td>- master an assessment of the content and form of the text;</td>
<td>- master an assessment of the content and form of the text;</td>
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<tr>
<td>- motivation in the process of assimilation of EC;</td>
<td>- algorithmic culture mastering</td>
<td>- algorithmic culture mastering</td>
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<td>- conscious alignment of argumentation in dialogue, etc.;</td>
<td>- show motivation in the process of assimilation of EC;</td>
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<td>- detecting student needs</td>
<td>- detecting student needs</td>
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professional activities [Visitaeva, 2015; Gabitova, Suleymanova, 2017; Mashchenko, 2018]. Despite the fact that specific knowledge is the key in obtaining new knowledge, it is necessary to develop a line of educational policy that will serve to increase its intelligence, particular, the model of successful intelligence R.J. Sternberg [Sternberg, 1994] is particularly valuable for education, and emphasizing the fact that intelligence is an information processing activity. On the way to overcome these problems, new textbooks are also needed, including content, which is the basis for the development of special abilities of the student, in general, the development of his personality. The presented content should contribute the level achievement at which students can solve not only ready-made tasks, but also compiled by themselves.

3. Discussion of Results
V.S. Lednev [Lednev, 2002] believes that the basic structure content of general education is the content of personal experience (orientation, quality (cognitive, creative, communicative, aesthetic and physical) in relation to the implementation of invariant activities (cognitive, transformative, value-oriented, communicative, aesthetic and physical). The work with a text in the process of learning in school can take various forms:
- reading the text under the guidance of a teacher (a teacher organizes goal setting, work planning before text reading, the implementation of self-control actions and self-assessment);
- independent study of educational material according to the plan proposed by a teacher;
- independent reading of a text by highlighting the key-notes and incomprehensible places in it; drawing up support (plan, scheme, contact);
- posing questions for self-control and self-assessment, as well as for improvement, deepening knowledge, the emergence of new problems [Mathematical education humanitarian potential realization methodical aspects, 2000, p. 90].

Educational activities conducted under the guidance of a teacher should be transformed into an independent, conscious activity organized by student himself, i.e. in self-study. It is necessary to teach students to independent activities, in particular, the ability to work with educational text, with the growing force of their independent work (in the learning process, a hierarchy of teaching methods should be used: problematic, partially exploratory and research) [see for example Visitaeva, 2015; Gabitova, Suleymanova, 2017; Zagvjaizinskij, 2001; Mathematical education humanitarian potential realization methodical aspects, 2000; Hutorskoj, 2001 etc.].

The authors should preface the interpretation of the used terminology in the developed content to the relevant requirements for the proposed course of study. In this regard we should note that EMC appeared containing a glossary at the end, for example, CMD "Psychology. Intelligence. Mathematics“ by the authors E.G. Gelfman and et al. The line of textbooks in mathematics for primary and high school by A.G. Mordkovich [Mordkovich, 2009, and others] is based on the principle: firstly to form an idea of a mathematical fact (presuppose the interpretation or definition of the propaedeutic introduction of the concept) and then introduce the concept (definition) of it or formulate an interpretation.

Conclusion
The content-criterion basis for the ability development to assimilate EC as a text has been developed. The ability development level to assimilate EC of students is considered as a cumulative evidence of its components formation and in accordance with the components of the criterion (potential-motivational, cognitive-activity and abstract-reflexive). For each component of the criterion, we revealed observable indicators indicating the achievement of one of the levels (motivational, cognitive, creative-oriented and creative), which make it possible to rank students by ability development levels to master the EC in the text form.

Reference
Designing A Comfortable Educational Environment

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Abstract
The problem of preserving the physical health of teachers in educational institutions is considered in the context of prevention of professional “burnout” and conflict. Research methodology. As part of the study of the content and essence of a comfortable educational environment, we were interested in the works, which determine the understanding of the nature of human interaction and reflect the interdependence and style of communication of people who are in direct contact with each other. Research results. The most important factor of the external and internal order, determining the content, direction and intensity of labor activity, has always been a special atmosphere in the team, for which various terms were used in scientific and public discourse: “microclimate”, “moral and psychological microclimate”, “sociological microclimate”, “comfortable educational environment”. Discussion. The design belongs to the category of innovative and creative activities, as at first it implies a deliberate transformation of reality, the need for which arises every time when there is the awareness of the need to transition to a predictive model of the upbringing or the educational system, and the main point of such “educational change” in the fact that man himself was able to learn and change during his whole life, to apply knowledge in solving professional problems. Conclusion. The concept of “comfortable educational environment” is used to denote a special atmosphere in the team, which determines the content, direction and intensity of work and manifests itself in such group effects as the mood and opinion of the team, individual well-being, assessment of living and working conditions of the individual in the team and considered as a result of joint activities of people, their interpersonal interaction.

Keywords: Teacher, child, parents, comfortable educational environment.

Introduction
Social and economic changes in the country, the reform of the education system as a whole, the emergence of an increasing number of children from dysfunctional or incomplete families, the increase in employment of parents, the popularity of civil marriages without obligations, the tendency to recognize material well-being in the family, the replacement of verbal communication in the family with information technology one – all this increases the requirements for a comfortable educational environment of nursery organizations. Social order for the implementation of such requirements can be fulfilled only by those preschool educational organizations that effectively and efficiently operate in accordance with the FSES of preschool education [1 - 12].

The relevance of the research in this regard, firstly, correlates with the problem of preserving the physical health of teachers in educational institutions, which is considered in the context of prevention of professional “burnout” and conflict. Secondly, modern society places high demands on the teacher, which caused the need to identify effective ways of personal development and self-correction. Favorable comfortable educational environment in the teaching staff is one of the conditions of the teacher’s susceptibility to the new, its needs and opportunities for continuous professional and personal growth. The relevance of the stated problem is evidenced by the fact that the Federal State Educational Standard of Preschool Education is one of the main...
conditions for the successful development of the child’s personality, corresponding to the specifics of preschool age, is optimally organized pedagogical interaction, including through the design of educational and educational processes in PEE [14–18].

In the context of the research problem, the fact of recognition of the crisis of the traditional model of childhood (D.I. Feldstein) is actualized, when in the conditions of prevalence of single-child families, small number of cohabitation of multi-generational families, replacement of constant contact with adults by chaotic flow of information from TV and the Internet, there is primitivization of consciousness of children, growth of cynicism and aggression, increased level of anxiety.

However, the research indicates the predominance of organizational culture of clan type in the teams of PEE, which adversely affects the interaction of teachers with each other and with parents, prevents pupils to be the most effective in educational and gaming activities, and employees – in the professional one.

The social order of the society, which determines the requirement of teachers’ readiness for innovation, use and introduction of advanced technologies in teaching practice, is of great importance in terms of substantiation of the relevance of the problem. In this regard, it is a favorable comfortable educational environment in the teaching staff – one of the most important conditions for the successful implementation of innovative systems of training and education, the formation of teachers’ readiness to implement new in teaching practice. However, modern indicators of the level of innovation (namely technological innovation, rather than fashionable renaming of classical methods and techniques) are presented in the range from 0.7 to 0.9 percent, and the highest level, according to researchers, in teaching teams with a favorable, comfortable educational environment.

A major role is also played by the trend towards rapprochement of countries and peoples, the intensification of migration processes and setting, in this regard, before education (including pre-school) the complex task of preparing for life and work in a multicultural environment, for dialogue and intercultural interaction [19–25].

Thus, a comfortable educational environment today acts as the most important multifunctional indicator of the purposeful activity of the PEE team to solve social and pedagogical problems, the optimal implementation of personal and group opportunities, the level of involvement of each teacher in the innovative processes of subjective development of the child and the level of effectiveness of pedagogical interaction on the axes “teacher-child”, “teacher-parent”, as well as the degree of direct pedagogical influence on the comfort of communication between children, between children and their parents.

Research methodology

Due to the integrative nature of the problem under study, we can talk about the development of its individual aspects in pedagogy, psychology, sociology, management, valeology, management theory, etc. So, there are studies devoted to the consideration of professionally important qualities of the teacher, important for improving the efficiency of educational activities in an educational institution; analysis of innovative approaches to the organization of the pedagogical process in the framework of the problem of personal development; the study of emotional and volitional self-regulation of the individual and the relationship of self-organization, self-control and self-correction in the formation of a comfortable pedagogical environment.

In study of aspects of social communication such foreign scientists were engaged as P. Berger, J. Habermas, A. Schütz [3, 9], as well as domestic experts, including N.D. Arutyunova, M.M. Bakhtin, I.A. Zimnyaya, G.G. Pocheptsov, F.I. Sharkov, and others; the works of S.G. Vershlovsky, V.V. Gorshkova, S.V. Kosheleva, V.Yu. Krichevsky, E.P. Tonkonoy etc. are devoted to the psychology of development of personality.

The works of N.M. Anisimov, V.P. Bespalko, V.V. Guzeeva, S.L. Polyakova, A.S. Prutchenkova, G.K. Selevko, V.A. Stassenin etc. are dedicated to research on the problem of search of new pedagogical technologies.

As part of the study of the content and essence of a comfortable educational environment, we were interested in the works, which determine the understanding of the nature of human interaction and reflect the interdependence and style of communication of people who are in direct contact with each other.

With all the great theoretical and practical significance of the research, it should be noted that the issues of targeted pedagogical design of a comfortable educational environment in the PEE are not presented in the scientific content, there is no special comprehensive study of the problem in this direction, in connection with which there are contradictions between:
- innovative trends in the development of preschool education system, the requirement for the transition of kindergartens from the state of functioning to the state of development and traditional approaches to understanding such transformation, including the underestimation of personal participation and potential;
- the growth of changes in economic, legal and socio-cultural changes in society and the lack of mechanisms to support and regulate a comfortable pedagogical environment and developing pedagogical interaction in the PEE;
- recognition of the importance of preschool education in the context of subject-oriented educational paradigm and underestimation of axiological, valeological, communicative, psychosomatic and pedagogical components of a comfortable educational environment in the PEE.

Research results
The most important factor of the external and internal order, determining the content, direction and intensity of labor activity, has always been a special atmosphere in the team, for which various terms were used in scientific and public discourse: “microclimate”, “moral and psychological microclimate”, “sociological microclimate”, “comfortable educational environment”, etc. The most widely used concept of “comfortable educational environment”, manifested in such group effects as the mood and opinion of the team, individual well-being, and assessment of living and working conditions of the individual in the team and considered as a whole as a result of joint activities of people, their interpersonal interaction. In connection with the study of the specifics of the manifestation of “comfort” of the educational environment in the scientific discourse, the concepts of “group consciousness”, “state of collective consciousness”, “emotional and psychological attitude”, and “expression of organizational culture” are also used.

Based on the understanding of a comfortable educational environment as “the qualitative side of interpersonal relations, manifested in the form of a set of conditions that contribute to or hinder productive activities and the comprehensive development of the individual in the team”, the study suggests that we are talking about a comfortable environment in the team, characterized, on the one hand, the awareness of each own “I” in the microsocium (labor collective), the level of common interests of the team members, manifested in the behavior of people, motivation for work, in arbitrary and involuntary reactions to organizational changes; and on the other hand – the system of existing interpersonal relations between employees, determining their “social and psychological well-being”, “subjective well-being of each”. This is also reflected in the theory of organizational culture of E. Shine and the theory of “human relations” of E. Mayo, containing provisions on the paramount importance of a comfortable educational environment of relations between employees. It is not by chance that many authors consider the concepts of “organizational culture” and “comfortable educational environment” as synonymous. The opinion of K. Leongard is also interesting that the prevailing mood of a group of people determines the extent of involvement of each individual in the activities of the group, as well as the nature of its orientation, its effectiveness, and, consequently, a comfortable educational environment is the factor through which any activity of the team is refracted and mediated.

Thus, in the course of the study of the essence and content of the concept of “comfortable educational environment” in the domestic and foreign scientific discourse, it can be stated, first of all, that a comfortable environment is not the sum of group states, but the result of the efforts of the whole team, and therefore, within the framework of the study, a comfortable educational environment is considered as an integrative concept that correlates with the common content and goals of people’s activities, the results of their joint activities and interpersonal interaction; with emotional well-being; with organizational culture and a system of value orientations adopted by each member of the team.

As a form of manifestation of a comfortable educational environment the following ones are considered:
- attitude (to the work performed, innovations, team and norms of behavior in it);
- leadership style and the style of relations between employees;
- emotional and psychological phenomena and states inside team life: interpersonal likes and dislikes, the phenomena of imitation, infecting the moods, the phenomena of authority, popularity, conformity, etc.;
- job satisfaction. The latter is correlated not only with external factors (wages, career opportunities, working conditions and content), but also with internal factors – achievability, visible (and noticed) results of activity, satisfaction with the existing relationships between employees, focus on conscious participation in the common cause.
The most important components of a comfortable educational environment are the satisfaction of belonging to the team; trust; a high degree of emotional involvement in the common cause and conscious motivation for personal and professional development; sufficient awareness of the team members about its tasks and the state of affairs in their implementation; recognition of the right of the team members to make important decisions for the group; mutual assistance; taking responsibility for the state of affairs in the team as a whole.

In this regard, it can be stated that a comfortable educational environment, combining the interaction of a variety of social, group and personal factors, not only acts as a generalized, integral characteristic of all manifestations of the life of the PEE collective, but also determines the effectiveness of its work in a purposeful pedagogical design.

Discussion

Design (from lat. projectus – “thrown forward”), belongs to the category of innovative and creative activities, as at first it implies a deliberate transformation of reality, the need for which arises every time when there is the awareness of the need to transition to a predictive model, the upbringing or the educational system, and the main point of such “educational change” in the fact that man himself is able to learn and change for life, to apply knowledge in solving professional problems.

Many researchers, including N.V. Kuzmina and her followers considered design and construction as particular components of pedagogical activity, along with conceptual, organizational, and gnostic components. However, it should be recognized that the design ideas were approved in the domestic pedagogy much earlier, in particular, within the framework of the pedagogical theory of Makarenko, who was a supporter of the purposeful pedagogical process, based on the goal-setting and forecasting results.

Of great importance for the development of theory and practice of design were the ideas of scientific organization of labor (A.K. Gastev), the ideas of the importance of cause-and-effect relations in solving pedagogical problems (V.S. Sukhomlinsky), the theory of pedagogical design of G.P. Schedrovitsky, who argued that the design is always aimed at changes, the development of pedagogical practice, and in this regard, identified two types of polar strategies: environmental adaptation, or adaptation to social conditions, and the transformation of the environment in accordance with their own values, beliefs, goals.

At the present stage, the problem of pedagogical design is developed: first, in the context of the search for pedagogical systems for the implementation of a new educational paradigm; second, as part of the mechanism to improve the efficiency of personal development in the context of personality-oriented approach; third, in connection with the issues of technologization of the educational process. The results of pedagogical design, according to V.P. Bespalko, are: 1) pedagogical (educational or upbringing) system; 2) education management system; 3) the system of methodological support; 4) the model of the educational process.

In this regard, in the context of the study design is understood as an activity designed to promote 1) the transformation or creation of systems, processes, relationships in the form of their models in order to optimize and develop reality, solving various socio-pedagogical problems; 2) the development of personal and professional qualities of each member of the team. At the same time, the essence of design is not only in the implementation of pedagogical innovations, but also in the deep reflective nature of the implementation of each stage of activity as a functional system.

The use of pedagogical design as a technology provides for 1) the presence of a problem that requires its study and search for solutions, 2) the construction of a model of gradual transformation of existing and the creation of new objects (phenomena) of pedagogical nature in order to systematically and effectively achieve the goals of training and education of the individual and the team, 3) the implementation of feedback (control and self-control, evaluation and self-evaluation), in general, the monitoring system of the pedagogical process.

In the context of the educational space of preschool educational organizations in the design of a comfortable educational environment teacher, parent and child-preschooler included as subjects, and therefore the greatest relevance is the problem of their interaction, considered most often in the plane of pedagogical communication. The confusion of concepts is caused primarily by the fact that communication is understood as a complex multidimensional process of establishing and developing contacts between people in the form of communication, or exchange of information, interaction, or exchange of actions, social perception, or perception and understanding of the partner. And many researchers, as a rule, estimate pedagogical communication as a form of interaction of teachers and other subjects of pedagogical process on the solution of educational and learning tasks.
The specificity of the system of relationships in preschool educational organization is the closeness of contacts, the long-term stay of the child in kindergarten, as well as close contacts of the child not only with teachers, but also with a team of educating adults (PEE staff, specialists, teachers of additional education). In addition, it is necessary to consider the issues of social and psychological health of preschool children and in the aspect of parent-child relationships, immeasurably important in the formation of the child’s personality. In connection with the noted, in the context of the study, it was important to consider not just the interaction, but the pedagogical interaction, which led to the possibility of mutual influence in the direction of the subject parameters of all its participants not only in the cognitive, but also in the emotional and volitional sphere, while “the development of the child’s personality is largely determined by the communication of the preschool child with the kindergarten teacher, the style of communication with children, as well as the parent, and most importantly – their value orientations are reflected in the value orientations of children” and “kindergarten teacher is organically included in a small, intimate circle of communication of preschooler”.

In the process of pedagogical interaction, the main personal phenomena are born and developed: personalization, event community, reference, subjectivity, personal meanings, self-awareness, and models of the child’s life. These indicators are the basis of socialization or formation of the individual and can not occur otherwise than in the process of pedagogical interaction, in connection with which the main tactics of communication is cooperation, empathy and joint activities.

This approach is also in demand in cooperation with parents, in connection with which the concept of “triad interaction”, or interaction in the “teacher – child – parents” system, which allows becoming more open to the educational process, making parents its equal participants; ensuring continuity between the kindergarten and the family. However, today there is inertia and misunderstanding of the meaning of educational changes by teachers, the relationship between them and various demographic, economic, socio-cultural trends in all spheres of public life. It is even more difficult for the parents’ community to understand this process, and parents either resist innovations, believing that it harms the health and development of children, or, on the contrary, force events, trying to prepare the child for school. This leads to a precedent when, on the one hand, teachers and parents want to be subjects of the educational process, and on the other – plan their interaction from the standpoint of the traditional approach: “the teacher teaches how parents need to behave correctly with children, and parents listen and... act as their parents did, ie, come from their life experience”, and “the efficiency of such interaction of teachers and parents is zero”.

That is why within the framework of pedagogical design of “triad interaction” as the most important component of the formation of a comfortable educational environment in the PEE, the following criteria become the most important: stable value orientations of the teacher, awareness of teachers about the peculiarities of family education, the need for interaction with parents, involvement in joint activities, emotional manifestations in interaction, analysis and evaluation of the quality of interaction.

Conclusions
The concept of “comfortable educational environment” is used to denote a special atmosphere in the team, which determines the content, direction and intensity of work and manifests itself in such group effects as the mood and opinion of the team, individual well-being, assessment of living and working conditions of the individual in the team and considered as a result of joint activities of people, their interpersonal interaction. The analysis of the essence and components of a comfortable educational environment in the PEE allows it to be considered as an integrative complex of qualities and characteristics that relate to the common content and goals of people’s activities, the results of their joint activities and interpersonal interaction; with emotional well-being; with the organizational culture and the system of value orientations adopted by each member of the team.

The most important characteristics of the comfort of the educational environment are the satisfaction of belonging to the team; trust; a high degree of emotional involvement in the common cause and conscious motivation for personal and professional development; sufficient awareness of team members about its tasks and the state of affairs in their implementation; recognition of the members of the team the right to make important decisions for the group; mutual assistance; taking responsibility for the state of affairs in the team as a whole. In this regard, the task of pedagogical design of a comfortable educational environment in the PEE, which is understood as an activity designed to promote the transformation or creation of systems, processes, relations in the form of their general model in order to solve social and pedagogical problems, is actualized.
Taking into account the specifics of the system of relationships in preschool organization (tightness of contacts, long-term stay of the child in a preschool educational institution, close contacts of the child with teachers) among the most important aspects of the pedagogical design of a comfortable educational environment in the PEE is the optimization of “triad interaction” between teachers, parents and children, providing a personality-oriented approach to each child, the possibility of mutual influence in line with the subject parameters of all its participants not only in the cognitive, but also in the emotional-volitional sphere, the formation of value orientations, models of the child’s life. This is especially important in the context of the objective process of globalization, when the weakening of the family in the system of transmission of universal values from generation to generation is obvious, and can be achieved within the framework of pedagogical interaction, the main tactics of which is cooperation, empathy and joint activity.

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The Quality Criteria of Training of Specialists in the Context of the Competence Approach

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Abstract
The changes taking place in Russia revealed a serious shortage of specialists with knowledge and experience in decision-making in market economy conditions, and caused an increase in the need for such specialists. The solution to this problem is possible in the organization of continuous economic education in the system of vocational education. Research methodology. As a methodological support for the formation of continuous economic education according to the results of the study educational-methodical complex of formation of economic competencies at different educational levels used in the practice of vocational training, taking into account the profile of training, which contributes to the inclusion of the individual in the real economic activity, was developed. Research results. In economic training of professional personnel, it is advisable to use traditional methods and technologies of training along with innovative learning technologies, which will allow the integration of pedagogical science and practice of continuous economic education, taking into account the continuity of levels and sublevels of professional education. The presence of a variety of options for learning technologies will provide the teacher with the implementation of the goals and objectives of the educational program in the pedagogical process. Discussion. The level of economic competence of students was determined by three criteria: cognitive-educational, motivational-personal and activity-creative. Each of the criteria is revealed through a system of empirical indicators that reflect the degree of formation of a single component. Conclusion. Continuous economic education is an obligatory part of continuous professional education and in the conditions of economy of market type it is focused on formation of the competitive expert, demanded in the labor market, having necessary economic competences which are formed in the course of economic training and economic education.

Keywords: The program of the experiment, the criteria and indicators of economic competence, the level of economic competence.

Introduction
Post-industrial society is the beginning of the transition to a new type of civilized development, which is associated not only with the technological revolution, but also the modernization and restructuring of the vocational education system. The influence of such factors as globalization of education, the transition to an innovative system of training, the transformation of vocational education, the creation of a system of continuing education, makes it possible to consider economic education as a component of global education of the individual in the system of vocational education. The socio-economic situation in the Russian society has revealed processes that prove that the dynamics of economic changes exceeds the dynamics of the individual’s ability to adapt to them. The acquired knowledge and economic competencies formed during the training period are limited, and the acquired norms and values do not become guidelines in changing world
and are themselves subject to reassessment. The changes taking place in Russia revealed a serious shortage of specialists with knowledge and experience in decision-making in market economy conditions, and caused an increase in the need for such specialists. Many failures of economic reforms carried out in Russia are associated with the lack of preparation of the majority of the population for the transition to the market, ignorance of basic economic concepts and the laws of social life [1 – 12].

The developing society needs fully educated, enterprising people who can make their own decisions in a situation of choice, are capable of cooperation, are characterized by mobility, dynamism, constructiveness, have a sense of responsibility for the fate of the country, its further prosperity. An integral part of modern education is its economic component, represented by economic knowledge and skills of economic thinking, formed in the consciousness of a person throughout his life and allowing responding adequately to the world, contributing to the development of active citizenship, helping to correctly assess a particular economic situation and properly navigate it [13 – 19].

The effectiveness of the formation of economic competencies of students at different educational levels is determined with a number of factors that were taken into account when creating a model of the formation of economic competencies at different educational levels and the concept of continuous economic education, which served as the regulatory and organizational basis for experimental work:
- for students receiving higher professional education on the basis of the branch of St. Petersburg State University of Engineering and Economics in Tver (hereinafter – ENGECON);
- for students receiving secondary professional education on the basis of Tver Chemical Technology College (hereinafter – TCTC);

Research methodology

The independent variables of the experiment were the concept, forms, methods and technologies of vocational training and their scientific, methodological and pedagogical support.

Dependent variables of the experiment were parameters and indicators of economic competencies of students.

As additional variables: psychological and pedagogical features of students, scientific and theoretical, methodical and practical readiness of managers and teachers of educational institutions to implementation of educational activity on formation of economic competences of students were taken.

The experiment in each educational institution was conducted in three stages.

The first stage: motivational and value. Its content included: development of experimental work on scientific, methodological and pedagogical support for the formation of economic competencies of students; determination of factors and conditions affecting the effectiveness of this process; description of criteria and indicators of economic competencies of students; testing of diagnostic materials (questionnaires, tests, observation schemes, evaluation and self-assessment scales, etc.); development of the target complex program of scientific-methodical and pedagogical support of formation of economic competencies of students in the course of professional training; carrying out theoretical and practical instructional and methodical seminars for heads and teachers. At this stage, the main emphasis is on the development of students’ key economic competencies.

The second stage is cognitive activity. At this stage, the following work was done: a comprehensive target program for the formation of economic competencies of students was implemented; scientific, methodological and pedagogical support for its implementation was carried out; the effectiveness of economic training of students was monitored; the correction of the research methods used was carried out; the results of the experiment on pedagogical councils, scientific and methodological seminars were summarized; the reasons of deviation from the predicted result are studied and necessary measures are taken to bring the system of educational work in accordance with the experimental model. At this stage, the main efforts were focused on improving students’ key economic competencies and the development of professional economic competencies.

The third stage is reflexive-transforming. The content of the work at this stage was: evaluation of the effectiveness of our theoretical model, concept and target complex program; study and analysis of the effectiveness of formation of economic competencies of students in the control and experimental groups; adjustment of the content, forms, methods and means of scientific, methodological and pedagogical support
of the formation of economic competencies of students; the introduction of elements of the model and concept in the educational process of other educational institutions; forecasting the possibility of broadcasting the results of experimental work in other educational institutions; speeches at scientific conferences; conducting master classes for employees of universities, colleges and lyceums and obtaining expert opinions on the scientific and methodological significance of the results of the experiment; preparation of scientific publications and monographs summarizing the results of experimental work. At this stage, key and professional economic competences were finally formed and additional economic competences were developed [18 – 25].

The process of formation of economic competencies of students is the transition from low to high level. It is quite long (students can not master the full range of economic competencies at the same time), stage-by-stage and level. Step-by-step characteristics of economic competencies of students reflect its procedural side, and level ones – structural and hierarchical.

Summing up the intermediate results of all stages, we came to the conclusion that the economic competence of students as a result, the criterion of professionally directed educational work is fixed in a certain organizational structure, which comes in the form of levels of manifestation of economic competence and has a level characteristics.

In the formation of economic competencies of students we identified levels: low, medium and high. The basis of each level is the degree of formation of economic competencies (key, professional and additional) in the form of individual and personal development of the student.

The level of economic competence of students (LEC) was determined by three criteria: cognitive-educational, motivational-personal and activity-creative. At the same time, we understand the system of criteria as A.K. Markova, V.P. Sergeeva, etc., like an ideal model with which the real phenomenon is compared and the degree of their compliance is established. Our proposed criteria can be attributed to the objective, because with their help we establish how much a graduate of a professional educational institution, as a specialist, corresponds to economic imperatives.

Each of the criteria is revealed through a system of empirical indicators that reflect the degree of formation of a single component. The analysis of the studied literature and the results of pedagogical practice of formation of economic competencies of students of professional educational institutions showed that these indicators must meet the requirements: specificity, diagnostics, ease of fixation, accessibility for understanding and application.

On the basis of the studied and analyzed scientific-pedagogical and special literature, as well as research data conducted at the theoretical stage of our work, we identified seven necessary and sufficient indicators for each criterion. In selecting indicators, we proceeded from the need to take into account at least two important conditions: the informativeness of the indicator and the possibility of its quantitative and qualitative interpretation.

Thus, as indicators of the above criteria, i.e. the measurers of the latter are the following:

Cognitive-educational:
knowledge of economic terms and concepts, ability to explain their meaning;
expression of interest in the economic problems of our time;
ability to plan expenses;
the application of knowledge to the characteristics of the economic problems;
ability to analyze correctly and establish cause-and-effect relationships of economic problems;
ability to identify patterns of market mechanisms;
application of economic knowledge to solve stereotypical and non-standard problems.

Motivational-personal:
compliance with the regime of economy in the educational institution and at home (thrift);
planning and regulation of their behavior in economic situations (independence);
calculation of the volume of work and the expenditures of its implementation (rationality);
quality of the assigned work performance (diligence);
efficiency of work performance and solution of problem economic situations (entrepreneurship);
the need for economic activity as a prerequisite for sustainable development of society and production;
understanding the need to develop economic competence.
Activity-creative:
ability to analyze economic situations and find ways to improve their efficiency;
ability to transfer knowledge into practice;
need for external leadership in economic activities;
ability to prioritize to achieve results in economic activities;
the manifestation of independence in setting goals, the choice of ways to achieve the goal;
ability to model economic activities;
preference for innovative and/or short-term projects.

Thus, to assess the results of the experimental work, three criteria were identified with the characteristics of indicators for each criterion and level, as well as taking into account the key, professional and additional economic competencies at different stages, which will allow a comparative analysis of the economic competencies of the experimental and control groups.

Research results
The total value of the LEC was calculated by the method developed by us and ranged from “0” to “10”.
To conduct a diagnostic survey of students of experimental and control groups, a questionnaire was developed, which includes 100 special and informative questions of open, closed and semi-open types (table 1).

Table 1
Diagnostic survey respondents
(the beginning of the motivational-value stage of the experiment)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total surveyed</th>
<th>Young men</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity (pers.)</td>
<td>565</td>
<td>206</td>
<td>359</td>
</tr>
<tr>
<td>Quantity (%)</td>
<td>100</td>
<td>36,5</td>
<td>63,5</td>
</tr>
</tbody>
</table>

The method of processing questionnaires was a formalized (in number and percentage) assessment of the number of options chosen by students to answer the proposed questions, as well as in the calculation of the number of options selected in each of the groups (by training courses and gender and age). Processing of the survey results was carried out for each group separately, as well as for each educational institution for all groups.
The generalized results of the questionnaire showed that the level of formation of economic competences of students (according to the motivational-value criterion) varies slightly in the surveyed groups. In girls it is slightly higher than in boys – 6.8 points in the group of girls and 6.7 points – in the group of boys. The overall level of all respondents (565 people) was 6.75 points, i.e. it is average.
The conducted research allowed drawing the following conclusions:
an important component of economic competencies are economic knowledge and economic values of future specialists;
students are concerned not only with global economic problems, but also with their personal interaction with society and the market. However, the economic consciousness of students can be assessed as domestic;
the level of formation of economic knowledge and values of students of both experimental and control groups is low. This can be explained by the fact that in professional educational institutions the work on the formation of economic competencies is episodic; there are no practical types of professionally oriented economic activities.
differences in the level of economic competencies in the sex groups are less significant than in the groups of training courses. Girls had a more emotional approach to economic problems and a more optimistic and responsible attitude towards society than boys had a more realistic one. Groups of graduates have a more mature and realistic view of the economic situation in the region and more confidence in the self-assessment of their activities. This can be explained by the growth of professional and personal confidence of students in the period of practical training;
the study revealed low activity of students in matters requiring self-formulation of reasons, examples and
proposals. This may indicate the absence of an active economic position and the formation of reflexive,
prognostic and analytical skills;
the initial level of economic competence of the participants of the experiment (without the allocation of groups
by gender and training courses) was close, with a clear predominance among them representatives of the
group with medium and low LEC.
On the basis of written and oral responses of students, monitoring of the educational process, conversations
with students and teachers of educational institutions, it was concluded about the insufficient level of
economic competence of graduates. The main barriers to effective economic training of specialists were also
clarified: diagnostic, scientific and methodological, cognitive, psychological, axiological and cultural, as well
as the lack of training of officials and teachers to manage the process of formation of economic competencies
of students. The empirical data and conclusions obtained during the motivational-value stage of the
experiment were the basis of the cognitive-activity stage.

At the initial (preparatory) phase of the cognitive-activity stage of the experiment, the activities of temporary
creative groups, scientific-theoretical and training seminars, scientific and methodological councils,
pedagogical councils were organized in order to create a positive attitude of pedagogical collectives and social
partners to the experiment, to improve the economic and scientific-methodical competence of heads of
departments of educational institutions and teachers. The most important element of the experimental work
of this phase was the organization of scientific and methodological activities of the subject and cyclic
commissions (SCC) of the economization of the educational content of the work. At the same time, by
economization we understand the value-oriented impact of Economics as a complex, integrative science on
the components of the educational process (goals, content, methods of training and education, organization
and management of training and education), which are determined by the professional educational program
and the requirements of the FSES HVE (SVE, IVE) in a particular specialty. In general, it was held:
The analysis of the content of curricula, the priorities of formation of economic competences (knowledge and
skills) were established; ways to optimize the relationship between the subject and cyclic commissions,
curators and bodies of self-management were identified.
Levels, ways and necessary pedagogical means of economization and professionalization of the content of
educational work were defined.
The method of determining the real level of economic knowledge, skills in the context of educational work is
developed.
Strategic invariant goals of each stage of formation of economic competences of students of higher education
institution and college were allocated (table 2).

<table>
<thead>
<tr>
<th>Stages of formation of students’ economic competences</th>
<th>Strategic goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivational-value</strong> (1 – 2 year)</td>
<td>Assimilation of the theoretical core of basic knowledge and skills that make up the cognitive basis of students’ economic competencies</td>
</tr>
<tr>
<td><strong>Cognitive-activity</strong> (2 – 3 year)</td>
<td>Arming with generalized methods of economic activity as an instrumental basis of economic competence of specialists</td>
</tr>
<tr>
<td><strong>Reflexive-transformative</strong> (3 – 4 year)</td>
<td>Managed self-learning based on basic knowledge and skills</td>
</tr>
<tr>
<td><strong>Evalutive</strong> (4 year, just before graduation)</td>
<td>Diagnosis and evaluation of the real level of economic knowledge, abilities and skills</td>
</tr>
</tbody>
</table>
The main phase of the cognitive-activity and reflexive-transforming stages of the experiment was the most difficult stage of our work, because it was necessary to reduce all the elements of the theoretical and diagnostic research into a single, holistic and consistent system, to implement the theoretical model of the formation of economic competencies of graduates.

Four areas of work were envisaged during the stages:

1. **Input diagnostics.** This stage of the experiment was carried out in several stages: preliminary (input diagnostics), initial (current pedagogical control), main (boundary control), final (final diagnostics).

2. **Current pedagogical control.** Each cycle Commission in accordance with the modular training programs carried out quality control of development of economic knowledge and skills of students. On the basis of the information received, work planning was carried out in the group and with individual students, ensuring the effectiveness of the development of economic competencies. An important place was given to the development of tasks for independent educational and research work.

3. **Border control.** The diagnostics of the level of formation of economic competencies (low, medium, high) of students in accordance with the stages of training in an educational institution was carried out. A more detailed study of students’ economic priorities, attitudes to economic activity, and difficulties in the process of economic training of specialists was conducted; the optimality of the created conditions for the formation of students’ economic competencies was studied, etc.

4. **Theoretical economic training.** Within the framework of this direction, the content of vocational education was economized. At the same time, the presentation of educational material was carried out consistently for the subsequent formation of key, professional and additional economic competencies in accordance with the stages of the experiment.

5. **Practical economic training.** Within the framework of this direction, it was planned to create economic tasks for practice taking into account the specifics of the specialty, as well as more active use of simulation methods of training, including the workshop “Training firm”. This direction became the main one in the process of formation of key and professional economic competencies.

6. **Research work, including educational and research work of students** and considered by us as the most effective in the formation of the cognitive component of the economic competencies of graduates, in which students gain experience in creative solutions to the problems of the economy, society and the market. This type of activity had the greatest impact on the formation of students’ additional economic competencies.

After studying the developments of I.D. Zverev, we found that the economization of the content of educational work in the framework of academic disciplines can be multi-subject, one-subject and mixed.

The purpose of our study is most consistent with the mixed model, which allowed allocating the line of integration of academic disciplines for different specialties, thus to enter into the content of professionally directed work on academic disciplines strategic economic objectives. During the cognitive activity stage in the experimental groups a new simulation method of training in the form of a workshop “Training Firm” was introduced. At this stage, the choice of simulation methods of training and pedagogical conditions of their application in the process of training at each educational level was made, as well as the content and technology of the new method “Training Firm” were determined. However, we used one-subject model, when introduced it in the plan of work of the economic groups and enterprises. In the control groups during the cognitive activity stage classes were conducted according to the usual calendar and thematic plans.

Diagnostics within the monitoring of economic competences of students in the educational process of professional educational institutions was carried out in several stages: preliminary (input diagnostics), initial (current pedagogical control), main (boundary control), final (final diagnostics).

1. **Input diagnostics.** At this stage, the level of economic representations of first-year students was studied. The study was conducted in the form of a questionnaire and psychological testing, which revealed: the degree of understanding of economic categories; attitude to economic problems of regional and global levels; the degree and motivation of economic activity; the presence of economic values, interests; socio-psychological characteristics of the personality of future students.

2. **Current pedagogical control.** Each cycle Commission in accordance with the modular training programs carried out quality control of development of economic knowledge and skills of students. On the basis of the information received, work planning was carried out in the group and with individual students, ensuring the effectiveness of the development of economic competencies. An important place was given to the development of tasks for independent educational and research work.

3. **Border control.** The diagnostics of the level of formation of economic competencies (low, medium, high) of students in accordance with the stages of training in an educational institution was carried out. A more detailed study of students’ economic priorities, attitudes to economic activity, and difficulties in the process of economic training of specialists was conducted; the optimality of the created conditions for the formation of students’ economic competencies was studied, etc.
4. Final stage. The diagnostic study was conducted among students of graduate groups, heads of industrial practice, representatives of basic enterprises, teachers. At this stage, graduates comprehend the main professional and economic positions and goals. They solved not only educational, but also purely professional tasks during practical training. It was revealed what changes occurred in the sphere of economic and professional value orientations, interests, needs of students; how do students and independent experts assess the level of readiness of graduates for independent professional and economic activity. When comparing the results of the initial and final stage, the dynamics of the formation of economic competencies of students during the entire period of training was observed and it was established what changes should be made to the program of economic training of students. The data obtained made it possible to judge the effectiveness and efficiency of the theoretical model and the concept of scientific, methodological and pedagogical support for the formation of economic competencies of specialists, as well as the experiment itself. The results of diagnostic studies served as the basis for the development of recommendations for the improvement of professionally directed educational work and economic training of students.

Discussion

The method of determining the real level of economic knowledge and skills included three steps: 1 step – economic knowledge, 2 step – economic abilities, 3 step – economic skills. Each step combined tasks on the main topics, aspects, problems of the economy of increasing complexity. Each task is evaluated separately, and then the sum of points for all jobs for the step is calculated, and then the total ratings for each of the 3 steps, a total score was calculated for the execution of all tasks of the developed methodology. For each stage and level of educational institution, and at some stages and for each group of tasks, their own evaluation criteria were developed, due to the characteristics of the discipline, specialty; training course. The first group of tasks consisted of tests, which were used to assess the level of theoretical economic knowledge of students. Case-measurers performed as the primary diagnostic tool of economic competence of students. Developing them, we relied on methodical developments of I.P. Pastukhova. Case-measurers – a set of situational models, including problem tasks, offering the student to understand the real economic situation, the description of which not only reflects any life, production or social problem, but also actualizes a certain set of economic and professional knowledge necessary to solve this problem.

In order to identify the level of economic competence of students in addition to assessing and analyzing the cognitive component (level of knowledge and skills) was undertaken as a diagnosis of emotional-value economic relations (motivational-personal component) and economic behavior, the actions of students in various economic situations (activity-creative component). All these components reflect the cognitive, affective and activity spheres of the individual. Each of the selected criteria was evaluated in quantitative indicators that determine the economic competence of students on a 10-point scale. The measured criteria took into account the results of students’ progress (the quality of theoretical knowledge) in the modules of the studied disciplines (1 module - general humanitarian and socio-economic disciplines; 2 module – general professional disciplines, 3 module - special disciplines (professional modules), the results of professional (practical training), students’ participation in research activities, etc. The assessment was carried out by subject teachers, practice leaders, by self-assessment of the students themselves. Each criterion was evaluated separately (tables 3 - 5).

To systematize the scores of each student, we used a summary table of assessment of the formation of indicators for each of the criteria: cognitive-educational, motivational-personal and activity-creative (table 6).

Table 3

<table>
<thead>
<tr>
<th>№</th>
<th>Indicator</th>
<th>Diagnostic and evaluation methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>knowledge of economic terms and concepts, ability to explain their meaning</td>
<td>Testing</td>
</tr>
<tr>
<td>C2</td>
<td>manifestation of interest in the economic problems of our time</td>
<td>Testing</td>
</tr>
<tr>
<td>C3</td>
<td>ability to plan expenses</td>
<td>Testing, Case-measures</td>
</tr>
<tr>
<td>No</td>
<td>Indicator</td>
<td>Diagnostic and evaluation methods</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>C4</td>
<td>the application of knowledge to the characteristics of the economic problems</td>
<td>Testing Case-measures</td>
</tr>
<tr>
<td>C5</td>
<td>ability to analyze correctly and establish cause-and-effect relationships of economic problems</td>
<td>Testing Questionnaire Case-measures</td>
</tr>
<tr>
<td>C6</td>
<td>ability to identify patterns of functioning of market mechanisms</td>
<td>Testing Case-measures</td>
</tr>
<tr>
<td>C7</td>
<td>application of economic knowledge to solve stereotypical and non-standard problems</td>
<td>Testing Questionnaire Case-measures Expert evaluation</td>
</tr>
</tbody>
</table>

**Table 4**

Motivational and personal criterion of economic competences of students (M)

<table>
<thead>
<tr>
<th>№</th>
<th>Indicator</th>
<th>Diagnostic and evaluation methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>compliance with the regime of economy in the educational institution and at home (thrift)</td>
<td>Testing Questionnaire Observation</td>
</tr>
<tr>
<td>M2</td>
<td>planning and regulation of their behavior in economic situations (independence)</td>
<td>Testing Questionnaire Case-measures</td>
</tr>
<tr>
<td>M3</td>
<td>calculation of the volume of work and the expenditures of its implementation (rationality)</td>
<td>Testing Questionnaire Case-measures</td>
</tr>
<tr>
<td>M4</td>
<td>quality of the assigned work performance (diligence)</td>
<td>Questionnaire Observation</td>
</tr>
<tr>
<td>M5</td>
<td>efficiency of performance of work and the solution of problem economic situations (enterprise)</td>
<td>Testing Questionnaire Case-measures</td>
</tr>
<tr>
<td>M6</td>
<td>the need for economic activity as a prerequisite for sustainable development of society and production</td>
<td>Testing Questionnaire</td>
</tr>
<tr>
<td>M7</td>
<td>understanding the need to develop economic competence</td>
<td>Testing Questionnaire</td>
</tr>
</tbody>
</table>

**Table 5**

Activity-creative criterion of economic competence of students (A)

<table>
<thead>
<tr>
<th>№</th>
<th>Indicator</th>
<th>Diagnostic and evaluation methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>ability to analyze economic situations and find ways to improve their efficiency</td>
<td>Testing Questionnaire Case-measures Expert evaluation</td>
</tr>
<tr>
<td>A2</td>
<td>ability to transfer knowledge into practice</td>
<td>Testing Case-measures</td>
</tr>
<tr>
<td>A3</td>
<td>the need for external leadership in economic activities</td>
<td>Testing Questionnaire Observation</td>
</tr>
</tbody>
</table>
A4. ability to prioritize to achieve results in economic activity

A5. the manifestation of independence in setting goals, the choice of ways to achieve the goal

A6. ability to model economic activities

A7. preference for innovative and/or short-term projects

Table 6
Summary table of estimates of indicators formation of economic competences

<table>
<thead>
<tr>
<th>№</th>
<th>Name of student</th>
<th>Scores on indicators</th>
<th>The level of completeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each parameter, the overall indicator was determined:

\[ C = C_1 + C_2 + \ldots C_7; \quad M = M_1 + M_2 + \ldots M_7; \quad A = A_1 + A_2 + \ldots A_7. \]

We did not aim to track changes in each of the indicators. We were interested in the overall result of the effectiveness of the formation of economic competencies of students. The integrative index (LEC) was calculated by the formula:

\[ LEC = \frac{C + M + A}{3} \]

The total score of the overall result varies from 0 to 10.

Taking into account the fact that the level of economic competence is often medium and less high, we set irregular intervals when grouping the scores at the levels of economic competences, based on the method of A.A. Kyveryalga. According to this method, the low level is determined by a 25% deviation from the average score range. Then the assessment from the range from R (min) to 0.25 R (max) allows stating the low level of economic competence of students, and the highest level is evidenced by the estimates exceeding 75% of the maximum possible. Based on the above methodology, the levels of economic competence were determined by the following intervals (table 7). Determination of the level of economic competence of students was carried out by comparing their total score (according to table 7) with the presented scale.

This diagnostic method of determining the level of professional training of students was used at each stage of our experiment.

Table 7
Level intervals of economic competences of students

<table>
<thead>
<tr>
<th>№</th>
<th>Integrative measure intervals (points)</th>
<th>Level of economic competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 – 8</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>7 – 4</td>
<td>Medium</td>
</tr>
<tr>
<td>3</td>
<td>3 – 0</td>
<td>Low</td>
</tr>
</tbody>
</table>
The use of point estimates for each of the indicators allowed determining the coefficient of efficiency of formation of economic competencies of students in the educational process. This coefficient is determined by the formula

\[
Ce = \frac{\text{actual number of points}}{\text{maximum possible number of points}}
\]

Having adapted the technique of V.P. Bespalko [1], we determined the degree of efficiency of formation of economic competencies of students in the educational process in the following way (table 8):

<table>
<thead>
<tr>
<th>The value of coefficient of efficiency (Ce)</th>
<th>The degree of efficiency of formation of economic competence of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,8 ≤ C ≤ 1,0</td>
<td>high</td>
</tr>
<tr>
<td>0,6 ≤ C &lt; 0,8</td>
<td>medium</td>
</tr>
<tr>
<td>less than 0,6</td>
<td>low</td>
</tr>
</tbody>
</table>

Thus, to obtain the necessary empirical data, we used a system of generally accepted methods of qualitative analysis of oral and written answers, tests, interviews, observations, expert evaluation, testing, case-measures, statistical methods of processing results, in particular, the calculation of percentages and arithmetic means.

**Conclusion**

As a result of Russia’s transition to a market economy, there is an urgent need for economic training of specialists who successfully work in the new socio-economic conditions. The solution to this problem is possible in the organization of continuous economic education in the system of vocational education. Continuous economic education is a mandatory part of continuing professional education and in the conditions of market economy is focused on the formation of competitive, demanded in the labor market specialist with the necessary economic competencies, which are formed in the process of economic training and economic education.

The purpose of the experiment, conducted on the basis of educational institutions of HVE, SVE and IVE, was to achieve a stable positive dynamics of formation of economic competencies of students at the level of existing economic, normative-legal, scientific-technical, production requirements through the implementation of the target program, created on the basis of the model of formation of economic competencies and the concept of continuous economic education. For this purpose, the criteria and indicators of the formation of economic competencies of students were developed; various methods of diagnostics of economic competences of students at various stages of training are adapted and mastered; the initial level of economic competences of graduates of experimental and control groups is revealed; the target complex program as a basis of scientific and methodical and pedagogical maintenance of formation of economic competences of students is developed according to theoretical model and the concept; in the course of program implementation the achievement of students of experimental groups is higher than that of students in the control groups, the level of economic competencies is provided.

The developed level (low, medium, high) criteria and indicators of formation of economic competences of students allowed establishing compliance of the graduate of professional educational institution with economic imperatives.

Prospects for further research problems are associated with the consideration of this issue in terms of the methodology of adaptation and socialization of graduates in rapidly changing socio-economic conditions.

The Level Structure of Economic Competence in Continuous Specialist Training

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Abstract
As a result of Russia’s transition to a market economy, there is an urgent need for economic training of specialists who successfully work in the new socio-economic conditions. The solution to this problem is possible with the organization of continuous economic education, which is an obligatory part of continuous professional education and in the conditions of market-type economy focused on the formation of a competitive, in-demand in the labor market specialist with the necessary economic competencies that are formed in the process of economic training and economic education.

Research methodology. The effectiveness of economic education of students is considered on the basis of the features of the process of vocational training, taking into account a set of factors that allow considering economic education as a component of global education of the individual.

Research results. Based on the well-known principles of continuing education (basic education, multilevel, diversification, complementarity of basic and postgraduate education, variability, continuity, integration of educational structures, and flexibility of organizational forms), the principle of economic competence is revealed, based on the requirements of the market economy for the training of competitive professionals. Discussion. The principle of economic competence establishes the relationship between knowledge as information and knowledge as an activity necessary for the formation in the process of professional education of a competitive person with a certain level of economic competence.

Conclusion. Continuous economic education is a mandatory part of continuing professional education and in the conditions of market economy is focused on the formation of competitive, demanded in the labor market specialist with the necessary economic competencies, which are formed in the process of economic training and economic education.

Keywords: Continuing economic education, the principle of economic competence, the structure and content of economic competence of students, levels of professional education, training profile.

Introduction
In the conditions of instability of the socio-economic situation in society, the lack of economic development forecast, it is difficult to form a profile structure of training. Violation of traditional ties of educational institutions with employers, weak influence of professional communities on the development of the educational system, underdevelopment of the labor market is complicated with bringing the content of education in line with the needs of the economy and social sphere, the organization of practical training of students, employment of graduates [1-11].
The challenges facing education in the twenty-first century and its many forms affect all human life. Continuing education that meets the needs of the modern level of development of society implies the need to learn throughout life.

Continuing education is a principle of personality formation; it is not a set of separate educational institutions, but a set of interrelated, interdependent educational units, changes in one of which inevitably affect the others. The structural organization of the system of continuous professional education is a complex of educational institutions that provide organizational and substantive unity, continuity and interconnection of all levels of professional education, jointly solving the problems of education, training and development of each person, taking into account the current and future social needs, satisfying his desire for self-education and self-development throughout life [12-18].

With the development of market relations, the volume of educational needs is expanding and their structure changes, which brings to the fore the solution of such problems as bringing the number of professional educational institutions and their types into line with regional needs, as well as establishing the content of education that is adequate to the needs of society and the interests of students; development and implementation of innovative learning technologies that will ensure maximum realization of the needs of the individual, will take into account its individual characteristics.

In the context of the country's transition to a market economy, there is an urgent need for a system of training that could quickly and adequately respond to the changing market conditions. In this regard, the idea of the need to strengthen the emphasis towards fundamental education, which has a longer survival time, is more conservative and which, if properly formed, allows moving “from education for life to education through life”. Lifelong education is considered as the only opportunity to be in demand in any socio-economic conditions [19-25].

Research methodology

The effectiveness of economic education of students we consider taking into account the peculiarities of the process of vocational training. It is important to take into account a set of factors that affect these processes: energetic connection of the national education system to the processes of globalization, in particular, to the Bologna process; methodological restructuring of the education system, transition to innovative education and training; better reflection of the content of global education, its ideas, values and meanings at all stages of general and vocational education; further development of new information technologies, creation of a unified educational environment integrated with the world wide web in the Russian education system; transformation of vocational education institutions into business-type organizations closely related to the economic, social and cultural development of the region, country and the world; increasing on this basis its contribution to the development of the knowledge economy; the establishment of a system of continuous education, covering the entire active life of a person; an increase, on this basis, of the contribution of education to the development of the knowledge society. The influence of these factors gives us the opportunity to consider economic education as a component of the global education of the individual.

The idea of continuous education in the conditions of scientific and technological progress and changing conditions of social life of society in relation to economic education provides for the constant replenishment and development of economic knowledge, making a person confident in any situation of reality and contributing to its development as a subject of activity throughout life.

The reasons and circumstances of the active appeal of the national pedagogical science and practice to the problems of economic education of students, in our opinion, can be determined as follows:

- in modern socio-economic conditions of market relations, there is an urgent need for the development of the economy, its transfer to a higher level;
- without economic knowledge of the participants of economic processes, it is impossible to establish economic relations, scientific and technological progress and the flourishing of social infrastructure;
- modern production needs the diligent experts who are able to rationalize and make their work creative, understanding and appreciating not only social sense of labor activity, but also its moral importance.

Economic education is considered as a part of the whole process of professional education throughout life. In
today’s market relations skills to establish business contacts, to conduct conversations on business topics, briefly and clearly express their thoughts and interests, to use in his speech economic terms, to formulate concepts, etc. are important.

Economic education is a specially organized educational process, as a result of which the future specialist develops economic knowledge, competencies and skills, learns the ways of economic activity, forms economic thinking, manifested in the development of adequate ideas about the essence of economic phenomena and their relationship, reasoned judgments on economic issues, gaining experience in the analysis of specific economic situations.

Continuing economic education is a part of continuing education that contributes to the formation of a market-type competitive specialist in the economy, which is in demand in the labor market, and is aimed at the formation of economic competencies in the profiles of training (economic and non-economic) at different educational levels in accordance with the models of graduate and teacher and implemented through economic training and economic education.

In the process of economic training as a purposeful process of bilateral activities of the teacher and the student on the transfer and assimilation of economic knowledge the formation of economic competencies (key, professional and additional) on the profiles of training (economic and non-economic) and at different educational levels in accordance with the models of graduate and teacher is carried out. In determining the characteristics of economic education of students, we took into account the fact that without economic education it is impossible to maintain the achieved level of economic development, its further improvement. This problem is solved in the process of education, the task of which is to introduce people to the norms and values of the economy, the formation of economic thinking and style of activity.

Economic upbringing as a systematic and purposeful impact on the student in accordance with the development of his mental processes (emotional and volitional) is carried out in order to: the formation of economic thinking of modern man (family, production, the whole country); development of business qualities of economically educated person corresponding to the nature of the market (thrift, entrepreneurship, prudence, etc.); accumulation of knowledge in the field of economy, housekeeping, taxation. The main purpose of economic upbringing is the development of economic thinking. In order to achieve this purpose, it is necessary to solve a number of tasks in the educational process:
- consistent formation of students’ economic consciousness;
- the formation of the reasonable needs, abilities to commensurate with their financial resources, develop employment orientation in the search for the most complete satisfaction of their needs;
- arming with skills of economic analysis, formation of habits of thrift and economy, education of culture of mental and physical labor, mastering the basics of scientific organization of labor;
- the education of the intolerant relation to the irresponsibility, lack of organization in work, to dependency, mismanagement, profligacy, carelessness, etc.

These tasks involve the formation of students’ relevant economic knowledge, abilities, skills (educational aspect), relationships and orientation of the individual, his qualities (upbringing aspect), which are necessary in the personal, professional, socially useful work. Thus, the economic preparation of students is their preparation for life and work.

The continuity of economic education of students is that this socio-pedagogical process is continuously moving from one stage of education to another, and each of them retains the basic properties: continuity and universality, the links between the various elements of this system are not broken i.e., the integrity of education is preserved.

At the same time, the continuity of economic education provides for its separation by stages, levels, the need for the allocation of which is determined by differences in the psychological and age development of the individual. It can be assumed that the continuity of economic education determines the form, structure of pedagogically built system of education of highly intellectual personality, and continuity and universality - its content.

The development of continuous economic education in professional educational institutions will contribute to the development of the system of education of highly intellectual personality in the following promising areas of economic education:
- increasing the knowledge intensity of economic knowledge obtained in educational institutions;
- expansion of the content field of subjects through interdisciplinary integration and inclusion of economic issues;
- development of modern educational technologies of activity-value paradigm;
- involvement of social partners of educational institutions (graduates, industrial and financial institutions, etc.).

The practical solution of each designated direction of improvement of continuous economic education of students requires from each member of the teaching staff creative approach to the development of best practices and its application in practice in order to optimize the pedagogical feasibility of training the intellectual elite of the Russian society in educational institutions.

Thus, continuous economic education should develop into a system of support for continuous self-development of a person in the new socio-economic conditions, only in this case a person becomes a subject of life and professional activity, which will allow him to be realized as a participant of transforming social interaction. In this case, his self-asserting subjectivity is also formed; his professional position becomes innovative or the position of the creator; in the process of self-development there is the design and development of his value orientations and the establishment of professional and human dignity and self-esteem.

Research results
Based on the well-known principles of continuing education (basic education, multilevel, diversification, complementarity of basic and postgraduate education, variability, continuity, integration of educational structures, flexibility of organizational forms), M. G. Sergeeva highlighted the principle of economic competence, based on the requirements of the market economy to preparing competitive professionals.

Analysis of the literature allowed determining competencies as the integral personal and professional quality of the person who completed the education to a certain degree, reflected in the willingness and ability on the basis to a successful, productive and efficient activities, taking into account its social significance and social risks that can be associated with it; that allows effective interaction with the outside world with the appropriate competencies. Competencies are an open system of knowledge, abilities, skills, which are acquired in the educational process and adjusted during the practical activities. The expediency of the introduction of the concept of “professional competency” is determined by the breadth of its content, integrative characteristic that combines such commonly used concepts as “professionalism”, “qualification”, “professional abilities”, etc. In our study, we define professional competency as an integral personal formation that combines the value understanding of social reality, categorical specific professional knowledge acting as a guide to action, subjective ability to self-determination, personal ability to implement professional technologies in the main spheres of human activity.

The analysis of the state educational standards (SES) of three generations revealed:
- features of the first generation of SES (mandatory minimum content of basic educational programs; the maximum amount of training load of students; requirements for the level of training of graduates);
- features of the second generation of SES (taking into account the tariff and qualification characteristics of the Ministry of Labor of Russia in the formation of requirements for graduates; coordination of requirements for graduates and the content of education with the Federal Executive authorities; simultaneous development of SES for all levels of education; development of standards for “integrated” areas of training of certified specialists in the field of technology);
- distinctive features of the Federal State Educational Standards (FSES) of the third generation from the previous SES (limited regulation; independence of the educational program; modular organization of programs; competence as an educational result; focus on the needs of the labor market). The FSES provides a clear definition of the concept of “Competence – the ability to apply knowledge, skills and personal qualities for successful activities in a particular area”. The logic of this concept in relation to the sphere of vocational education is that the student on the chosen profile of the specialty receives a certain necessary amount of basic (theoretical) knowledge; a set of methodologies and techniques for the application of this knowledge in practice; certain experience of such application (in the course of training, production and other practices, laboratory and independent etc.), and all these parameters should be evaluated equally. Competencies are divided into professional (specialization in certain areas of activity) and universal (necessary for an educated person, regardless of the profile of training).
Our study showed that the implementation of the third generation standards takes into account the competence approach and is based on:

- the changes occurring in the labour market (shifting the demand for new skills and changes in work organization; decline in demand for unskilled manual labor; the proliferation of automated control systems of production processes; the decline of mass production; the increase of individual responsibility of employees for quality of work; increase the level of interaction between employees in the team; the blurring of the boundaries between the professions);
- new requirements for specialist training (labor activity is formed around processes, not operations; non-technical aspects of labor become essential – planning, coordination and communication, decision-making; adaptability as a leading indicator of the quality of specialist training);
- the mechanism of interaction between the labor market and the market of educational services at different levels (federal and regional) of management, which involves the implementation of state policy in the field of vocational education and training; providing the developing labor market with the necessary volume of specialists of the required profiles and qualifications, taking into account the main trends in the strategic; rapid adaptation of vocational training institutions and retraining of personnel to changes in the labor market, increasing human resources, professional mobility and competitiveness of employees;
- competence model of a graduate of a professional educational institution, congruent developed structure of economic competence and containing seven blocks of competencies: educational, personal, intellectual, professional, communicative, information and economic. The block of economic competences is allocated by us in connection with the need to train a specialist who has a certain level of economic knowledge and is able to make adequate decisions in various socio-economic situations, regardless of the profile of the specialty.

Discussion

The principle of economic competence establishes the relationship between knowledge as information and knowledge as an activity necessary for the formation in the process of professional education of a competitive person with a certain level of economic competence. In determining the economic competence of a graduate of a professional educational institution, we focused on the concepts of “competency”, “competence”, “professional competency”, which define the terminological field of research and allow characterizing the concept of “economic competence of a graduate of a professional educational institution”.

Economic competency is considered as an integral qualitative and professional characteristic of the individual, including economic competence, forming economically significant qualities of the individual (competitiveness, initiative, mobility, entrepreneurship, independence in decision-making, critical thinking) and reflecting the willingness and ability to carry out effectively professional activities in various spheres and segments of the economy by building their professional careers, based on their individual values and projecting them in accordance with the development strategy of society, moral foundations and rules.

At the same time, economic competence is an open system of knowledge, abilities, skills, experience of practical economic activity and personal responsibility, which is activated and replenished in the process of professional activity as the real economic problems that a graduate of a professional educational institution faces.

The analysis of classifications of competences on various bases (the context of the solved tasks: general cultural and professional; level of distribution of competences: corporate, managerial, professional; level of development: threshold, differentiating; essence and content: cognitive, personal, functional, social, etc.) allowed us to develop the structure of economic competency of students, including the following economic competences:

- **key** – basic economic knowledge necessary for adaptation to professional activity in market conditions;
- **professional** – the ability to apply economic knowledge in practice, the ability to assess new economic situations and take optimal economic decisions;
- **additional** – the ability of creative economic behavior, effective behavior in the labor market, continuous economic self-education, etc.

The basis for the allocation of this structure of economic competency was the selection of the content of the modules of the studied disciplines: general humanitarian and socio-economic disciplines – key competencies; general professional disciplines – professional competencies; special disciplines (professional modules) – additional competencies.
As a result of the study, the **levels** of continuous economic education in the system of vocational education (basic, professional, additional), which allow students after completion of training at a certain level to perform the necessary labor actions and occupy appropriate positions.

The aim of the basic level of economic education in the system of vocational education is the formation of knowledge and motives of competent consumer behavior in a market economy, the formation of differentiated initial knowledge of the economy with the ability to use them in everyday life.

The aim of the professional level of economic education in the system of vocational education is to prepare students for ordinary positions that require professional economic training (timers, technicians-normalizers, accountants, secretaries, etc.).

The aim of the additional level of economic education in the system of vocational education is to prepare graduates for direct practical economic activity in the context of creative approach: in the areas of marketing, advertising, trade; analysis of economic activities of enterprises; identifying growth reserves, making plans and forecasts; generating effective ideas in non-standard economic situations; teaching in the field of economic disciplines; research activities.

**Conclusion**

Thus, continuous economic education is an obligatory part of continuous professional education and in the conditions of economy of market type is focused on formation of the competitive, demanded in the labor market of the specialist possessing necessary economic competences which are formed in the course of economic training and economic education. The levels of continuous economic education (basic, professional, additional) developed by us in the system of professional education are congruent to economic competences (key, professional, additional) and involve the transition from one stage of economic education to another, preserving the continuity, universality, integrity of professional education, taking into account the psychological and age development of the individual, providing graduates after completion of training at a certain level of continuous economic education to occupy appropriate positions.

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The Dynamics of Ethnopedagogics in Russia

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Abstract
The article deals with the dynamics of ethnopedagogics, which has entered a new stage of its development. At the stage of predicting the vector of development of this branch of pedagogical knowledge, the authors of the article carry out reflection of its dynamics. The objectivity of reflection and the author's assessment of the mentioned phenomenon is achieved by the following criteria: 1) the language of ethnopedagogics, the genesis and development of ethnopedagogical concepts and theories, 2) changes in the level and social functions of ethnopedagogics, the characteristics of the status growth, 3) the compliance of ethnopedagogics to the parameters and criteria of scientific progress, 4) the relationship of ethnopedagogics with other forms of spiritually-practical activities, 5) inter-scientific interaction and interdependence, 6) changing the essence, the meaning, the mechanism of ethnopedagogical research, the relationship between applied and basic research 7) predictive opportunities of ethnopedagogics.

Keywords: dynamics, ethnopedagogics, ethnopedagogical researches, reflection, evaluation, criteria, applied and fundamental research

Introduction
One of the actively developing areas of Russian pedagogical knowledge at the present stage is ethnopedagogics, which studies the "empirical experience of ethnic groups in the fields of education and upbringing of children" [1].

Officially recognized in the late 1980s-early 1990s, ethnopedagogics over thirty years of its existence has accumulated an impressive empirical and theoretical resource due to a large amount of researches, including dissertations, updated during the paradigm shift of the national educational policy of the Russian state. It is well known that political and socio-cultural transformations entail paradigm changes in science. The Renaissance jump of national cultures observed in the 1990th has found system characteristics and research character now. Dissertations have acquired theoretical completeness and depth, empirical observations and descriptiveness have given way to analysis. An active search of methodological bases of ethnopedagogics is conducted, evidence of which are the conference on ethno-pedagogical matters, such as the international conference "Methodology of ethnopedagogical research" of the "Kalmyk State University named after B.B. Gorodovikov" (Elista, October 31-November 2, 2017), conducted by the Chair of pedagogy under the leadership of A. B. Pankin.

It is obvious that ethnopedagogics has entered a new stage of its development. The expectations of the scientific community are high. At the stage of forecasting the future of this branch of pedagogical knowledge the reflection of its dynamics and driving forces is lawful.

2. Materials and methods
In interpretation of the concept "dynamism of ethnopedagogics" we adhere to interpretation of M.V. Markhieva: "development and change of substantial and formal characteristics of this branch of pedagogical knowledge in dependence on temporary and sociocultural conditions of reproduction of new scientific information" [2]. At the same time the development of ethnopedagogical knowledge represents difficult dialectic process of permanent increase of its substantial potential – tool, categorial, factual.

In this regard, the main methods of the research of dynamics of ethnopedagogics are the analysis, generalization, forecasting.

The starting moment in determination of dynamics of ethnopedagogics is assessment of the period in which this area of pedagogical knowledge is located. In a periodization of logic of development of scientific knowledge by T. Kong singled out: 1) "normal science" and domination of any paradigm, 2) scientific revolution, 3) change of paradigms [3]. Accepting this periodization, we will refer the modern level of development of ethnopedagogics to the first period. "Normal development" of modern ethnopedagogics is accompanied by fundamental scientific achievements of G.N. Volkov admitted by pedagogical community as
a basis for further research and practical activities. Ethnopedagogical researches of this period are focused on collecting the facts, obtaining scientific results, designing of new technologies (projects, models), the solution of ethnopedagogical tasks by standard methods. "The problems of normal ethnopedagogical studies are characterized by vector correlation with 1) identification of the significant facts, 2) their theoretical justification. In this case compliance of the received scientific facts to an ethnicultural educational and educational paradigm is subject to assessment.

During this period of development of ethnopedagogics the traditions of ethnopedagogical research are formed from the total mass of scientific works (for example, the construction of the content structure: from the theoretical methodological substantiation of the research problem to the development of ethnopedagogical technology and its experimental approbation). The traditional character, banality of ethnopedagogical researches arises due to the fact that the activities of various scientists in the logic of the designated dominant paradigm is based on the same rules and standards of ethnopedagogical theory and practice.

Theses on ethnopedagogics of this period belong to the "normal" and correspond to the cumulative strategy of development of ethnopedagogical knowledge. Their peculiarity is the solution of the claimed ethnopedagogical problem and proof of scientific qualification and status of the researcher.

3. Results

We will reveal the issues highlighted by us. Ethnopedagogics language is meant as means of coding of its basic information, thinking within this science, representation, the mechanism of creation of the ethnopedagogical theory. According to scientists (Yu.G. Volkov, V.P. Kokhanovsky, etc.), the development of science is directly related to the development of language tools, the development of a more accurate means of translating knowledge, their translation from the old language to the new one. Social and humanitarian sciences, including ethnopedagogics, have their own specific languages, largely artificial. The language of ethnopedagogics is created and functions at the expense of terminological treatment of natural language definitions, borrowing of foreign language concepts, language formalization.

A more detailed characteristic of the language of ethnopedagogics includes a specific conceptual apparatus of ethnopedagogic theory, empirics, description, proof (logical, factual, and experimental). This characteristic is beyond the scope of our article and is addressed to researchers of this issue. Here we note that the language of ethnopedagogics shows a tendency of its complication towards the development of scientific theory.

Let us return to the dynamics of ethnopedagogics and the question of changing its level and social significance, the characteristics of its status growth. Change of level of ethnopedagogics is visually reflected by the monographs of the last years focused on methodology, a technique, development of theoretical aspects of ethnopedagogics: Sh. M.-Kh. Arsaliev "Methodology of modern pedagogy" [6], M.Kh. Mal'sagova, V.V. Lezina "Ethnopedagogical study: methodology and methods of implementation" [7], T.S Shaukhhalov, V.V. Lezina "Prospects for the use of technological approach to design and research activities in ethno-pedagogy" [8] etc. It is obvious that ethnopedagogics has passed the empirical, initial level of its development and entered the theoretical stage.

The social value of this field of pedagogics is high: it is elevated to the level of the translator of ethnicultural traditions of education and training of the younger generation. It is distinctly traced in ethnopedagogical subject of theses in the specialty 13.00.01: E.A. Rubets. "Education of spirituality at the growing-up generation in the Russian national pedagogics", Pyatigorsk, 2012 [9]; N.N. Mikhnev. "National traditions as means of the military patriotic upbringing of youth (in conditions of the multicultural region)", Pyatigorsk, 2002 [10], etc. A statement of K.D. Ushinsky hasn't lost relevance concerning the fact that the line of nationality [11] is deeply peculiar to a human soul, and national education makes a basis of historical development [In the same place. Page 156].

Status growth of ethnopedagogics finds reflection in a large number of dissertation researches of ethnicultural educational customs and traditions, especially in dissertation councils at higher education institutions in national territorial subjects of the Russian Federation. The ethnopedagogics is embodied in education regionalization, national educational policy, i.e. has a tendency to expansion of a subject of a research.

The ethnopedagogics directly influences the content of disciplines of a national and regional component of Federal state educational standards of the primary, secondary general, secondary (full) general education and indirectly – increase in the school hours allowed for studying of various aspects of the native language and national cultures.
The ethnopedagogics acquires the status of the synthesizing sphere of scientific knowledge since it operates philosophically, general scientific, concrete scientific concepts. The ethnopedagogics integrates scientific achievements of ethnology, sociology, cultural science, psychology in the general orientation on the end result. Compliance of ethnopedagogics to scientific progress is commensurated with a dynamic chain of scientific progress of V.V. Ilyin: an increment of the language framework (the definitive status of concepts, terminologization) – search of definitions – introduction of idealizations – formation of concepts – theorization – broadcasting of scientific knowledge in universal culture [12]. Our subsequent analysis of development of ethnopedagogics within this article demonstrates that today the given scientific area passes a stage of intensive theorization. The last link – broadcast of knowledge in culture – isn’t in ethnopedagogics to the final, but parallel, "accompanying" other links owing to the historical nature of ethnocultural educational customs and traditions.

Its technologization can serve as other parameter of compliance of ethnopedagogics to scientific progress. It is an indicator of modern scientific and technical progress and the general intellectual culture and is identified with style of “modern scientific and practical thinking” (Sh.M.-Kh. Arsaliyev). The union of ethnopedagogics and technologization has caused transformation of the first into production force, formation of "scientific character of technological type" (Yu.V. Gromyko).

Technologization of ethnopedagogics represents the methodological principle of the organization, management, carrying out ethnopedagogical activity; it is accompanied by logically ordered and reproduced, guaranteeing achievement of a goal system of actions, their algorithmic instruction, specification of procedures, specific tools, risk analysis, use of the information computer equipment, criteria, intermediate diagnostics, correction of results, a high-quality design product.

From the standpoint of technologization, ethnopedagogical activity should be considered as a process or sequence of pedagogical procedures, operations and techniques that together constitute an integral system, the implementation of which in educational practice leads to the achievement of guaranteed national and national-regional goals of education and training, contributes to the integral development of the personality of the student. Criteria of progressivity of technological ethnopedagogics are the optimality, efficiency, research intensity, instrumentality, intensity, productivity.

Another pulse and indicator of the dynamics of ethno-pedagogy is its relation to selected by M. Kh. Malsagova and marked earlier forms of spiritually-practical activities: ethnic culture, myth, national language, folklore, ethno-specific ritual rites, customs, religion, family, household norms, etiquette and behavioural stereotypes, art [13]. Note that these forms of spiritually-practical activities in their deepest essence and diversity of traditionally motivate the researcher to ethnopedagogical search.

Our further discussions about the impulses of the movement of ethno-pedagogy extend into its inter-scientific interaction and mutual influence. According to the methods of social manifestation ethnopedagogics correlates with different areas of the humanities, considering them as a material for their conclusions, generalizations and using them to explain universal phenomena. Ethnopedagogics is closely connected with the sciences that study human patterns of physical, social and mental development. It interacts with the sciences of the natural and humanitarian cycle on the issues of genetics, physiology, age-sexual characteristics (biology, physiology), individual-typical properties of a person (psychology), ethnics, ethnic identity (ethnology), mentality, national character (ethnopsychology), socialization, inculturation, cultural transmission (sociology), ethnography of childhood (ethnography), intercultural differences, individualism and collectivism, multiculturalism (cultural studies), ethnic conflicts (conflictology), national educational politics (political science), etc.

We will allocate forms of connection of ethnopedagogics with other sciences, having taken as a basis the similar classification developed in pedagogics by R.G. Gurova, F.F. Korolev, V.V. Kravetsky. The most frequent form is use by ethnopedagogics of theoretical provisions, concepts, the ideas, approaches, conclusions of other sciences. We will give the monograph by T.S. Shaukhakov as an example "The prospects of the use of technological approach to design and research activity in ethnopedagogics". Pyatigorsk, 2016 [14], Yu.V. Pechersky’s thesis "Development of creative activity of younger school students by means of arts and crafts art (on material of the Republic of Dagestan)". Makhachkala, 2004 [15].

An equally common form is operating by ethnopedagogics of methodological tools of humanitarian fields of knowledge, especially research methods. In scientific research on ethnopedagogics all arsenal of theoretical and empirical methods is applied. We will agree with N.S. Makarova that "in the conditions of integration of
sciences research methods quickly become general scientific" [16]. Feature of ethnopedagogics is the integration of methods, characteristic to it, set by logic of a pedagogical research the sequence of their application.

Other form of connection of ethnopedagogics with other branches of knowledge is use of these sciences, results of their researches. As an example we present the use by ethnopedagogics of conclusions of ethnopsychology about ethnic identity, universality of structure of thinking, socialization, an inculturation, cultural transmission, ethnography of the childhood, the basic and modal personality, national character, mentality, ethnic identity, ethnic stereotypes, adaptation, acculturation, adaptation; anthropology conclusions about anthropogenesis, genetics, consciousness, consciousness, etc.

One more form of interaction of ethnopedagogics with other sciences is the complex researches which are currently being updated. They cover the problems similar in the essence and the purposes of studying and also a research where the same phenomenon is in focus of different sciences. At last, the complex ethnopedagogical research can be conducted by one or several collectives of scientists of various specialties coordinating joint efforts for achievement of a common goal.

At the same time there is the return tendency of development of their own methodological tools (ethnopedagogical approach, etc.) and its use by other sciences (anthropology, ethnoscience, cultural science, etc.). The ambivalence of this process is a reason for the analysis of methodological fundamentals of ethnopedagogics.

We will illustrate interference of ethnopedagogics and other sciences as follows. Above we wrote about an increment of the ethnopedagogical theory at the level of the functional party of its language. Here we will place emphasis on the symbiosis of ethnopedagogics with linguistics and emergence ethnolinguistics, areal linguistics. Etnolingvodidactics studies linguistic and methodical bases of languages and cultures, forms methodical tools for bilinguals. The objects of linguo-regional studies are the etymology of separate concepts, loans, toponymic names. The areal linguistics deals with the study of languages, dialects. The next issue that determines the dynamics of ethnopedagogics is the change in the essence, meaning, mechanism of ethnopedagogical research, the relationship between applied and fundamental researches.

Humanistic paradigm defined as a priority "I-concept" of the individual and actualized the problems of continuity of national pedagogical ideas of health-saving of the younger generation, ethno-cultural development of abilities, creative activity of the child. These problems are systematically solved from different methodological positions. Consistency is reflected in the proposed scientific concept, the content of ethnopedagogical activity, its cumulative result.

Modern results of such activity are plural; they include ideas, regularities, concepts, technologies, strategies, programs, models, methods, introduced terms, established facts, methodical recommendations, manuals.

The question of changing the relationship between applied and fundamental ethnopedagogical research B. I. Pruzhinin [17], M. V. Rats [18] qualified as "central, strategic" in the context of modern scientific policy. Applied researches in ethnopedagogics are directed to the solution of tasks the subject of which is national education and training. We agree with V.V. Kravevsky and E.V. Berezhnova in limitation of a subject of applied researches by practice [19]. This type of researches was the starting point in ethnopedagogics, fundamental works have followed further. Today they make an intermediate link between fundamental researches and developments, science and practice. Purpose of applied researches - the creation or specification of the proposed provisions, technologies (models, methods) to optimize the national-regional component of education or discipline in its context. An addressee of such researches is the pedagogical public, expert teachers. Applied scientific works are made out as the thesis, the monograph, articles, manuals, developments. The latter are published in a form of programs, instructional and methodological materials, textbooks and are recommended for use by educational management organizations, students.

Fundamental ethnopedagogical researches from a historical perspective analyze traditions and customs of national education and training, reveal laws and regularities, formulate concepts, form methodology. Their function consists in replenishment and consolidation of ethnopedagogical knowledge, formation of a strong basis for applied works, definition of a vector of perspective researches. A product ethnopedagogical fundamental researches are the ideas, concepts, theories. These researches are conducted in theses, monographs, and scientific articles. The addressees of fundamental ethnopedagogical researches are scientists, teachers.

There are opposing views on the priority of applied or fundamental research in science. In the discussion on
this subject, V. M. Polonsky holds the opinion about the dominant of fundamental research, as they are carried out, as a rule, by authoritative scientists, who have many years of experience. Researchers without extensive experience claim themselves in science mainly through applied research [20]. V. V. Krajevsky finds such an opinion erroneous, because fundamental and applied research and development differ not in their value and complexity, but in their purpose [21].

Opinions of both experts are presented to us very valuable. Ideally fundamental and applied ethnopedagogical researches are divorced to destination, but not on quality of performance. In practice ethnopedagogical researches, really, show essential quantitative overweight and low level of performance rather fundamental. However it should be noted also that the saved-up applied works make base for the subsequent theoretical calculations in ethnopedagogics. We believe that productive development of both directions of ethnopedagogical researches – fundamental and applied – at the focused attention to the first makes a required ratio of research works in ethnopedagogics today.

4. Discussion
Taking into consideration allocated by philosophy and history of science of external (reply to the requests of social life) and internal (driving force of development of science is in it) approaches to the solution of the matter, we summarize integrative, complementary character of such factors. We share G.I. Ruzavin’s position according to which the harmony in scientific development is possible only when accounting existence of the public order and actually scientific priorities [4].

In this regard, the circle of the questions defining dynamics of ethnopedagogics includes internal and external impulses of its movement, i.e. immanent to this science regularities and the social conditions influencing its development. To the named questions after authors of the collection “Disciplines and Interaction of Sciences” (Under edition of B.M. Kedrov, B.G. Yudin, M.: Science, 1986, 280 p.) [5], arguing on regularities of development of sciences in general, we will carry:
- ethnopedagogical language, genesis and development of ethnopedagogical concepts and theories;
- change of level and social value of ethnopedagogics, characteristic of her status growth;
- compliance of ethnopedagogics to parameters and criteria of scientific progress;
- connection of ethnopedagogics with other forms of spiritual practical activities (ethnocultural, the myth, folklore, national language, customs, ethnospecific ritual ceremonialism, etiquette-behavioral stereotypes, religion, art, family - household norms);
- inter-scientific interaction and interference;
- change of an essence, sense, the mechanism of carrying out ethnopedagogical researches, the relationship between applied and fundamental researches.

5. Conclusions
The analysis of dynamics of ethnopedagogics made by us boldly outlines its predictive value. The ethnopedagogics moves forward to the number of perspective scientific areas since feeds modern educational process with the ideas of continuity of positive national experience of education and training, develops mechanisms of preservation and transfer to the subsequent generations of national values, identities, defines strategic priorities of educational policy in national territorial subjects of the Russian Federation, acts as the platform for innovative transformations.

Dynamics of ethnopedagogics has a progressive nature caused by: 1) the progress in development of language of this science, its concepts and theories, 2) growth of level, the status, social value of ethnopedagogics, 3) its compliance to parameters and criteria of scientific progress, 4) connection with other forms of spiritual practical activities, 5) interscientific interaction and interference, 6) change of a relationship between basic and applied ethnopedagogical researches towards the first, 7) its predictive opportunities.
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Theoretical Component of The Process of Switching Code From English Language in Popular Magazines, Social Platforms and Books

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Abstracts
In this paper, we are studying the theoretical foundation of code-switching process through the prism of the most popular linguistic approaches used in the works of modern scholars. Our approach to understanding the theoretical part of the process is based on the analysis of multiple examples, representing every aspect of the language theory mentioned in this work to understand why the interlocutors change codes and prefer one particular language to another. We have combined all the techniques the linguistic schools use in order to conduct a systematic analysis of the phenomenon and we are trying to find the most suitable one by exploring sociolinguistic and psychological approaches. We have chosen code-switching patterns from French language as it is gaining popularity in international magazines, mass media, social networks and literature, due to its elitaire character and the concept that it brings to the phrases or speech, which is “something fashionable”, “something exquisite” or “something expensive”.

Key Words: code-switching, sociolinguistic approach, psycholinguistic approach, bilinguals, prestigious, linguistic paradigm.

Introduction
The origins of the theory of code switching within various linguistic directions.
The problem of code switching is one of the most relevant topics in modern linguistics. The first studies appeared in the 1970s. W. Weinreich wrote that within the framework of the ideal linguistic paradigm, a person who speaks two or more languages must not consider switching to another language in the course of a communicative process. N. Frolova, relying on the theory of W. Weinreich, argues that in cases where a separate language personality or a group of people “usually uses language A and has the task of mastering the second language B, there is a number of possibilities for fulfilling this task” [Frolova, 1999]. Firstly, language A can be completely replaced by language B. As a result, in this case we are talking about a language shift. Secondly, languages A and B can be used alternately, depending on the requirements of the conditions of communication; in this case we are experiencing a switching (switching) from A to B and vice versa. Then, merging of languages A and B into a single language system may occur [Weinreich, 1963]. S. Poplak, who studied the syntactic aspects of code switching developed the theoretical foundations of this area of linguistics in the mid-1970s. Based on the work of the language scientists, we can give the following definition of the “code switching” phenomenon: the transition of a speaker in the process of speech communication from one language to another within certain communication conditions is called code switching. Since the 1970s the phenomenon of code switching is studied from three different positions: sociolinguistic, psycholinguistic and linguistic. We base our research mainly on psycholinguistic and sociolinguistic approaches.

Methods and Materials
Our research is based on the works of linguists, who have been studying the process of code-switching and its influence on the languages. As the principal material for the research we have used modern magazine articles, social media posts and books by famous international authors. In the course of the research, we have studied more than 100 examples and have chosen the most relevant ones to analyze and use as the examples of the linguistic processes described in the works of the scholars.
The main methods of work were the procedures of legitimistic analysis along with lexical and semantic analysis, in the course of which we relied on various language theories, as well as on the data from encyclopedic dictionaries and thesauri, a list of which is given in the bibliography. In addition, we used the method of semiotic analysis, the method of content analysis, discursive and cognitive analysis, culturological analysis of examples with code switching.
Results and Discussion
In the course of the study, we found that most often foreign language code-alterations into French are found in English-language journalistic publications of Australia and Great Britain, less often they are found in Asian periodicals. This may indicate that individuals for whom English is a native language are not against the spread of the vocabulary of the language at the expense of expressive means from the French language, while non-native speakers either do not have sufficient language competence to diversify the articles with lexemes from other languages. Recognition of a precedent text (text with a foreign language switch) in speech gives the reader the joy of understanding what the author had meant by the establishment of associative links. Speech creativity is characteristic of speech activity not only of the author, who uses foreign words in his speech, but also of the reader, who tries to understand what the author had had in mind. Some foreign language inclusions may be “prestigious” and “socially motivated”.

1.1 The sociolinguistic approach to code switching answers the question why people switch from one language code to another in the course of a conversation.
Studies of the linguists L. Milroy and P. Muyskin [Milroy, 1995; Muysken; Singh, 1986], S. Alvarez-Kakkamo [Alvarez-Caccamo, 1998], K. Woolard [Woolard, 2005] were focused on the process of code switching in certain social and historical conditions. D. Ludi [Ludi, 1992] investigated the interaction between the language and social identity from economic and class points of view [Y. V. Balakina, A.V. Sosnin, 2015], and B. Rampton singled out the “mixing of languages / codes” as “a certain type of code switching which overcomes the boundaries of social classes, language communities and ethnic groups”.
Within the framework of the sociolinguistic approach to code switching, a classification was developed by J. Blom and J. Gumperz, within which contextual and metaphorical or conversational switching of code (situational and metaphorical / conversational switching) are distinguished [Yu. V. Balakina, A.V. Sosnin, 2015; Blom, 1986; Gumperz, 1982]. The first type is situational code switching.
Let’s consider an example from the book “China rich girlfriend”:
«Located on the fifth floor of a nondescript office building on Wyndham Street, the Locke Club was Hong Kong’s most exclusive dining club—the holy of holies—and its members consisted of the crème de la crème of Hong Kong society and the international jet set [China Rich Girlfriend, K. Kwan].
So, in this example we can see the author replacing a common English phrase “a VIP”, which describes an elite dining place in Hong Kong, by a French phrase crème de la crème. It is the example of a situational code-switching. Linguists believe that situational code-switching occurs when the languages change depending on the situation in which the interlocutors (in our case: English speaking authors) find themselves at a particular moment, while the topic of conversation does not change [Gumperz, 1982].
As proof of this thought, consider an example:
*But beyond the showy architecture, you must visit les hortillonnages, a series of floating gardens you can explore via small boats on the surrounding canals* [www.cntraveller.com].
In this example, the word *les hortillonnages* is an example of situational code switching and fits harmoniously into the general context of the description of the French atmosphere.
However, if a change in the topic of conversation appears, then such a phenomenon is called a metaphorical switching of the code. This type is based on language switching capabilities and on the intentions of the speaker to convey additional emotive connotations [Gumperz, 1982]. A metaphor, as a sign of a secondary nomination, serves for carrying cognitive information about the signs of the primary nomination and creates a secondary or additional idea of a particular subject [Verzhinskaya, 2017].
According to the authors, the metaphorical switching of the code enriches the communicative situation, since the speaker’s attitude to it is based on several social positions. It reports the presence of multifactor social relations. Metaphorical code switching, as a rule, is spontaneous and unpredictable in the speech of speakers. For the purposes of this study, highlighting the metaphorical type of code switching is of fundamental importance.
In English-language journalistic texts, the use of code switching is usually motivated by the author’s intention to update cultural symbols or attract associations accompanying conceptual education of other cultural backgrounds [Markelova, 2014]. Thus, most of the material studied can be attributed directly to the metaphorical type of switching identified by Gumperz [Blom, Gumperz, Hymes, 1986]. Comparing the situational and metaphoric code switches, we can notice that the situational switch implies a change in the
language situation to a greater degree, and the metaphorical remains unchanged, since this type of switching is more related to the speaker’s inner motives. Let’s consider an example:

Their baguette, le traditionnel, was a must, as was their dense, not very sweet chocolate loaf [Vogue USA August, 2016].

In this example, code switching acts as an application, complementing the subject and referencing to traditional French stereotypes. The logical meaning of the sentence without the selected application will not change, but will lose its special linguistic connotation, sending the reader’s mind to the cozy French streets of the morning Paris, filled with the smells of freshly baked baguette.

According to the theory of O. Rodionova, the theory of Gumperz was often criticized by the linguists [Rodionova, 2015]. For example, K. Myers-Scotton notes the ambiguity of difference in the motivations which characterize “metaphorical code switching” [Myers-Scotton, 1993].

1.2. The psycholinguistic approach explains which aspects of the bilingual language ability allow the bilingual individuals to change codes. The study of the psycholinguistic aspect of code switching is of particular interest to linguists, since this phenomenon, before its formal expression in speech, passes a certain algorithm in the human mind. Most often, linguists turn to psycholinguistic models of bilingual speech in order to identify points of contact between the structural parameters which define it from a grammatical point of view [Markelova, 2014].

K. Myers-Scotton believes that in every multilingual community, any language is associated with certain social roles. She calls this theory - Rights and Obligations Set [Balakina, Sosnin, 2014]. The main idea of this theory is the “negotiation principle”: during the dialogue, the choice of code occurs in such a way that it defines the sets of rights and obligations of interlocutors in the presented communicative situation [Balakina, Sosnin, 2014; Myers-Scotton, 1993].

Therefore, three principles are based on this principle:

The rule of unmarked choice: by choosing an unmarked code, the speaker confirms an already existing set of rights and obligations [Balakina, Sosnin, 2014]. As proof of this thought, let’s consider an example:

It's time to take the après-gym look one step further [Elle Malaysia April, 2015]. An example of a foreign language switch can be considered as unmarked or arbitrary.

The rule of the marked choice: by choosing the marked code, the speaker sets a new set of rights and obligations.

The key to his access was the cut, contour and craftsmanship of his clothes, but also his much-celebrated joie de vivre [Harper's Bazaar Arabia March, 2015].

In this case, the author purposefully uses code switching to cause a certain cognitive reaction in the reader’s mind. K. Myers-Scotton believes that this is done in order to make the reader focus on social motivation, which is in charge of the code-switching process, and thus emphasizes language competences, as well as reflects certain “rights and obligations” assigned to each language code.

The rule of trial choice: if the speaker does not know which code is unmarked, he turns to code switching in order to understand (depending on his pragmatic preferences regarding the set of rights and obligations) which code should be used further in the framework of communication [Balakina, Sosnin, 2014; Myers-Scotton, 1993]. As proof of this thought, let’s consider an example:

Au contraire my mother dressed me in pale blue, allegedly to match my eyes and, later on, mustard, which matched nothing but was very big in the Seventies [Vogue UK July, 2015].

In this example, the author uses the French adverbial phrase at the beginning of the sentence, as if trying to figure out which code would be more acceptable in this situation.

New words appear to name new subjects or express a different attitude to already known subjects and in some other way characterize them [Khaidarova, 2017].

Scientists, who were the pioneers of research on the psycholinguistic aspect of code switching, believed that there are two bilingual language systems that can be “activated” and “deactivated” independently [Gerard, Scarpourough, 1989]. In the course of the research it was found that some bilinguals read texts containing switchings in both languages, more slowly than monolingual texts. Linguists explained this phenomenon by the fact that the mental mechanism of switching requires more time to determine which language system to “turn on” or “turn off” [Ostapenko, 2014]. The authors of subsequent studies put forward a theory about the joint storage of two language systems in a single mental space and their simultaneous activation at the time of
verbal communication or reading a bilingual text [Grainger, 1993; Li Wei, 1998]. The theory mentioned above served as the basis for the creation of a psycholinguistic theory of triggering by M. Clyne [Clyne, 2003]. This theory considers the psycholinguistic motivated switching of codes due to the specific conditions of speech production along with the speaker's intentions [Ostapenko, 2014]. For this theory, the main thing is the mechanism that ensures the functioning of language systems in the speaker's brain: identical lexical units act as triggers in the process of language switching.

K. Myers-Scotton developed a special linguistic model based on the concept of the matrix language [Myers-Scotton, 1993]. All words related in one way or another to the specificity of culture reflect the historical experience of describing and naming the world around us in various ways, and all of them lead to the strengthening of such methods [Akhmedova, 2017]. According to this model, when switching of the code takes place, it is worth distinguishing the matrix language and the guest language. The matrix language is the main language of communication. A language with the elements, included in the matrix language is considered a guest language [Myers-Scotton, 1993]. In this example, we can observe English language being the matrix language of communication and French - the guest language:

*Physical evidence alone aligns the two great monuments historiques of France* [Vogue USA July, 2016].

The matrix language creates a morphosyntactic frame in which foreign language elements can be included, both as individual lexemes and as several related lexical-grammatical forms [Markelova, 2014]. In this example, we can observe not a single lexical switching, but the use of a phrase unit consisting of the indefinite pronoun “quelques” , the preposition “de” and two nouns “arpents” and “neige”.

*R. Voltaire famously dismissed Canada as «quelques arpents de neige» – several acres of snow – but then, he’d never visited* [Harper's Bazaar UK October, 2015]. This method is still quite controversial, since it initially used a quantitative criterion - most of the language units come from the matrix language, and the others - from the guest language [Markelova, 2014; Myers-Scotton, 1993; Myers-Scotton, 2002].

In the following example, the guest language units are French lexical units: a noun with auxiliary words.

*Whether you’re tanning by the shore or toasting with aperitifs à la piscine, it’s guaranteed to make a splash* [Vogue USA September, 2015].

K. Myers-Scotton also developed a model in terms of which we can divide all morphemes into three categories - the 4M model:

in informative morphemes that are activated at the conceptual level.

*I was hoping to get a little ballet class out of this meeting, but as she twists and turns – arabesque, plié, tendu, attitude, développé – I can nearly pretend to keep up* [Vogue USA July, 2016].

In this example, we see French lexemes, which represent ballet terms. Even a person, who is not acquainted with choreographical terminology will imagine a graceful ballerina due to the conceptual symbols;

2) early system morphemes, which are activated at a conceptual level and complement the semantics of morphemes, representing the concept [Markelova, 2014].

*We invented the slow life – leisurely meals, rosé en terrasse, comfortable homes, easy styles* [Glamour October USA, 2015].

In this example, the phrase consisting of two cognitive units - “pink champagne” and “on the terrace” acts as a code alteration, representing the meaning of a good, calm, luxurious holiday getaway;

3) late system morphemes, which are used to create more complex structures, such as phrases. They are activated at the level of morphological implementation [Isaeva, 2010].

*The bouche dorée is not for me* [Vogue USA March, 2016].

In this example, the phrase “bouche dorée” is used as an example of a late system morpheme.

Late system morphemes can be divided into late connecting and late outer morphemes [Isaeva, 2010].

The examples of late outer morphemes:

1. *Quelle surprise!* Helen, Harrods' fashion director of womenswear, women’s shoes, accessories, fine jewellery and childrenswear – aka practically everything – shops for a living [Vogue UK October, 2015].


In these examples, foreign language code switches appear in separate sentences. Most often, they represent the exclamatory elements of modality, connotatively complementing the sentences.

An example of a late connective morpheme:

This is not only because it is where I am about to witness the unveiling of Dior’s latest lipstick collection, Dior Addict, but also because the French Riviera is where you can witness a very special kind of fabulous Frenchwoman; a lady d’un...
certain âge whom you’ll find taking a leisurely promenade along the seafront in her gold sandals, animal-print capri pants and perfectly coiffed hair [Vogue UK October, 2015].

Early systemic morphemes or directly elected ones go through the activation process at the level of the lemma along with morphemes representing the concept [Chirsheva, 2003]; that includes flexions, which are considered to be morphological doublets.

The structural roles of late system morphemes are defined in the process of speech later, when the lemma has already given instructions at the level of the formulator [Chirsheva, 2003; Myers-Scotton, 2000]. Late joint morphemes appear after the early ones. They are necessary for building links between morphemes within a syntagma, since with their help morphemes representing the concept are included in the phrase.

According to the theory of G. Chirsheva, “late external morphemes differ because when they are used, they focus on syntactic links outside the syntagma” [Chirsheva, 2003]. G. Chirsheva, relying on the theory of K. Myers-Scotton, explains that “the choice of the late morpheme in the phrase money is dependent on the presence of a negative adverb”. If the lemma contains a complex lexeme that includes a late morpheme, it is the same morpheme that determines the time the lexeme entered the larger structure” [Chirsheva, 2003; Myers-Scotton, 2000]. K. Myers-Scotton presents us with a certain sequence of establishing the framework of the matrix language: Step 1: The speaker first chooses a lemma to transmit the message. At this stage, it is decided whether a single code or a code switch will be selected. Step 2: The beginning of the process of building of the framework of the matrix language, including informative morphemes, begins. Step 3. The lemmas send information to the formulator, which activates grammatical copying. Step 4. There is a single surface structure with phonological representations [K. Myers-Scotton, 1997; Chirsheva, N.N., 2003].

T. Markelova believes that “informative morphemes and early system morphemes are formed on a conceptual level, encoding all semantic and pragmatic information, which is further formed using internal system bundles within a word or a phrase and within external ones within a sentence” [Markelova; 2014]. Using the example of these models and theories, K. Myers-Scotton tries to combine grammatical and psycholinguistic approaches in order to explain the principles of code connection [Myers-Scotton, 2002]. T. Markelova adds that the main disadvantage of these models is that “K. Myers-Scotton uses the concepts of meaningful and systemic morphemes, which are differentiated miscellaneously in languages and in some cases cannot be differentiated at all” [Markelova, 2014; Muysken 2000]. Also, the universality of the use of the matrix language, which in some cases cannot be determined is still questioned by the scholars.

One of the main models of speech generation in psycholinguistics belongs to V. Levelt. He divides the process of speech-generation into four stages: 1) the stage of preparing a preverbal message, which becomes the basis for the direct processes of cognitive-linguistic formulation; in other words, this message is considered as a non-linguistic representation, consisting of concepts and their respective roles (agent, subject, recipient); 2) the processes of grammatical coding, which determine the syntactic structure of the future utterance; 3) phonological coding, or the creation of a phonological form of utterance; 4) pronunciation of the utterance [Levelt, 1989]. The grammatical and phonological coding takes place simultaneously with the process of extracting lexical units from the mental lexicon. This process consists of two components: the choice of a lemma and the extraction of a specific word form. During the extraction of the word form, the speaker determines its phonological segments and the metric frame. Metric frames are combined and form phonological words. Based on this understanding of phonological coordination, two conclusions can be made: 1) the phonological form of the word is not extracted by the speaker as a kind of complete unit, it is built from smaller units — phonemes; 2) syllables occur at a later stage. The syllabic structure of words is not extracted from the mental lexicon, but is determined when the extracted phonological segments are associated with the metric frame of the phonological word [Andreeva, 2006].

K. de Bot suggested that the lexicons of different languages and their characteristics are stored together, within a single language system where each element of this system is capable of indicating its affiliation to any language, thus forming two subsystems within one [De Bot, 1992]. So, K. de Bot offers a solution to one of the main issues of psycholinguistics regarding the place of storage of information about various languages, putting them into a single system of interconnected elements. Many linguists share De Bot’s opinion on this issue. [Clyne, 2003, etc.].

T. Markelova believes that, according to K. de Bot, the adapted model of bilingual speech represents the following algorithm: at first, a bilingual refers to a unified conceptual system of two lexicons by means of a conceptualizer, whereas at the stage of grammatical coding, it uses different formulators that process...
multilingual lemmas in accordance with the coding rules of a language [Markelova, 2014]. In this case, speech gets either monolingually or bilingually (when code switching occurs) designed at the articulation stage, depending on the communicative intentions of the speaker [De Bot, 2000]. So, based on the theory of T. Markelova, we can understand that "the fundamental difference between the mechanisms of monolingual and bilingual speech, according to the model of K. De Bot, is the presence of several formulators, the number of which corresponds with the number of languages that the speaker is able to communicate in" [Markelova , 2014].

Scientists, in terms of the concept of "lemma", put forward the so-called lexical hypothesis about the primary meaning of the lexicon, which contains information about grammatical characteristics, words and the connection between them at the syntactic level. In the terms of this theory, code switching is always grammatically correct, since the lemmas are combined correctly according to the code [Markelova, 2014].

The representatives of the school of generativist linguistics explore a language modeled on the natural sciences as well as the patterns of code switching, guided by the principle of control, which embodies the theory that code switching between a controlling element and one that is subordinate to it is impossible. This principle operates at the level of deep structures [Di Sciullo et al., 1986]. It was repeatedly refined, but the new research did not confirm its universal nature. Cases of code switching where this principle was not observed even in the usual subordinate connection between the verb and the direct object were later revealed [Nortier, 1990]. For example: «Recovering himself, Professor Oon put on his blasé, clinical tone» [In Rich People Problems, K. Kwan]. In this example, the adjective blasé acts as a foreign language inclusion, it subordinates to the grammatical norms of the English language and is used with the English preposition "on" and a pronoun "his".

The word “blasé” is a substitute for the English word “jaded”. This switch of the code is probably done to make the description of the situation less serious and more frivolous. Thus, code switching can be regarded as a way to create contrast at the paradigmatic level and the language alterations themselves can be considered as expressive means and can participate in the creation of stylistic tools along with other language resources [Tutova, 2018]. Emotional and expressive possibilities of the word can already be stated directly in parts of speech. So, in the very nature of adjectives, the possibility of a subjective approach is revealed, since, being a part of speech reflecting the properties, qualities and attributes of objects, adjectives are characterized by a special feature of displaying not only objective qualities, but also those attributed to them [Gavrnikova, 2017].

B. Spolsky admits that bilinguals change language for convenience. For example, if the addressee speaks only one of two languages that the speaker knows, then the latter, of course, should use this more familiar language to the addressee, although he can use another language or both alternately in communicating with bilingual interlocutors [Spolsky, 2009]. Bilingualism is a heterogeneous phenomenon. The degree of proficiency in each of the languages and attitudes towards them can greatly vary.

**Conclusion**

A bilingual does not commonly seek to follow the rules of any language. The choice of language in each situation is not always easy. It can be influenced by various interdependent factors. Two main factors are the interlocutor and which language is preferred by the bilingual individual. Studies on the switching of code and social identity led to a better understanding of the place of language in the formation and transmission of social traditions and foundations.

Code switching has a huge linguistic potential for creating new lexical units of the language due to the large number of social and pragmatic functions of this phenomenon.

We have discovered that the sociolinguistic approach to code switching is able to answer the question - why people switch from one code to another in a conversation. The psycholinguistic approach shows which aspects of language ability allow people to change codes.
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Structural Changes in the Global Economy Amid a Scientific and Technological Revolution

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Abstract
This article studies changes in the sectoral structure of the global economy that have taken place under the influence of scientific and technological progress. This study has identified main development trends in the key sectors of the world economy, as well as has formulated further growth areas in the digital economy. One of the trends in modern economic development is structural changes in the global economy. These trends are primarily associated with the acceleration of scientific and technological progress. According to the founder of the World Economic Forum Klaus Schwab, “... the world is moving from the era of capitalism into the era of ‘talentism’. Those countries that are ready for the fourth industrial revolution and are strengthening their political, economic and social systems at the same time will become winners in the competitive race for the future” [The Global Competitiveness Report 2017-2018]. One of the key factors that have been driving the structural changes over the past 20-30 years is the increasing economic role of innovations. The scientific and technological revolution has influenced the creation of a post-industrial structure.

The economic structure is a polyphonic definition which can be perceived in different ways based on what kind of ratio there is between the elements of an economic system. The sectoral structure, as broadly defined, involves an array of qualitatively homogeneous groups of economic units which share special aspects of production according to the concept of social division of labor and which are of special importance during expanded reproduction. In the context of globalization, the sectoral structure obviously adapts to foreign trade, feeling a very strong influence of external financial injections. Structural changes are also affected by the economic policy and are driven by the advances in science and technology.

Keywords: structural changes, scientific and technological progress, technological revolution, digital economy, high-tech industries, sectoral structure.

Introduction
According to some forecasts, the new industrial revolution, which consists in scaling up “breakthrough” technologies and changing the architecture of markets, is expected to culminate in the 2020s-2030s. Many studies suggest that advanced technologies will be developing quite rapidly and will have a systemic and widespread impact.

Materials and Methods of Research
In terms of macroeconomics, the sectoral changes in the long-term historical horizons initially consisted in a rapid growth of “primary industries”, then “secondary industries”, and in the last period – “tertiary industries” (Figure 1).
Before the industrial revolutions of the 18-19th centuries, the global output was predominated by agricultural structure. In the second half of the 19th–first half of the 20th century in economically developed countries the leading role was played by an industrial structure. The end of the 20th-early 21st century was marked by an increase in the share of tertiary sector, i.e. the ratio between the sectors of the world economy in the course of its development has been constantly changing in favor of the tertiary sector in terms of its contribution to GDP and employment-wise. This trend continues to this day.

Over time, the significantly rising share of services (including commerce, transportation and telecom) in the economies of developed countries has spread to less developed countries. The structural changes in the global economy are primarily driven by rising productivity in material production industries thanks to scientific and technological revolutions.

**Results of the Study**

In terms of the maturity of tertiary sector, countries may be classified into three groups: countries with high, medium and low levels of development of the service sector. The first group includes developed countries, such as the USA (where services account for more than 80% of GDP), great Britain (about 80%), Japan (70-80%), Canada (about 70%), Germany, France, Italy, Benelux countries (more than 60%). In the newly industrialized countries of South-East Asia and Latin America, the service sector is pretty much underdeveloped, with a relatively high (average) degree of development in only one or two industries of the sector. The low level of tertiary sector maturity is typical for most developing countries.

In addition, there are a number of changes in the structure of global export of services: the share of international tourism services keeps rising and the share of transportation services is steadily declining. Such public services as health care, social security, science, education, culture, legal services, business services, such as financial, audit, accounting, insurance, consulting, advisory and recruiting activities, IT and advertising are becoming increasingly widespread.

Speaking in more detail on transportation services, it should be noted that thanks to the scientific and technological progress the transportation infrastructure has undergone significant changes, ensuring that it adequately meets the social requirements and transportation needs of the economies of industrialized countries. Going forward, in the countries with market economy we envision a sustainable development of scientific and technological progress in the field of transport, while the structure of railway networks will change, and the length of unprofitable railway lines and sections will decrease.

The scientific and technological progress taking place in the field of transportation makes it possible to significantly improve the quality of service and traffic safety, as well as to enhance the financial performance of this industry. The ongoing research and development of electric locomotives operating on several power systems is likely to be replaced by a research on the compatibility of satellite communication systems, field equipment and the equipment installed on locomotives.
The share of agriculture in the GDP of developed countries has declined steadily: from 7% in 1960s to 4% in the 1980s and 3% in the late 90s - early 2000s. At the same time, there has been an integration of agriculture, production and commerce in agro-industrial complex. By including agriculture in the overall process of industrial production, the agro-industrial integration has made it possible to overcome the special nature of agricultural production (the impact of natural and climatic factors, the problematicity of a tentative forecast, planning the weight and volume of agricultural products). By creating an economic mechanism ensuring a stable supply of agricultural raw materials for the industry, the integration has strengthened the correlation between agricultural and industrial production [Laptev S.V., Filina F.V., 2015].

In highly developed countries, the share of agro-industrial complex is steadily increasing (in the US it accounts for about 75% of total foodstuffs). However, the share of agricultural production per se is decreasing. US agriculture generates about 2% of GDP and employs 2.5% of the total workforce, whereas the whole agro-industrial complex generates 18% of GDP and employs nearly 20% of the total workforce [Abuzjarova M.I., 2018].

The ratio between the sectors of agriculture itself (livestock breeding and crop production) is also being transformed due to the changes in industrialized countries, which have prioritized livestock breeding over crop production. For instance, in the US livestock breeding accounts for almost 55%, in France - 53%, in Sweden and Finland - 75-80% of gross agricultural output. In Western Europe, about 80% of agricultural land is used for livestock breeding, while in the United States it is almost half. The situation is similar in China and other rapidly developing countries. In Europe, this trend is different in the Mediterranean countries, including Italy, where the industry represents 40-42% of agricultural production, which is mainly due to the lack of favorable natural conditions for livestock breeding. Livestock breeding is prevalent and is mostly extensive in the Middle East, Argentina and Uruguay [Gaisina L.M., Bakhtizin R.N., Mikhaylovskaya I.M., Khairullina N.G., Belonozhko M.L., 2015].

Over the past few decades, the agro-industrial complex of many countries has undergone “green”, “biotech” and “genetic” revolutions. Each of them is described in Table 1 below.

<table>
<thead>
<tr>
<th>Revolution</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Green revolution</td>
<td>Mechanization and chemicalization of agricultural production focused on the use of specially cultivated high-yielding varieties of cereals and vegetables</td>
</tr>
<tr>
<td>Biotech revolution</td>
<td>Production mode, whereby no chemical fertilizers and pesticides are used</td>
</tr>
<tr>
<td>Genetic revolution</td>
<td>Production of foodstuffs with predetermined properties based on genetic engineering</td>
</tr>
</tbody>
</table>

The advances in science and technology have led to a gradual decrease in the share of primary sector (mining) and to an increase in the share of secondary sector (manufacturing), which, in turn, became a prerequisite for reducing the material intensity of production and the replacement of mineral raw materials with artificial ones. Within the manufacturing sector, there is a transition from labor-intensive industries (light and food industries) to capital-intensive ones (primarily engineering and metalworking, chemistry), and in developed countries - to science-intensive (biological, pharmaceutical, aerospace, electronic engineering, etc.).

In non-ferrous metallurgy the secondary raw materials (the result of re-melting of non-ferrous scrap) serve as a target for an increasing number of developed countries which, by accumulating all their actions aimed at increasing the degree of processing of primary raw materials and smelting of rare and strategically important metals, over time reduce the melting of aluminum, copper, etc. both for environmental purposes and for saving energy commodities. The boom in new technologies has triggered a growing demand for rare-earth alloys (it is expected to grow to $ 14 billion by 2020). The major proven reserves of rare-earth metals are concentrated in China, Russia and the United States, with China being considered the leader in terms of production and consumption. The Russian government has approved a program aimed at expanding such production [Grigorenko O.V., Klyuchnikov D.A., Gridchina A.V., Litvinenko I.L., Kolpak E.P., 2016]. The chemical industry share growth, which is primarily driven by the advances in science and technology, has become one of the significant structural changes. In the last quarter of the last century, this industry
underwent a transition from extensive to intensive type of development. The rise in research intensity, which is taking place in chemical industry in general and some of its productions in particular, has made it a priority for highly developed countries, which specialize mostly in the production of the latest high-tech varieties of chemical products. In this industry, the US should be noted as the world’s largest producer and exporter of chemical products (about 20% of world chemical products and 15% of its world exports), Western Europe, mainly Germany, Italy, France, the UK, the Netherlands, accounting for 23-24% of the global output and export of chemical products, and Japan (15% of the global output and export). As for the development of “dirty industries”, such as mining and chemical industries, the production of mineral fertilizers, acids, alkalis, polymer materials, it is typical for less developed countries, where active industrialization is taking place [Gadzaev A.F., Dzerzhinskaya M.R., 2018, Olkhovsky V.V., 2018].

The share of timber, woodworking and pulp-paper industries in the world’s manufacturing output has declined.

Central to technological progress is the machine-building complex, which comprises about 20 major industries and more than 100 specialized sub-industries, as evidenced by the fact that in most industrialized countries the R&D expenditures in machine-building account for more than half of their total R&D expenditures. Thanks to the accelerated development of science and technology, the modern engineering is noted for its high flexibility and fast switchability to the manufacturing of products of any series. In recent decades, in the global machine-building complex’s sectoral structure there has been a decline in the share of general engineering due to lower production of agricultural machinery and textile equipment. The production of agricultural machinery is consistently being outsourced to China, India and new industrial countries.

The share of transport engineering remains relatively stable, but within this industry the share of aircraft, shipbuilding and rolling stock production is declining due to lower demand for military aircrafts and oil tankers, as well as due to the outsourcing of rolling stock production to less developed countries, respectively. However, there is a slight growth in the car-making industry, which, in turn, is driven by the growth of living standards and the formation of the middle class, which shows demand for cars. Also, the automotive industry is progressively expanding, with the mass production being primarily concentrated in new industrial countries, especially China, India, South Korea, Malaysia, Brazil, Argentina.

The main role in the global mechanical engineering is now played by high-tech industries such as electronics and electrical engineering, rocket and space industry, instrument engineering, automotive industry. Classic electrical engineering, such as the production of equipment for power plants and power grids, is influenced not only by the modernization of old facilities, but also by the construction of new power plants. Household appliances are manufactured in a multi-batch mode, whereas turbines, generators and other large electrical devices are produced in small, single batches.

The rapid advances in science and technology, which results in constant updating of the product range, as well as the transformation of engineering product market into the “buyer’s market”, have led to the transition from the 20\textsuperscript{th} century-typical universal factories to highly specialized enterprises. Currently, electronic engineering produces the following items: computer and peripheral devices, hardware components of electronic networks, telecom equipment, audio and video equipment, instrumentation and control systems. The system of component production has changed: whereas before corporations sought to produce all the accessories for equipment on their own, today they are trying to subcontract it by outsourcing their production to Latin America and South-East Asia. The new industrial countries, primarily China, pay great attention to the regular upgrade of their facilities specialized in manufacturing high-quality electronic products [Grigorenko O.V., Klyuchnikov D.A., Gridchina A.V., Litvinenko I.L., Kolpak E.P., 2016].

The share of light industry in the sectoral structure of the world’s manufacturing industry has decreased due to the rapid growth of engineering, chemistry and energy, as well as the market saturation with light industry goods in developed countries in addition to the reorientation of demand for services and high-tech products. Thus, we should note two areas where the economy has undergone changes in the established proportions due to the above events:

1. Catalyzation of the change in the generations of products sold in the sector of new high-tech industries.
2. Reconstruction and modernization of the traditionally leading sectors of the economy.
The recent years’ trend of increasing penetration of the Internet and digital technologies in the industry, which have traditionally been considered offline, suggests the formation of the digital economy. This global trend is being observed in Russia. The increase in economic growth in Russia in the early 2000s was primarily driven by Russia becoming a more important player in the world markets of raw materials and energy [Shcherbinina A.G., 2017].

Currently, the potential of Russian economic growth driven by these factors is largely exhausted. The Russian economy is facing challenges related to the qualitative renewal of all aspects of socio-economic and socio-political life. These challenges are not only about the external “big challenges” of a global nature, but also about the internal processes. In order to turn these challenges into opportunities conducive to further development, Russia should decide whether it is making strategic transitions or not.

Many experts note that it is in the field of digital technology that Russia is keeping pace with the world’s leading powers. One of the main incentives for development is, of course, the attention paid by the state to the issue of digital economy. In order to meet the challenges, as well as to mitigate the risks and threats to the stability of socio-economic development, Russia should abandon its raw material based growth model.

As for meeting the challenge of maintaining competitiveness and achieving high rates of productivity, it primarily depends on the scientific, technological and innovative policy pursued by industrialized countries and a number of new industrial powers. Such policy is based on the processes of digitalization, robotics, automation, intellectualization and platformization of the economy. Its goal is to develop and support the development and implementation of state-of-the-art technologies, the effectiveness of which is significantly higher than that of traditional ones.

Conclusion
According to some forecasts, the new industrial revolution, which consists in scaling up “breakthrough” technologies and changing the architecture of markets, is expected to culminate in the 2020s-2030s. Many studies suggest that state-of-the-art technologies will be developing quite rapidly and will have a systemic and widespread impact.

Therefore, the main task Russia will be facing up to 2035 is the fruitful involvement in the new technological revolution, as well as the implementation of a necessary structural shift in the economy and social sphere. The Russian Federation should switch to a development model based on high-tech production sectors built on scientific knowledge and innovative technologies. The task of switching the domestic economy to innovative ways, to a qualitatively different path of development consisting in the formation of a national innovation system, has been identified by Russian government as the top priority for its modern state policy. This most difficult task comes at a time when the developed countries are increasing their economic and technological power and when the technological achievements are playing an increasingly higher role (including in the field of nanotechnologies, which are key technologies in the 21st century).

Furthermore, despite its modernization activity and the systemic formation of its innovation policy, Russia is showing a hardly noticeable “technological” success amid the ongoing global transformations. However, thanks to a number of initiatives and projects supported by the state, the country still has some potential. When choosing priority courses of accelerated development, an emphasis should be placed not only on the outstripping development of fundamentally new high-tech sectors and markets, but also on the profound technological modernization of traditional industries and productions. The centralization of these two areas may contribute to the frontal launch of a technological revolution in the medium term perspective.

Further development of the digital economy involves fundamental transformation, the expansion of existing industries, the modernization of architecture, as well as the organization of new highly profitable markets.

References


Dimensions of Foreign Language Teacher Development. a Case of Plekhanov University

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Abstract
The article explores the 20 year experience of the Department of Foreign Languages of Plekhanov Russian University of Economics in designing and conducting annual upgrading qualifications program. The program was focused on raising awareness of the current and future trends in language teaching and learning with respect to the personality and motivation of in-service foreign language teachers in a non-linguistic economic university. The presented study aimed to find out which pathways of the upgrading qualifications program proved to be the most beneficial for foreign language university teachers over the given period and to recommend directions for the future professional development programmes. To reach the objectives of the study there was conducted an in-service teacher survey based on the empirical study. The researchers applied methods of analysis, synthesis, method of comparison, method of generalization and observation. The diagnostic method involved an ad hoc developed questionnaire which included both quantitative and qualitative questions. Another body of materials for analysis incorporated the content composition of the Programs of the nineteen upgrading qualifications programmes featuring plenary meetings, round-table discussions, presentations, workshops, master classes and training modules. The results of the study give reasonable grounds to conclude that overall approach proved to be adequate, appropriate and acknowledged by the participants.

Key words: Teacher professional development, motivation, life-long learning, L2 teacher.

Introduction
Teacher professional development (TPD) has always been in focus of responsible educators, practitioners, university managers, heads of the departments, university academic boards and state departments of education. Nowadays in response to changing environment and in line with the demands of the market the concept of TPD of foreign language / L2 teachers in Russia is undergoing change. The educators are switching to treating the TPD as lifelong learning process which tends to be based on increase in motivation of L2 teachers, who are actively involved in their continuous and systematic self-improvement. However, there exist several factors which might still impede their progress.

Most of the L2 faculty of Russian Universities were raised under socialism when collectivist values predominated, when the rate of power dimension [26] was extremely high and the word of the boss - in our case a teacher - was the law. The spirit of following the prescribed rules and obeying those who are higher in rank without much discussion, in practice, resulted in very little initiative, with the lack of personal responsibility and passiveness. Teachers could provide lessons for years following the beaten tracks, being absolutely assured that they will keep their job and a salary in any case. Not any more. The profession demands flexibility, readiness to adapt and improve. Today’s Russian students are different, free of inhibitions of previous generations. We have to acknowledge that they are no longer a receiving device but equal partners in the educational process.

What is more, the main goal in teaching foreign languages used to be extracting information from professional texts, following grammar-translation method, or the ‘conscious-comparative method’ [47, p.32], but not to communicate. L2 teachers had to train students in reading and translating text. As a result, most soviet students in non-linguistic Universities could not speak English or any other foreign language, and among other subjects, English took its place at the end of the list just between the classes of physical training and civil defense. The recent shift to communicative methods required to revise such approaches.

Another crucial factor is technology. Now we are living in a new world, which is significantly different from what was familiar and comfortable to us until very recently. This new world has introduced computers, mobile telecommunication, genetic engineering, global market economy, general awareness of environmental
problems, everyday challenge to patriarchy and much more. Today’s world is characterized by great speed of changes. The main thing is that we live in a new world in the information epoch, though we were born and brought up in industrial one. Mobile phone is not just a technical toy. This toy is changing our lives, our relationships in every way, ranging from daily personal interaction through video/audio/text applications to possibility of remote work, spanning to the fact that we can no longer control what kind of information and when a young person can get access to it. A new phenomenon also came into being: today we have young people who often understand something better than adults do. Never in the history of mankind there was such a thing, and now it is the norm.

Taking into account these factors the Department of Foreign Languages (DFL) of Plekhanov Russian University of Economics (PRUE) has been designing and conducting annual upgrading qualifications program (Winter School) for 20 years, the main focus being the in-service **L2 teachers, their personality and motivation in a non-linguistic economic university**. The present study aimed to find out which pathways of the upgrading qualifications program (Winter School) proved to be the most beneficial for L2 university teachers over the given period and to recommend directions for the future professional development programmes.

The aspects of teacher professional development (TPD) have been explored by many academics and practitioners, who named several important factors to be considered when designing a teacher upgrading programme: teacher knowledge base and required qualifications, existing and desirable teacher skills and competences, target learners, cultural setting [19, 23, 28, 32, 45, 46, 50]. Quite a considerable number of research publications focus on studies into efficiency, efficacy and design technicalities of teacher training aimed at teachers engaged in tertiary education in various countries [5, 19, 23, 27].

The issue of professional competence in its complexity has been drawing invariable attention of educators. The term itself was introduced in the late sixties to denote specific personal characteristics based on knowledge and skills which are crucial for successful performance at a workplace. This multifaceted issue was closely connected with the studies of motivation and was further subdivided into behavioral, functional and cognitive characteristics. The impressive body of literature on this subject gives comprehensive analysis of the developments and research in the area and highlights such teacher competences as pedagogical, being specialized in educational subjects, technological / ICT and multimedia use, social, socio-cultural, cross-cultural, emotional. [9, 20, 28, 32, 39, 50]. Many researchers and practitioners, such as Penny Ur [48], Sylvie Donna [11], Jim Scrivener [41], Jeremy Harmer [22] and Scott Thornbury [47] treat continuous language and pedagogical development as inseparable part of professional upgrading of a foreign language teacher and give practical teacher guidance.

Cross-cultural competence is a particular area, which is vital to be developed in a modern world. Economic and political developments in Russia have made it possible for a great number of Russian businessmen and managers to be actively involved in international business. It resulted in marked interest in business education and cross-cultural training. The needs of prospective global managers can be addressed by the existing body of publications and textbooks on the subject, to name but a few: Robert Gibson [18], Geert Hofstede [26], Bob Dignen and James Chamberlain [10], Adrian Pilbeam [38], Jeremy Comfort and Peter Franklin [8]. The L2 teachers have to be aware of intricacies in respect of cross-cultural differences and similarities and to be able to deal with misleading, confusing and ambiguous language, highly dependent on context and environment. The comparative socio-cultural research carried out by Russian academics, such as Irina L. Ekareva [14, 15], Svetlana G. Ter-Minasova [45, 46] presents a lot of accumulated data on different aspects of the English language usage.

PRUE being a RF state university is preparing its students both for vocational and academic careers. In keeping with the RF educational standards [16] and employers expectations the study programmes should cater not only for the present level of potential employees’ qualification, but also ensure PRUE students’ adaptability and flexibility to be involved in ‘agile ways of working’ [34] in online business environment. In addition, “social trends and enabling technologies create a need for increasingly personalized modes (in structure and content) for learners … with a surge in online learning” [43, p.98]. This means that L2 teachers alongside with the core departments faculty should provide relevant learning culture and learning experience through exploiting opportunities of interactive multimedia / IT technologies and benefitting from research and practical advice offered by academics and practitioners, such as David Teeler [44], Nicky Hockly et al. [24, 25], Barbara Means et al. [33], Lindsay Clanfield [7].
Another part of equation is a student. The teachers’ activities being focused on students should take into account their general and specific characteristics. This vast area has been addressed in many publications, with some of them based on empirical studies and analysis of students values and typology to elicit ethnic identity of Russian students as in Vladimir T. Lisovskiy [30, 31] and Elena L. Bokut et al. [2], to focus on students’ learning styles [12, 40] and to share personal teaching experience of millennials [15].

**Materials and Methods**

To reach the objectives of the study there was conducted an in-service L2 teacher survey based on the empirical study. The researchers applied methods of analysis, synthesis, method of comparison, method of generalization and observation. The diagnostic method involved an ad hoc developed questionnaire which included both quantitative and qualitative questions. The questionnaire consisted of two parts: structured and unstructured. The participants were offered closed-ended questions with multiple choice and open-ended questions for eliciting respondents’ own answers. The questions focused on L2 teacher background, qualifications, personal inventory, reflections on the Winter School sessions and suggestions for the further training and upgrading pathways (see Figure 1).

**Questionnaire for L2 PRUE teachers**

1. How many years have you been teaching in total / How many years have you been teaching in Plekhanov Russian University of Economics? ______________________________________

2. How many Winter Schools Upgrading Qualifications Programs (WSUQP) of the Department of Foreign Languages did you attend?

<table>
<thead>
<tr>
<th></th>
<th>All of them</th>
<th>Most</th>
<th>Several</th>
<th>One / two</th>
<th>None</th>
<th>? (your answer)</th>
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<td></td>
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</table>

3. Did you take an active part in the WSUQP?

<table>
<thead>
<tr>
<th>Presented a paper</th>
<th>Regularly</th>
<th>Several times</th>
<th>A couple of times</th>
<th>Never</th>
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<tr>
<td>Presented a short talk</td>
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<tr>
<td>Conducted a master class</td>
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<tr>
<td>Conducted a workshop</td>
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<tr>
<td>Acted as moderator at a session / round table discussion</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organized talks / paper presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was responsible for a series of sessions / a number of talks</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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</table>

4. What was the most useful/ important for you?___________________________________________________________________________

5. Do you use in your teaching at PRUE the following technologies and techniques which were discussed and trained at WSUQP:

<table>
<thead>
<tr>
<th>In every class</th>
<th>Once a fortnight</th>
<th>Once a month</th>
<th>At the end of the module</th>
<th>At the end of the term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia audio/ video</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Interactive Whiteboard (IWB)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Virtual educational environment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervised presentations prepared with students</td>
<td></td>
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<tr>
<td>Case analysis</td>
<td></td>
<td></td>
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<tr>
<td>Role plays</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Have you taken an upgrading qualifications course outside PRUE? - YES / NO.
   If YES please indicate how often.

<table>
<thead>
<tr>
<th>Regularly</th>
<th>Several times</th>
<th>? (your answer)</th>
</tr>
</thead>
</table>

7. How often did you go abroad to the English / French / German speaking country:

<table>
<thead>
<tr>
<th>To study (without taking an exam)</th>
<th>Regularly</th>
<th>Several times</th>
<th>Never</th>
<th>? (your answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise students’ study trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To train for professional teacher examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To lecture / to conduct classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To present a paper at a conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Do you have an international teacher certificate / course certificate? - YES (please specify) / NO

9. What skills would you like to acquire at our next WSUQP?
What particular training would you like?

Are you happy with your present level of the foreign language (English/German/French)?
We welcome your suggestions for the next Winter School.

**Figure 1. The Questionnaire offered to L2 PRUE teachers.**

Another body of materials for analysis incorporated the content composition of the Programmes of the nineteen Winter Schools featuring plenary meetings, round-table discussions, presentations, workshops, master classes, training modules targeted at specific areas and skills. An example of one of the first Winter School programmes is given in Figure 2.

**Plekhanov Russian Economic Academy (PRUE)**
Department of Foreign Languages

**Fourth School for Upgrading Qualifications of Foreign Language Teachers**

**Increasing students motivation through foreign language education at non-linguistic universities**

**Dates:** 20 – 25 January 2003
**Venue:** PREA

<table>
<thead>
<tr>
<th>20 January</th>
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</thead>
<tbody>
<tr>
<td>12.00- 12.10 Registration</td>
</tr>
<tr>
<td>12.10-13.30 Plenary session Keynotes:</td>
</tr>
<tr>
<td>Welcoming speech. Ways to increase motivation of non-linguistic university students through foreign languages studies: Foreign Languages Department Chair.</td>
</tr>
<tr>
<td>- Social and economic environment as a factor in increasing student motivation when studying foreign languages: PREA Professor.</td>
</tr>
<tr>
<td>- Analysis of the Russian market demand in specialists with foreign language skills: HR Gardens representative.</td>
</tr>
<tr>
<td>- What motivates teaching staff: Visiting Professor MIRBIS.</td>
</tr>
<tr>
<td>Short presentations of section moderators.</td>
</tr>
<tr>
<td>14.00- 15.30</td>
</tr>
<tr>
<td>15.30-16.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21 January</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-12.00 Sections:</td>
</tr>
<tr>
<td>English section 1</td>
</tr>
<tr>
<td>English section 2</td>
</tr>
</tbody>
</table>

**Presentations, Workshops and Discussions.**
Moderators and presenters: PREA faculty.

Pre-university training
Basic course. PREA exams and certificates and international standards.
How to raise student motivation.
Self study as means of raising student motivation.
Using videos to raise professional motivation of IBS students.
Results and Discussion

The study of the upgrading qualifications program (Winter School) demonstrated that the Winter School concept was initially introduced in 2000 to explore the new Russian Federation educational standards on higher education and the requirements for the foreign language programs in a non-linguistic economic university. The goal was to design a system of coordinated and continuous TDP encompassing high school, pre-university training and university courses. In conjunction with the subject area the international experience in standardizing foreign languages education was also taken into account with the discussions and workshops exploring education quality management, methodology and assessment.

Another important strand was the demands of globalization and the implications of the Bologna declaration for the higher education system in Russia in general and in particular for the foreign language faculty in the non-linguistic economic university. The decision of the Russian Ministry of Education in 2003 [3, 49] on implementing the Bologna principles in order to provide competitive workforce for the international labour market and subsequent introduction of a two-tier structure of bachelor and master degree programmes in the higher education institutions proved the timeliness and appropriateness of these themes in the programs of the Winter Schools.

At the Winter School sessions the leading academics and educationalists presented not only advantages of the Bologna process but encouraged active engagement of the participants. They highlighted the important role of L2 teachers in creating appropriate learning environment, especially in Russia, where the overall level of foreign language knowledge was historically rather low among school-leavers, professionals and business people (‘low proficiency’ according to EF EPI country ratings, see also [13, 17]). In order to benefit from global opportunities both, for studies and business, the whole approach to learning and teaching had to be reconsidered. While the Winter Schools of 2000 – 2006 discussions centered more on how to match traditional Russian foreign language teaching methodologies, specialist diplomas and European practices in order to meet the requirements of the two-tier structure, the following Winter Schools also explored the early results.
In compliance with RF authorized educational policy the reduction of contact hours and further decrease in the total number of hours for foreign language programmes in the Russian non-linguistic universities rendered another challenge for L2 teachers. The Winter Schools offered a platform for discussion, methodology share and set objectives for further professional development, so that there could be found adequate solutions for teachers and learners. Such activities were based on already existing educative experience and on international approaches. First at the Winter Schools sessions, then at teacher training courses of varying lengths L2 teachers of the DFL went through the stages of ‘experiential learning cycle’ [1, p.11] when they experienced, interpreted, generalized and then tried to apply new strategies and techniques in their classes with students. 

The survey revealed that participation levels in Winter School activities were quite high irrespective of the teaching records of individuals. According to the survey 31 out of 36 respondents have total teaching record of more than 11 years including 21 respondents with twice longer record. The teaching record in PRUE of 19 respondents is more than 11 years including nearly half of them working at least twice longer. The inevitable staff turnover is reflected in the figures corresponding to the total teaching record and the number of years in the DFL in PRUE. However, the rate of attendance of Winter Schools was high: 22 out of 36 respondents attended all or most of them, with another 11 faculty attending fewer (see Figure 3).

Q1. How many years have you been teaching in total / How many years have you been teaching in Plekhanov Russian University of Economics?

<table>
<thead>
<tr>
<th>Total teaching record</th>
<th>1- 5 years</th>
<th>6 - 10 years</th>
<th>11-20 years</th>
<th>More than 21 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of years</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Number of teachers</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>21</td>
</tr>
</tbody>
</table>

| Teaching in PRUE      | 10         | 7            | 10          | 9                 |
| Number of teachers    | 10         | 7            | 10          | 9                 |

Q2. How many Winter Schools Upgrading Qualifications Programs (WSUQP) of the Department of Foreign Languages did you attend?

<table>
<thead>
<tr>
<th>Quantity</th>
<th>All of them</th>
<th>Most</th>
<th>Several</th>
<th>Two</th>
<th>None</th>
<th>? (your answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>14</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>5 (from 3 to 8 WS)</td>
</tr>
</tbody>
</table>

Q3. Did you take an active part in the WSUQP?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Regularly</th>
<th>Several times</th>
<th>A couple of times</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented a paper</td>
<td>17 (~ 50 %)</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Presented a short talk</td>
<td>13 (~ 30 %)</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Conducted a master class</td>
<td>11 (less than 30 %)</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Conducted a workshop</td>
<td>8 (25 %)</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Acted as moderator at a session / round table discussion</td>
<td>8 (25 %)</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Organized talks / paper presentations</td>
<td>7 (~ 25 %)</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Was responsible for a series of sessions / a number of talks</td>
<td>7 (~ 25 %)</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking part in discussions</td>
<td>1 (all who attended)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3. Attendance and participation levels.

What is more, many L2 faculty took active part in the upgrading qualifications programmes. The most popular form of participation was presenting a paper or a short talk (30 out of 36 respondents). The second most popular activity was conducting a master class or a workshop - half of the respondents (19 out of 36). 22 faculty
acted as moderators at sessions / round table discussions or organized talks / paper presentations and were responsible for a series of sessions / a number of talks (see Figure 3).

A considerable proportion of DFL faculty took it even further and studied to pass professional international exams, such as CEELT, CEBS, TKT, CELTA, TEFL, FTBE, ICM–LCCI, both on the PRUE premises and outside PRUE. 24 out of 36 respondents to the survey, nearly 75% attended upgrading qualification programs outside PRUE. By 2010 47 out of 70 staff of DFL were awarded such certificates and diplomas. The survey indicated that following the upgrading and learning pathway 24 respondents (2/3) were awarded international teacher certificates, 5 – professional certificates and diplomas in business subjects, such as management, marketing, advertising, international business correspondence etc. (see Figure 4).

The DFL upgrading qualifications program was complemented by encouraging staff to participate in teachers and students study programs abroad. According to the survey almost half – 17 respondents visited English / French / German speaking country to study (without taking an exam) and nearly 30% (12 people) supervise students’ study trips. Among them 11 people took up training for professional teacher examination with international certification.

Less than 20% (7) presented lectures or conducted classes abroad. 8 faculty presented their papers at the international conferences abroad (see Figure 4).

Some L2 teachers presented their research in the format of PhD (16 staff) not only within the educational or linguistic area but also in economics, marketing and finance.

```
Q6. Have you taken an upgrading qualifications course outside PRUE? - YES / NO.
If YES please indicate how often.

<table>
<thead>
<tr>
<th>Regularly</th>
<th>Several times</th>
<th>? (your answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>17</td>
<td>4 (in UK or as postgraduate students)</td>
</tr>
</tbody>
</table>
```

```
Q7. How often did you go abroad to the English / French / German speaking country:

<table>
<thead>
<tr>
<th>To study (without taking an exam)</th>
<th>Total</th>
<th>Regularly</th>
<th>Several times</th>
<th>Never</th>
<th>? (your answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise students’ study trip</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>11 (1-2 times, online course)</td>
</tr>
<tr>
<td>To train for professional teacher examination</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2 people (twice)</td>
</tr>
<tr>
<td>To lecture / to conduct classes</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5 people (once)</td>
</tr>
<tr>
<td>To present a paper at a conference</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td></td>
<td>5 people (once)</td>
</tr>
</tbody>
</table>
```

```
Q8. Do you have an international teacher certificate / course certificate? - YES (please specify) / NO

FTBE - 6 ; CEELT - 4; CEBS - 7; CAE - 2; CELTA - 1; TKT Modules 1, 2, 3 - 1; FCE - 1; TEFL - 1; ICM Certificate -1; ICM Diploma -1; US Military Institute of Foreign languages Diploma -1; University of Oregon Certificates, USA - 2.
```

At Winter Schools sessions some academics and researchers argued that teachers became more focused not on educational achievements of their students but on the volume of educational services, with the reduction in quality of education, and there was evidence that fewer bachelor degree students applied for graduate programs abroad and research component of university education suffered (see also [5, 12, 17, 29]. The issues of quality of education, student assessment and intended learning outcomes have been addressed systematically at Winter Schools being key themes in 2007, 2010 (see the Winter School Programme in Figure 5), 2015, 2016 Winter Schools. The activities of DFL as a structural part of a state university should meet the RF Educational standards [16] which reflect the needs of Russian economy and industrial development. Renowned Russian and foreign academics and educators, representatives of international business schools and business professionals took part in the round table discussions devoted to these issues.
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Plekhanov Russian Economic Academy (PRUE)
Business Faculty
Department of Foreign Languages (Economic Departments)
XI School for Upgrading Qualifications of Foreign Language Teachers at Economic Universities

**European and Russian standards – a new quality in teaching foreign languages at economic university**

Dates: 18 - 23 January 2010

Venue: PREA

**PROGRAMME**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>10.00-10.30</td>
<td>10.30-13.00</td>
</tr>
<tr>
<td>13.00-16.00</td>
<td>Digital resources in teaching L2: Pearson Longman senior consultant in Moscow; a project leader on incorporating Pearson Longman digital resources. - Overview of recent developments 1. Interactive White Board – for or against? 2. Longman English Interactive – application for distance education 3. What is My English Lab? -Blended Learning opportunities and trial results of pilot projects in Moscow universities 4. Teacher Development Interactive online.</td>
</tr>
</tbody>
</table>

**Module 1. Innovational technologies in English language teaching. Presentations, Workshops and Discussions.**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-13.00</td>
<td>Interactive White Board (IWB) – description, settings, main software functions. Total English Digital – technical characteristics, general navigation, compatibility with IWB of different producers. Potential hazards for novices, solutions. Using audio and video with IWB.</td>
</tr>
</tbody>
</table>

**Module 2. Business English: conference and presentation’s skills**

<table>
<thead>
<tr>
<th>19 January</th>
<th>Module 2. Business English: conference and presentation’s skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00-15.00</td>
<td>Presentations Skills: a business consultant, a lecturer Moscow Financial Academy.</td>
</tr>
</tbody>
</table>

**Module 3. Quality control: teaching, learning and assessment. BEC, IELTS, TKT**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-12.00</td>
<td>Cambridge Business English Seminar. Teaching and Assessing Business English: ESOL consultant (Cambridge Examination Syndicate); Cambridge University Press senior consultant.</td>
</tr>
</tbody>
</table>

**20 January**

**Module 1. Innovational technologies in English language teaching:** Pearson Longman consultants.

| 10.00-13.00 | Interactive classroom management. Working with text messages. Creating and saving flipcharts. Flipchart design. |
The obvious goal to prepare students for their professional environment, providing them with the techniques of acquiring the foreign language of economics, finance, banking, marketing and management stipulated the necessity for L2 teacher knowledge and skills upgrade. Leading teaching staff from the Plekhanov core departments conducted a series of master classes, workshops and lectures on specialist issues at several Winter Schools to enrich the competence of the DFL faculty in business field and economic theory. The Winter School of 2006 “Language and Profession” was specifically devoted to this.

On the other hand, the L2 teachers’ job is to help equip their students with the competences specified in the RF Educational Standard of 3rd Generation [16]. These competences among others include ability to develop one’s own cultural and professional competences, ability to make organizational and managerial decisions and to forecast and anticipate their consequences, to acquire public speaking skills, to be an active participant in business and academic communications. The RF Educational Standard also establishes the significance of analytical activities including the search, analysis and evaluation of information for decision-making process; analysis of existing forms of organization and management in order to develop ways of improving them under the present conditions of constant change and uncertainty.

Practically every Winter School addressed competences from different perspectives and four of them were specifically devoted to the subject: 2007 Winter School “From language to professional competence”, 2008 Winter School “Language competence as a component of professional excellence”, 2009 Winter School “Language and cross-cultural competence as a competitive advantage of economic university graduate”, 2016 Winter School “Language and professional competences of the faculty and students in the economic university”.

The design of the Schools programs was based on understanding that even being awarded a teacher qualification and having some teaching experience no teacher can afford to rest on laurels. It is a well-known maxim that a teacher is able to go on teaching only if they are still developing themselves. The principle of lifelong learning is closely interlinked with the acute awareness of changes in external environment: economy, industry, technology and lifestyles. A responsible L2 teacher will be always on the lookout for these changes keeping in mind the student-centered approach. The outcomes of the university foreign language programmes should correspond to the needs of learners and graduates in respect of desired language competence for their prospective employment field. However, few would deny that there exists a gap between what labour market demands and what educational institutions offer (see also [5, p.10; 12, p.137; 29, p.169;
In order to bridge the competence in the educational subject and pedagogical competence including knowledge of L2 methodology and classroom management will obviously be useful but not enough.

We live in the digital age with the abundance of various multimedia and IT resources. What is more, the students we teach are often referred to as digital natives [36]. It was logical that the technological / ICT competence and multimedia use were addressed at most of the Winter Schools from the very start of the program. The active involvement of DFL faculty in studying the IT opportunities for L2 classroom started in 2000 when first at the courses conducted by IT department of PRUE the L2 teachers began to familiarize themselves with the techniques and methodologies involved, acquiring the necessary skills. In 2003 (see the Programme in Figure 2) the consultants, practitioners and textbook authors presented the available at that time multimedia and IT components, and gradually the L2 teachers with the help of IT department of the Plekhanov University started to produce their own tailor-made materials. The first interactive online tests on checking vocabulary and for self-study activities of the students were developed already in 2002. Quite a breakthrough came about as a result of partner cooperation of 2004-2006 with Austrian colleagues from CEBS [6], who developed a Multilanguage training course on CD in Business language and provided a blended learning platform for the DFL faculty upgrading.

Interactive CDs with relevant content suitable for General and Business language practice were with time supplemented by interactive whiteboards and online courses (see the reference in 11th Winter School Programme to training modules on innovational technologies in L2 teaching, Figure 5). This, in turn led to capitalizing the benefits of digital educational resources and internet facilities, the principles of blended learning and flipped classroom, thus moving on to creating online learning environment.

However, no technology could produce desirable results without sound teaching methodology and high level of involvement and cooperation of both parties: teachers and students. The L2 teachers have been exploring how these instruments can boost the learning curve of their students who are already immersed in online activities and will have to demonstrate ‘digital mindset’ and ‘digital skills’ [34] to their prospective employers.

One more important theme of many Winter Schools, for example in 2004, 2007-2009, was the issue of cross-cultural communication where academics and senior teachers discussed how to deal with various barriers in communication. L2 teachers are paying due attention to their students developing necessary skills for self-reflection and self-analysis in order to acquire one of the key competences – “awareness and understanding of their own cultural icebergs” [8, p.13]. Some DFL faculty were engaged in designing a supplementary course to core and specialist courses with the core approach of aligning communicative skills and competence developing activities around the most crucial cross-cultural topics with the corresponding content and appropriate business language and shared their experience with the colleagues. These sessions also were enriched by the input of Russian academics and consultants.

The qualitative open-ended part of the survey asked the respondents to indicate what was the most useful for them at the upgrading qualification programmes of the DFL at PRUE (see Figure 1). The most popular answer given by more than half respondents was communication with colleagues, sharing practical classroom techniques and educational experience professional exchange. Other no less important strands were brushing up of the existing and raising awareness of new educational and pedagogical technologies, training on innovational IT / multimedia / IWB technologies and professional upgrading including teacher and students international examinations preparation. Presentations and workshops conducted by international academia were also thought to be rather useful as providing not only methodology skills practice, but also the foreign language practice. When asked in Q.9 (see Figure 1) whether the teachers were happy with their present level of the foreign language proficiency, considerable number of respondents indicated that the language needs constant ‘recharge’ and language acquisition never stops.

Another important insight was provided by the answers to the question whether the L2 teachers use the technologies and techniques introduced at the Winter Schools (see Figure 6). Most of the respondents (30 out of 36) regularly use multimedia resources and half of the respondents (17) regularly use virtual educational environment, while IWB is used not so often, by about 30% (13 people).

It is also interesting to note the switch of L2 teachers to communicative methods with projects, presentations, case study analyses and role-plays. Supervised presentations prepared with students, case study analysis, role plays are used by the most of the respondents as a means and method of teaching and learning, much less often as a method of formative assessment at the end of module or term (see Figure 6).
5. Do you use in your teaching at PRUE the following technologies and techniques which were discussed and trained at WSUQP:

<table>
<thead>
<tr>
<th>Technology and Technique</th>
<th>Total</th>
<th>In every class</th>
<th>Once a fortnight</th>
<th>Once a month</th>
<th>At the end of the module</th>
<th>At the end of the term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia audio/video</td>
<td>36</td>
<td>23</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Interactive Whiteboard (IWB)</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Virtual educational environment</td>
<td>27</td>
<td>13</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Supervised presentations prepared with students</td>
<td>all</td>
<td>6</td>
<td>7</td>
<td>11</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Case study analysis</td>
<td>33</td>
<td>7</td>
<td>21</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Role plays</td>
<td>34</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author developed methodology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 6. Usage of the technologies and techniques offered at the Winter Schools.

Conclusion
Basing on the undertaken research it is possible to conclude that the activities of DFL in encouraging L2 professional development proved to be adequate, appropriate and acknowledged by the participants. What is more, the answers to the final question of the questionnaire about the skills L2 teachers perceive as desired to acquire at the next WSUQP, the respondents indicated that they would gladly continue exploring pedagogical technologies, innovational distance and blended learning and multimedia / IT technologies and enhance their individual methodology. Some mentioned the necessity to discuss strategies in selection criteria of efficient digital online resources when designing student L2 courses and using innovational technologies for creating their own materials for L2 courses.

Among specific issues of higher importance in methodology terms the respondents named teaching multilevel student groups with various learning styles and abilities and developing case study methodology. Alongside pedagogy and methodology issues, respondents are also keen on developing their academic career and increase their ranking level among the PRUE faculty. This involves boosting skills in carrying out research, writing a research paper and preparing it for the peer-reviewed high impact professional journals which in turn will result in increased confidence in delivering ESP / EAP courses at undergraduate and postgraduate levels.

The last but not the least important were named personal development issues – effective time-management, ability to endure stress, to set priorities and to delegate. Some respondents indicated that they feel under stress and fear emotional burnout.

All these issues can be the topics for elaboration in the sessions at the next upgrading qualifications programmes. The authors would recommend including the following:

Raising awareness in the efficiency of innovative communicative methods tailored to fit into online learning environment to cater for individual student’s learning curves;
Arranging practical sessions and workshops for teachers aimed at developing their skills in teaching with computer-based online environment;
Arranging workshops and consultations for teachers to equip them with knowledge and skills necessary for creating their own efficient digital online resources;
Providing training module in academic writing;
Providing training module in personal development and emotional behaviour training.
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Innovative Educational Environment as The Factor of Formation of Research Competences of the Teacher

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Abstract
Introduction. The transformations taking place in the economic, political, social, cultural spheres of life in Russia define new requirements for the goals, values, functions of education in the direction of ensuring the development and self-realization of students’ personality.

Research methodology. The focus of training and education on the growth of the student as a person, a carrier of certain individual characteristics and an active subject can benefit only if an effective strategy of pedagogical work is developed. The scientific foundation of such a strategy should be the basic principles of modern approaches implemented in the field of pedagogy and psychology: personality-oriented, humanistic, activity and competence.

Research results. Four areas of professional activity of the teacher in the innovative educational environment are highlighted: area of the analysis, synthesis and mastering innovative pedagogical experience; area of popularization and initial practical use of innovative pedagogical experience and advanced developments; area of improvement of professional skill and disclosure of creative potential of the teacher; area of innovative processes in education system.

Discussion. The essence of the research activity of the teacher is determined by the functions, which are based on the following factors: optimization of the educational process; specifically structured, controlled cognitive process; the processes of self-improvement, self-learning and self-education, self-realization; mastery of professional pedagogical activity of a new level.

Conclusion. Four levels of development of research competences of the teacher are highlighted: basic, empirical (locally-initiative), productive (tactical) and constructive (strategic).

Keywords: Research activity of the teacher; research competence of the teacher; technology of research activities improvement; problematization; module.

Introduction
The transformations taking place in various spheres of life in Russia (economic, political, social, and cultural) define new requirements for the goals, values, functions of education in the direction of ensuring the development and self-realization of the students’ personality. A graduate of modern school must possess a complex of information and research skills, have critical and creative thinking. Similar requirements are put forward by the Council of Europe, identifying five groups of key competencies, including social, intercultural, written and oral communication, information research, and continuing education. The Federal Law “On education in the Russian Federation”, the National doctrine of education, the Concept of modernization of Russian education for the period up to 2020, the State program of the Russian Federation “Development of education (2013-2020)”, the Professional standard “Teacher” and other normative documents define new tasks for the teacher to improve the quality of the educational process that meets the ever-increasing requirements of society and the individual to the education system.

The idea of education development, laid down in the regulations on education, is implemented by teachers in the framework of innovation, which purposefully affects changes in the content, methods and techniques of
the educational process and is closely related to its research activities. Therefore, the research component of
the teacher’s pedagogical activity, which affects the development of both the professional competence of the
teacher and the new practice of education, actualizes the need for a higher level of development of research
competencies of the teacher.

In our study, under the research competence of the teacher, we understand the dynamic professional and
personal characteristics that have a complex structure, the components of which are aimed at the
implementation of the functions of pedagogical research activities; have the properties of integrativity and
integrity; focus on self-realization and self-development of teachers in teaching activities; aim at finding
knowledge to solve educational problems of a particular educational institution in accordance with the goals
of modern education.

Research methodology
The focus of training and education on the growth of the student as a person, a carrier of certain individual
characteristics and an active subject can benefit only if an effective strategy of pedagogical work is developed.
The scientific foundation of such a strategy should be the basic principles of modern approaches implemented
in the field of pedagogy and psychology: personality-oriented, humanistic, activity and competence. In this
regard, the tasks facing the school teacher are the formulation and implementation of an educational strategy
that would contribute to the most successful self-determination of students in a variety of situations (not only
educational); effective use of methods of mental, physical and moral self-improvement, control over their own
emotions; the qualitative development of knowledge, skills and abilities associated with setting goals, thinking
through the action plan, reflective analysis and evaluation of the process and the result, independent search
and study of the necessary information, the degree of awareness and involvement in the system of universal
values; the development of teamwork skills. A modern school teacher who can carry out flexible, based on an
individual approach training and education, building the competencies necessary for the development of the
state in an innovative direction, as well as to realize the creative potential of students and instill in them one of
the most important skills — the skill of independent work, and he must be able to operate such means of
building the educational process, which greatly exceed traditional means in different respects. The specificity
of the professional activity of the school teacher is its multifunctional nature, the presence in its composition
of several varieties of localized activities, combined at different stages of the educational process. This idea is
reflected in the works of many authors. Like N.V. Kuzmina defines the following elements included in the
structure of professional activity of the teacher: communicative, gnostic, organizational, constructive [20].
From the point of view of A.I. Shecherbakov, the organizational component combines four functions:
developing, information, mobilization and orientation [6]. The author also pays special attention to the
research function. Considering the activities of the school teacher in the framework of the approach that
emphasizes the role of creativity and individual manifestations, V.A. Kan-Kalik believes that the work of the
teacher consists of more than two hundred aspects [14]. According to V.P. Tarantey, any kind of professional
activity of the teacher can be attributed to one of the six categories: educational, communicative, research,
organizational, methodological, managerial or special [4]. Based on the humanitarian educational paradigm
that contributes to the formation of subject-object relations between the teacher and the student, L. M. Mitina
“divides” the professional activity of the teacher into three pairs of components: the goals and objectives of
the pedagogical process, the means and methods of their solution, the study and evaluation of the actions of
the employee [17]. From point of view of A.I. Zhuk and N.N. Koshel, the transformation of the target and
value components of the educational system causes a fundamental change not only in the essence of the
educational process, but also in the place that a school teacher takes in it. The authors point to the determinism
of the structure of pedagogical work by various functions implemented by the teacher in the framework of
cooperation “teacher-student”, and identify four elements of this structure: pedagogical (including
organizational and managerial components), research, methodological and technological-design [8]. In
general, teachers and psychologists hold different views on the component composition of the professional
activity of the teacher, but all authors agree that the research work is one of its main facets. In our opinion, it
is the main, defining element of professional activity of the school teacher, “bridge” between theory and
practice. The authors of the article consider the research activity of the teacher (hereinafter - RAT) as a type of
activity focused on the improvement of the theoretical and practical aspects of education, involving the
conduct of research by the teacher in order to detect and eliminate certain difficulties and obtain new
information about the means to achieve the desired results. The specificity of the RAT lies in the applied nature of the research (their focus on solving the problem that arises and progressing in the conditions of a particular educational institution); emphasis on improving the quality and effectiveness of the educational process [1]. Doing research and taking into account the problems of their educational institutions, the teacher has the opportunity to analyze the situation, to understand it in line with a certain scientific concept, to find the best or just an acceptable solution.

Research results
In various periods of the twenty-first century, RAT was associated with the maintenance of a variety of processes and functions specific to the professional activities of the school teacher. In connection with the constant updating of tasks determined with the development of education against the background of social and economic changes, the functions of the RAT have been clarified all the time. During the analysis of scientific literature [2, 5, 9, 13,16] we identified four areas of professional activity of the teacher, within which the RAT (as a component of pedagogical activity) occupies the most important place, is implemented and is evolving most actively: 1) area of analysis, synthesis and mastering of innovative pedagogical experience; 2) area of promotion and the initial practical use of innovative teaching practices and cutting-edge developments; 3) area of improvement of professional skills and creative potential of the teacher; 4) area of innovative processes in the education system. The analysis of the designated areas in professional practice of the school teacher allowed highlighting the following functional complexes correlated with the above-mentioned areas and representing the essence of RAT. The first set of functions (information, diagnostic, analytical, reflexive, optimization, compensatory) “is responsible” for the maximum implementation of training and education opportunities, identification of deep connections existing between the stages of the processes, between past and current states. At the same time, research should be considered as a pedagogical tool to help analyze and correct the problems that arise in the framework of other professional activities of the teacher, thus affecting the level of their success. The second set of functions (scientific and methodological, design, prognostic, managerial, constructive) is built on the first complex and is based on a specifically structured, controlled cognitive process, which consists in determining the problem, formulating and verifying hypotheses, developing and implementing the experiment, studying the data. In this context, research is a key unifying element for other types of professional activities of the teacher, being a superstructure to them, increasing their efficiency. The third complex includes the functions of self-improvement, self-learning and self-education, self-realization and disclosure of personal and professional potential. Many authors (T.G. Brazhe, N.V. Kuzmina, L.S. Podymova, etc.) emphasize that with the inclusion of a school teacher in the research activity there is a significant increase in his self-consciousness. M.M. Levina also notes the significant impact of such activities on the formation of pedagogical skills and the vector of personal development [7]. From the point of view of V.I. Mareev and G.P. Schedrovitsky, the activity associated with science classes contributes to the formation of a constructive Self-concept of the teacher [18]. The authors agree that the understanding of their personal and professional experience, its analysis and synthesis contribute to the pedagogical activity the element of creativity, give it a special subjective value. Within the research work, the school teacher reveals the main content of the urgent professional problem and determines the most promising ways to solve it in the course of retrospective or preliminary analysis aimed at forming a personal attitude to the problem situation and the desire to develop continuously within the chosen profession. The fourth set of functions is those directly related to the development of education. In the structure of professional activity of a modern teacher, the research component determines the evolution of both teaching work and educational practice in general. The requirements of society to the state system of education and upbringing are constantly growing, which stimulates school teachers to use new methods and technologies, to search for their optimal combination in the conditions of a particular lesson. In our opinion, the innovative activity of the teacher in the field of research should be aimed at identifying and analyzing not only the current demand in the field of education, but also the one that can be formed in the foreseeable future.

Discussion
The essence of the RAT in the modern socio-professional context is determined with the functions, which are based on the following factors [19]:

– optimization of educational process and successful solution of tactical tasks;
— specifically structured, controlled cognitive process, which consists in determining the problem, formulation and verification of hypotheses, development and implementation of the experiment, the study of the data;
— the processes of self-improvement, self-learning and self-education, self-realization, self-disclosure of personal and professional potential;
— mastering the professional pedagogical activity of a new level, aimed at building the educational process in accordance with a clear, science-based strategy.

From our point of view, the performance of these functions can be entrusted to a teacher with certain research competencies. The authors of pedagogical works have no common opinion on the interpretation of the concept of “competence”. We believe that this is due to the complexity of its structure, which includes the characteristics of KAS (knowledge, abilities, and skills), methods of activity, as well as the description of certain properties of the psyche, allowing a person achieving acceptable results in the chosen field. To characterize the concept of “research competence of the teacher” (RCT) most accurately, we define the basic differences that exist between the two related concepts — “competence” and “competency”. In accordance with the explanatory dictionary edited by D.N. Ushakov, competency represents “awareness, authority”, and competence — “a circle of questions, the phenomena in which this person possesses authority, knowledge, experience; a circle of powers” [10]. According to A.V. Khutorsky and L.N. Khutorskaya, competency should be positioned as the presence of adequate competence, manifested, in particular, in the personal attitude of the employee to his activities in general and its subject [3]. The authors define competence as a combination of interdependent properties of a person (knowledge, abilities, skills, methods), applied to a number of processes and phenomena and necessary to use the latter as an external foundation of their effective activity.

Competency is recommended to be interpreted as the degree of implementation of professional experience inherent in the individual, within the competence related to the chosen profession. At a certain stage, a high level of competency involves a symbiosis of different competencies: social (legal culture, civic literacy), intellectual (ability to analyze the situation, its critical understanding) and personal (ability to communicate and think through their own behavior, readiness for continuous learning until old age — life-long learning). The analysis allows interpreting competence as a combination of specific regulatory functions and properties, fixed and officially approved application standard, and competency — as a combination of features of his character and accumulated professional experience in the chosen field achieved and implemented by a person in practice. In this context, we consider RCT as complex characteristics of the professional-personal type, which determine the requirements for the implementation of the functions of RAT by the school teacher: information, diagnostic, reflexive, analytical, constructive, design, prognostic, constructive, personal, management and others. From our point of view, the main research function in the activity of a school teacher is a reflexive function. In addition to achieving pedagogical goals (the way out of an unfavorable situation with the least losses, temporary, psychological, etc., achieving the optimal educational result, improving the emotional state of students), it helps to perform a number of research tasks: to establish the cause of the problem, to argue the chosen way to solve it, to determine promising scenarios for improving the comfort of the educational process. The implementation of RAT is determined by the transition from reflection serving practical activities to specialization and objectification of this reflection, and then to its transformation “into a system of activities, called scientific research” [11]. RCT are developing characteristics of the professional-personal type with a complex structure, the elements of which are aimed at the implementation of the functions of the RAT; are holistic categories; stimulate teachers to professional self-improvement, to the constant search for new information to eliminate the difficulties encountered in a particular educational institution in the face of challenges posed by reality. The analysis of the RCT structure listed in the works of various researchers allowed our colleagues dividing the considered components into three groups of competencies [12]:
— associated with the value, target and motivational vectors, as well as with the personal properties of the teacher, making a significant contribution to the implementation of the RAT;
— based on theoretical knowledge required for high-quality research work within the chosen profession;
— determining the skills and abilities needed to implement the RAT. Thus, the component composition of RCT includes three interrelated groups. Let us name them as motivational-target, theoretical-content and organizational-activity;
— in accordance with the functions performed. Motivational-target group of RCT is a mandatory subjective condition for the implementation of the RAT, determines the personal attitude of the school teacher to the scientific component of their work, and depends on the characteristics of the psyche of the employee and his desire for self-improvement and disclosure of their own potential in the framework of research activities.

The theoretical and content group of RCT is the basis of all pedagogical competences, as it has a direct relation to the conceptual and terminological apparatus of the corresponding science. Knowledge of theory and methodology is another factor to assess the level of RCT. According to our data, this criterion takes into account the degree of knowledge of basic scientific and methodological concepts, familiarity with the logic and stages of pedagogical research, the idea of new theories and concepts actively used by practicing teachers and teachers-psychologists.

The organizational and activity group of RCT is related to the extent to which the teacher possesses a set of skills and abilities required for the effective construction of research activities and its subsequent implementation. The factors contributing to the implementation of the necessary requirements include the following [15]:

— goal-setting, within the framework of which the research goals are formulated, inseparable from the global educational goals, pedagogical and research tasks are set, the content and prospects of the new education system are analyzed;
— diagnostics needed to carry out the work on training and education, to establish scientific facts, to monitor the RAT and evaluate its results;
— communication that allows finding a common language with colleagues and students; building constructive and trusting relationships with children both in the classroom and during extracurricular activities, because communication, like any other activity, is an area of self-presentation and "self-creation" of the person. Thus, the ability to organize high-quality communication is a condition for adequate diagnosis of pedagogical work, ensures the purity of the experiment and, therefore, allows finding more effective ways to solve the problem;
— decision-making, consisting in the preference of one option from a number of possible. There are two possible scenarios: in the first case, the school teacher makes a choice between the existing options of behavior; in the second case, he "comes up" with a way out of the situation, using his own experience and creative resource. The peculiarity of the decision of the teacher is a complex activity of analytical nature, focused on the elimination of uncertainty of the situation.

Conclusion

We identified four levels of RCT development: basic, empirical (local-initiative), productive (tactical) and constructive (strategic). The basic level of mastering the competencies under consideration is manifested in the selective and persistent interest of the teacher in research work with the domination of external motivation. The empirical level of mastering the competencies of the RCT is represented by the presence of stable value orientations and attitudes in the field of research activities, awareness of the need to hone their skills. In addition to the above, the productive level of RCT mastering is characterized by a high level of design skills development. The constructive level of the RCT is associated with a conscious and expressed desire to engage in research activities; the ability to offer their own formulation of the problem; in-depth analysis of the process and effective aspects of their work; a high level of implementation of the prognostic and design potential.

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Psycho-Pedagogical Support of Educational-Preventive Activities of Deviant Behavior of Minors


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Abstract
The changes taking place today in our society have sharply identified the problem of helping adolescents with deviant behavior, developing comprehensive preventive measures, rehabilitation and socialization of this group of young people. Research methodology. Despite the increasing role of education in the education system, insufficient attention is paid to educational and preventive activities in modern educational practice. In some cases, preventive measures are mostly formal, dominated by administrative measures of influence on students, the dominance of which significantly complicates the education of socially adapted personality of the future professional. Research results. One of the main tasks of the state is the formation of a stable and healthy society. At the same time, the object of national and state interests is young people, because the fate of society and the state depends on the usual behavior, lifestyle, and personal qualities of modern youth. Discussion. Prevention is a very important and necessary aspect of social control. Social control over deviant behavior and, above all, over crime as its most acute form includes “struggle” through punishment (repression) and prevention. Currently, in most countries it is generally recognized that there is a “crisis of punishment”, a crisis of criminal policy and criminal justice, a crisis of state and police control. Conclusion. Deviant manifestations are not unique and new, but their research becomes particularly relevant at the present time, in the critical period of development of our society. In modern society, the interaction of the individual, family and society is carried out in the conditions of qualitative transformation of social relations, which cause not only positive but also negative changes in various spheres of social life.

Keywords: Prevention, deviation, psychological and pedagogical support, educational and preventive activities.

Introduction
Socio-economic changes in Russia in recent decades have affected all spheres of life. Along with positive changes that stimulate the development of many spheres of human life, such negative trends as social stratification, unemployment, reduced demand for spiritual values, great interest in material goods and financial well-being have increased in society, which led to increased socio-psychological disorientation of young people and rejuvenation of crime. This trend today is also determined with the vagueness of ideological principles, the lack of a clear system of socially approved behavior, the exposure of young people to the negative influence of the media and criminal gangs. In this regard, the organization of effective educational and preventive work with children and adolescents, protection of their rights, preparation of teachers, parents and leaders for this activity becomes very important.

The particular importance in the prevention of offenses belongs to the pedagogical and psychological knowledge, based on the study of the nature and causes of deviant behavior, forms and methods of education. The fundamental work of domestic teachers, such as: N.K. Krupskaya, A.S. Makarenko, L.N. Tolstoy, K.D. Ushinsky, etc. are devoted to theoretical, methodological and methodical aspects of children’s education.
Research methodology

Issues of social education in Russia were actively developed during the formation of Soviet power in the 20-30s, which was determined with the social situation of children at the time (orphanhood, homelessness) and the growth of offenses among young people. In the works of P.P. Blonsky, L.S. Vygotsky, S.T. Shatsky and others the theoretical foundations of social education were revealed. The researchers O.S. Gazman, H.I. Liymets, I.I. Novikova, and others consider the problems of education of the child in different societies, emphasizing the leading role of educational institutions as the main institution of social education of children. In recent decades, research aspects of prevention of deviant behavior of students, issues of legal training and education, personality diagnosis made a significant contribution to the development of psychological and socio-pedagogical aspects of educational and preventive activities.

Most specialists in the field of pedagogy, sociology, psychology assign a major role in the prevention of deviations – preventive work among minors. This is because during adolescence the human personality, its character, beliefs, inclinations and values are formed. Minors older adolescents usually study either in high school or professional educational organization, therefore, the work efficiency of the teaching staff on the prevention of deviant behavior of students largely determines the results of the prevention of juvenile delinquency in society.

However, despite the increasing role of education in the education system, educational and preventive activities in modern educational practice is not given enough attention. In some cases, preventive measures are mostly formal, dominated by administrative measures of influence on students, the dominance of which significantly complicates the education of socially adapted personality of the future professional. The priority of preventive practice development in the fight against offenses, proclaimed at the level of state policy, is far from effective implementation in the activities of professional educational institutions.

Analysis of scientific literature and the needs of real educational practice shows that with the undoubted diversity of research in the field of psychology, pedagogy, medicine, law on crime prevention, their undeniable theoretical and practical significance, the use of research results of highly specialized scientific knowledge in the practice of real educational institutions is very difficult, so the problem of prevention of deviant behavior of young people is open to theoretical understanding and experimental testing.

Research results

One of the main tasks of the state is the formation of a stable and healthy society. At the same time, the object of national and state interests is young people, because the fate of society and the state depends on the usual behavior, lifestyle, and personal qualities of modern youth. The changes taking place today in our society have sharply identified the problem of helping adolescents with deviant behavior, developing comprehensive preventive measures, rehabilitation and socialization of this group of young people. In pedagogical, social, psychological and other special literature the deviant behavior of the person is designated by the term “deviation” (from the Latin word deviantio – deviation). Deviation is one of the sides of the phenomenon of variability, which is typical for man and the world around him. Variability in the social sphere is the interaction of man with the environment and is expressed in his behavior, which can be normal and deviant. It is not possible to draw a clear boundary between them and the concept of “norm” serves as a starting point for understanding the essence of deviations. Social norms as a set of requirements and expectations imposed by the social community to its members in order to regulate activities and relations create for this society and at this time the normative-approved field of action, orienting the behavior of the individual. In the modern conditions of the reformed society, the problem of interpretation and application of norms is rather complicated, as the regulation of these norms is in accordance with the prevailing system of values, interests and needs. According to political scientists and sociologists, the criterion determining the concept of “social norm” is the impact of social phenomena, and if this impact is destructive, posing a real threat to the physical and social survival of a person, then this is the border separating the norm from deviation. In the literature on pedagogy, sociology, psychology, deviant (abnormal) behavior is defined by various terms – deviant, destructive, abnormal, asocial, immoral, antisocial, delinquent, etc. At the same time, there is a blurring of boundaries in determining its various types, and, as a consequence – a certain confusion of concepts. Not without reason, Ya.I. Gilinsky noticed that thousands of volumes devoted to problems of deviations are written, “...but it still isn’t absolutely clear what it is”. Agreeing with the opinion of some authors (M.A. Galaguzova, Yu.N. Galaguzova, G.N. Shtinova, etc.) in our study we accept that deviant (abnormal) behavior...
has a broad meaning and includes all possible kinds of deviations from the norm – deviation: deviant, delinquent and criminal behavior [1].

We consider deviant behavior as the most common type of deviant behavior of a mentally healthy person, leading to its social maladjustment due to a steady violation of social and moral norms and values adopted in this society. In our study, we understand delinquent behavior (from the Latin “delinquens” – misdemeanor, fault) as a kind of deviant behavior that contradicts the legal norms of society. It includes any act or omission prohibited by law (other than criminal). The person exhibiting the wrongful, illegal behavior is called a delinquent person (delinquent). Criminal behavior is understood by us as a type of deviant behavior characterized by a violation of the Criminal Code. Criminal behavior is usually preceded by various manifestations of deviant and delinquent behavior. Thus, our study showed that deviations are characterized by various behavioral deviations and, despite some differences, most researchers consider the main criterion of deviations to be a violation of accepted norms and rules of behavior in society, considering this phenomenon on the axis “adaptation (socialization – disadaptation (desocialization)” [2]. Deviations in behavior contradict various norms accepted in society, namely: moral and social norms, norms of law (except criminal) and norms of criminal legislation.

Discussion
Prevention is a very important and necessary aspect of social control. Social control over deviant behavior and, above all, over crime as its most acute form includes “struggle” through punishment (repression) and prevention. At present, in most countries, generally recognized are the views of the “crisis of punishment” (T.Mathiesen N. Christie and others), the crisis of criminal policy and criminal justice, the crisis of state and police control.

Today there is a global trend of transition from punishment to prevention. The need to prevent deviant behavior is evidenced by domestic and foreign experience. It is clear that it will not be possible to prevent completely the occurrence of crimes. However, partial, limited foresight of the emergence of certain forms of crime is possible and necessary.

In this regard, the problems of prevention and fight against offenses and crime in the youth environment are actualized in the Russian society. At the same time, preventive work should be considered as a means of preventing socially negative phenomena: juvenile delinquency, social maladjustment of adolescents, aggressive behavior, deviations, misuse of psychoactive substances by adolescents, etc.

The scientific knowledge that underlies the study of the nature of deviant behavior of minors, the necessary systemic practical measures to prevent antisocial behavior of adolescents, integrated methodological support of this process is of particular importance.

The majority of specialists in the field of pedagogy, psychology, criminology assign the main role to the prevention of deviations, as in adolescence the person’s personality, character, beliefs, inclinations and value orientations are formed. According to experts, there are several reasons for increasing the age-related deviance of young people:
- increased energy potential;
- uncertainty due to the transition stage of socialization;
- low social status;
- the existence of a sense of social inequality;
- difficulties of self-assertion in the world of adults, etc.

The activity of deviation is also determined by ignorance of legal and social norms of behavior. Therefore, the prevention of juvenile delinquency is not only an important part of the overall system of crime prevention in general, but its importance and essence are an integral part of the education and upbringing of the younger generation.

Minors – a demographic, socio-psychological, civic group of the population characterized by intensive social, psychological, physiological development, determined by age and the nature of social relations in the determining role of socio-pedagogical factors. This age (from 14 to 18 years), as a rule, falls on the years of study either in high school or in the educational organization of secondary vocational education (lyceum, college, vocational school). As the analysis shows, the effectiveness of the teaching staff for the prevention of offenses of students largely determines the results of the prevention of juvenile delinquency in society. That is
why it is necessary to provide a scientifically organized, holistic, systematic educational process for the prevention of deviant behavior among young people in the educational organization. One of the sides of this process is the partnership, because it is necessary to comply with the requirements of the current legislation on the prevention of offenses, the organization of interaction with the commissions for minors and the protection of their rights, departments for minors of the internal affairs bodies and other subjects of prevention.

Another equally important aspect is the scientific and methodological support of this process taking into account the causes and characteristics of various deviations. A significant role among the causes of various deviations in the behavior of adolescents belongs to their socio-psychological, psychological, pedagogical and psychobiological features, knowledge of which is required for the systematic organization of preventive activities in educational institutions.

The analysis of preventive work in educational institutions of secondary vocational education shows that in this work there is often formalism, dominated by the administrative and punitive nature of preventive measures, rather than individual corrective work, still in many cases educational institutions are trying to get rid of "difficult" children. Low professional competence of personnel in the prevention of deviations and deviant behavior, poor coordination with the family and law enforcement agencies determine the low efficiency of preventive work.

The contradiction between the need for practice in the prevention of offenses of students and the imperfection of the system of preventive activities of professional educational organizations led to the problem of research: how to improve the socio-pedagogical activities for the prevention of deviant behavior and offenses of students.

The scientific significance of solving the problem lies in the development of theoretical provisions and practical recommendations for the organization of prevention of deviant behavior, ensuring the reduction of its level and the prevention of youth offenses.

**Conclusion**

Deviant manifestations are not unique and new, but their research becomes particularly relevant at the present time, in the critical period of development of our society. In modern society, the interaction of the individual, family and society is carried out in the conditions of qualitative transformation of social relations, which cause not only positive but also negative changes in various spheres of social life. Various difficulties encountered in the process of adaptation of representatives of various social groups to the market economy give rise to deformation of interpersonal relationships, the separation of generations, the loss of traditions. Increasing on a mass scale various forms of social pathology (drug addiction, prostitution, alcoholism, etc.), criminalization of the social environment, a sharp weakening of the normative-moral regulation of social relations – these and other negative trends in the development of modern society pose an extremely important task for the pedagogical and psychological sciences to study the nature, patterns of deviant behavior and its subjects – deviant personality (deviant) and asocial associations (criminal groups, organizations, etc.). Socio-economic changes in Russia in recent decades have affected all spheres of life. Along with positive changes that stimulate the development of many spheres of human life, such negative trends as social stratification, unemployment, reduced demand for spiritual values, great interest in material goods and financial well-being increased in society, which led to increased socio-psychological disorientation of young people and rejuvenation of crime. According to statistics, about every eighteenth crime is committed by minors or with their participation. This trend today is also determined with the vagueness of ideological principles, the lack of a clear system of socially approved behavior, the exposure of young people to the negative influence of the media and criminal gangs. In this regard, the organization of effective educational and preventive work with children and adolescents, protection of their rights, preparation of teachers, parents and leaders for this activity becomes very important. The need for preventive measures is evidenced by domestic and foreign experience. It is clear that it will not be possible to prevent completely the occurrence of offenses, but a partial, limited prediction of the emergence of certain forms of crime is possible and necessary. Moreover, any negative behavior should become a special object of education, and for this it should be studied as an independent phenomenon that accompanies and promotes crime.
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The Concept of an Individual Educational Trajectory Development

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Abstract

Lifelong learning for personal and professional development, change of occupation, acquisition of a wide range of skills in accordance with the supply and demand for highly qualified personnel is crucial. The continuity of education should ensure the possibility of multidimensional movement of the individual in the educational space and the creation of optimal conditions for such movement. Research methodology. The system of continuing education in Russia is currently one of the priorities of the state development policy. The essence of the choice of individual educational trajectory (IET) is the decision-making based on the system of individual values and personal meanings, general orientation in the world of education and work, the allocation of important life’s immediate and distant prospects as stages and ways to achieve the goal, knowledge of their strengths and weaknesses, personal characteristics. Research results. The choice of IET is realized on the subject field, which includes a variety of in-depth and enriched content of education, types and forms of subject material, rational methods of educational activity, and forms of control of educational results, forms of independent work, as well as levels and ways of getting education. Discussion. In the development of IET, an important place is given to pedagogical support, the essence of which is not only in the preventive teaching of the student to plan his own life path and individual educational trajectory, to solve problem situations, but also in the permanent readiness of the adult to respond adequately to the physical and emotional discomfort of the student and/or the people around him, to his request for interaction. Conclusion. With the use of individual educational trajectories, the education system becomes flexible, variable, and responsive to the changing needs of society and meets the educational needs of each individual.

Keywords: Qualification structure of professional staff, lifelong learning, choice of individual educational trajectory.

Introduction

The basis for the development of “The Concept of individual educational trajectory development - education through life” is the features of the modern stage (continuity, stability, swiftness and informativeness) and the known trends of world development: accelerating the pace of development of society and, as a consequence, the need to prepare people for life in a rapidly changing environment; the transition to a post-industrial, information society, a significant expansion of the scale of intercultural interaction, which involves the formation of such features as communication skills and tolerance; the emergence and growth of global problems that can be solved only as a result of cooperation within the international community, which requires the formation of modern thinking in the younger generation; democratization of society, expansion of opportunities for political and social choice, which makes it necessary to increase the level of readiness of citizens to such a choice;
the dynamic development of the economy, the growth of competition, the reduction of unskilled and low-skilled labor, deep structural changes in employment, determining the constant need to improve professional skills and retraining of workers, the growth of their professional mobility;
the growing importance of human capital, which in developed countries is 70-80% of the national wealth, which leads to intensive, advanced development of education, both youth and adults.
These changes affect the qualification structure of professional staff, requiring them to professional mobility and excellence, the need to update constantly their knowledge. Therefore, lifelong learning for personal and professional development, change of occupation, acquisition of a wide range of skills in accordance with the supply and demand for highly qualified personnel is crucial. This applies to the objectives, access, content, type and duration of programs; scope of activities; forms of organization of the educational process; methods, techniques and personnel involved in teaching; the ability of educational institutions to respond quickly to the emergence of new needs, to anticipate them, to create flexible and responsive to changes structures, to change the criteria of access to education to take into account the experience of working life.
In modern pedagogical science continuous education is considered, firstly, as a system of views on educational practice, proclaiming the educational activity of man as an integral and natural component of his way of life at any age, providing for the need to complete the educational ladder with new steps designed for all periods of adult life. The main goal of lifelong learning is to enrich the creative potential of the individual. Secondly, as a holistic process, ensuring the ongoing development of creative potential of personality and all-round enrichment of its spiritual world, consisting of a series of towering steps of the specially organized school, giving the person the favorable change in social status.
The continuity of education should ensure the possibility of multidimensional movement of the individual in the educational space and the creation of optimal conditions for such movement. These conditions are designed to help a person to go confidently and navigate in the professional field. The system-forming factor of continuous education is integrity, i.e. not mechanical increment of elements, but deep integration of all subsystems and processes of education.

Research methodology
The system of continuing education in Russia is currently one of the priorities of the state development policy. The program documents “National doctrine of education in the Russian Federation for the period up to 2025”, the National educational initiative “Our new school”, the Federal Law of 29.12.2012 № 273-FZ “On education in the Russian Federation” emphasize the need to move to the competence-based paradigm of education, to increased attention to work with gifted and motivated children. Achieving these goals is directly related to the individualization of the educational process.
As perspective models of individualization the models which proved themselves in the world and domestic experience are offered as the organization of training of pupils of the III stage on the basis of individual curricula and educational programs; individual educational routes in educational networks; the accumulative credit-rating system based on technology of modular training; distance learning on the basis of computer technologies.
Individual educational trajectory (IET) can be considered as:
- one of the ways of implementation of individualization in the context of the new paradigm that applies primarily to the activity of the learner as the subject of his own education. At the heart of this concept – the student’s own role and responsibility in the implementation of cognitive activity, that reveals his personal potential;
- individual way of realization of personal potential of each student;
- the purposeful process of designing the educational program, in which the student acts as the subject of choice, design and implementation of their educational path with the pedagogical support of the teacher;
- continuous conditional line, moving through which the person carries out in the educational space in accordance with the levels of training (educational qualifications) and taking into account the continuity of previously acquired knowledge.
At the same time, the system of continuing education should provide three main conditions:
- continuity of educational standards and programs at various levels of general and vocational education;
- possibility of temporary termination and renewal of training, change of its form, choice of individual educational trajectory, advanced training, retraining, etc. in order to maintain both a high level of general education and professional competitiveness, meeting the needs of the labor market;
- the absence of dead-end educational programs, educational institutions, directions and types of education that do not give the opportunity to continue both general and vocational training.

“The Concept of individual educational trajectory development - education through life” should be based on the following principles:

- basic education - educational starting basis for the successful continuation of the movement of the individual in the educational space;
- multi-level - the presence of many levels and stages of education allows the individual to meet their needs and realize the opportunities that will provide a more rational filling of professional niches in the labor market;
- diversification - involves the expansion of the activities of the education system and the acquisition of new, not peculiar to its earlier forms and functions, which will increase social demand for a higher level of professional education and the need to meet the needs of a much more diverse population; develop a wide range of alternative programs and training systems;
- economic competence - as a mandatory component of training, because every person today involuntarily included in economic relations, being either an active participant (who creates a business and earns business), or passive (just being a consumer of goods and services offered in the market);
- additionality (complementarity) of basic and postgraduate education - provides the individual with the necessary conditions for improving professional skills in the educational space;
- maneuverability and continuity of educational programs - allows the individual to reorient professionally at a particular stage of life;
- integration of educational structures - corresponds to the processes of restructuring of educational systems and allows to create multi-profile, multi-level and multi-stage educational institutions on the basis of social partnership;
- flexibility of organizational forms - reflects the need to provide not only a wide variety of forms of education, and their flexibility and variability in order to create the necessary conditions for the movement of the individual in the educational space.

The essence of the choice of individual educational trajectory is the decision-making based on the system of individual values and personal meanings, the general orientation in the world of education and work, the allocation of important life short and long-term prospects as stages and ways to achieve the goal, knowledge of their strengths and weaknesses, personal characteristics. The choice of individual educational trajectory is determined by a set of factors:

- features, interests and needs of the student and his parents to achieve the desired educational result;
- the teaching staff professionalism;
- opportunities of professional educational institutions to meet the educational needs of students;
- material and technical facilities of educational institution.

Research results
The choice of individual educational trajectory is realized on the subject field, which includes a variety of in-depth and enriched content of education, types and forms of subject material, rational methods of educational activity, and forms of control of educational results, forms of independent work, as well as levels and ways of getting education.

The basis of the choice and construction of individual educational trajectory are the following characteristics of the individual:

- a tendency to a certain kind of activity: technical creativity and innovation in engineering and technology (creative-innovative personality), scientific creativity (innovation, creative personality), public-social activities (public innovative personality), students with strong abilities of a leader (organizational and innovative personality);
- the need for professional self-determination - the formation of professional intentions, training and education, professionalization and professional adaptation, skill, partial or full implementation in professional activities;
The development of educational trajectories of the individual is influenced by external and internal factors. External factors include: access to education – there are three types of barriers that prevent the alignment of educational opportunities (institutional, socio-cultural, economic, motivational and informational); the creation of an educational environment (institutional, cultural, economic), which will provide conditions for educational activities comparable to the European ones. Internal factors include: goal-setting of the processes of design, organization and implementation by the individual (with possible pedagogical support) of his/her individual educational activity; motivation for the realization and self-realization of the inherent personal potential.

As criteria for assessing the quality of building an individual educational trajectory can be: subjectivity in its construction, the logic of its construction and the breadth of this trajectory.

Discussion

The mechanism of individual educational trajectory of students involves the following stages. The goal-setting stage involves competent goal setting and diagnostics of basic personal qualities (value, motivational, normative, positional, organizational, information, control and evaluation) necessary for the “launch” of the educational trajectory and characterizing the two subjects – the teacher and the student. The technological stage provides for the creation of an individual educational program as a means of implementing the educational trajectory in accordance with the developed methodology.

The effectiveness of the development of individual educational trajectory is determined by a number of pedagogical conditions:

- awareness of the students with the need and importance of building an individual educational trajectory as one of the ways of self-determination, self-realization and verification of the correct choice of content, form, mode, level of education;
- implementation by the participants of the educational process of purposeful activity on the formation of sustainable interest in the process of designing individual educational trajectory;
- implementation of psychological and pedagogical support of students and information support of the process of IET development;
- inclusion of students in the creation of an individual educational route (as subjects of choice of the way of getting education and as customers of education);
- organization of reflection as the basis of IET correction.

In the IET development an important place is given to pedagogical support, the essence of which is not only in the preventive teaching of the student to plan his own life path and individual educational trajectory, to solve problem situations, but also in the permanent readiness of the adult to respond adequately to the physical and emotional discomfort of the student and/or the people around him, to his request for interaction.

The directions of pedagogical support of development and implementation of IET are:

- analytical and design, including the analysis of individual characteristics and educational needs of students, the dynamics of their development;
- consulting, which involved individual and micro group advice to students;
- coordinating work of teachers of educational institution and institutions of additional education, psychologist, social workers and designed to promote the construction of constructive positive relationships of all subjects of open educational space, social support of students;
- organizational, affecting issues of the educational process organization.

Implementation of IET involves the use of different types of support: content-information, modular-matrix and administrative-technological.

In order to expand the range of educational services and opportunities for pedagogical support of students’ IET it is advisable to use the resources of other educational organizations. One of the ways to achieve this goal is to organize a system of network interaction.

In the last decade in different regions of the country different models of educational networks began to appear: “simple partnership” (Krasnoyarsk region), “community of registered schools” (Penza region), “trajectory-network organization of education in rural areas” (Altai region), “modular organization of education in the...
“area”, various educational associations, “network University”, regional and interregional innovation networks, etc.

Conclusion
The main advantages of building an individual educational trajectory of the individual in the conditions of continuous education are:

for the individual - the ability to carry out individual choice of content, level, ways of obtaining and effective completion of education at each level that meets the intellectual, social and economic needs of the individual;

for the society - the opportunity to get a specialist with the required qualification parameters in different periods of training that protects the rights of consumers who pay the cost of training of employees that they need;

for teachers - in the possibility of the most complete realization of their scientific and pedagogical potential, as this system gives greater autonomy in determining the content, technologies of training and protects the right of teachers to work with students prepared for training at this level and interested in obtaining selected educational services.

Thus, with the use of individual educational trajectories, the education system becomes flexible, variable, and responsive to the changing needs of society and meets the educational needs of each individual.

References
Literary Criticism: the Right Way ahead

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Abstract

At the moment, the prospect of literary criticism is optimistic, because many scholars are already worrying and thinking about its current status quo. This paper study the development of literary criticism which has been influenced by many factors and has an unprecedented growth. People must be able to find ways to get rid of the crisis and dilemma of the development of current literary criticism in thinking and discussion. However, this path is not to cut off, but to strengthen the internal connection between literary criticism and literary theory and literary creation. Turning to specific criticism, showing the tension of literary discourse. Therefore, from the Lodge, it is possible to innovate and transcend history by selecting, absorbing and integrating various literary theories and genre of criticism, coupled with continuous diligence and enthusiasm. In addition, from Rocky can learn the essence of literature and competent in the wave of continuous advancement of the times. Such a study can led to the continuous development and improvement of his literary criticism.

Key words: David Lodge, New Criticism, Metaphor and Metonymy, Structuralism.

Introduction

After the mid-1960s, Rocky tried to reach out to some recent criticisms from outside the UK. French critic Roland Barthes' Writing Degree Zero (1953) and Elements of Semiology (1965) were the first books that Rocky first came into contact with. However, these "hard bones" did not make Rocky much inspiration. The contents of the article, mixed with various unfamiliar terms, even made the story of the rise of the structuralist poetic value of France. This situation was transformed after the emergence of the important representative of Russian formalism, Roman Jacobson. His article "Two Aspects of Language and Two Types of Aphasic Disturbances" (1956) Not only did Rochmy open, but it also made it possible to solve the confusions left by the new criticism, and made Locky observe and generalize the literary trend of Britain in the 1920s and 1950s under Jacobson's poetics., put forward the 'pendulum' theory. Through Rocky's "pendulum" theory, we can observe the trend of modernism and anti-modernism. Lodge found that with Jacobson's poetics, he hoped to break through the limitations of new criticism and analyze the novel from an aesthetic point of view. How to use the analytical tools to interpret the formal skills of novels from the novel itself rather than from poetry is a topic that the self-proclaimed "formalist critic" [1] was very concerned about in the 1970s.

Wellek once said: "The leading scholars are such people: in the hard work of the preparation of academic research in literature, they have been internships and trained, but then they opened their eyes and tried to cohere boldly, while they felt The results of their lifelong work need to be passed on to the academic world, and the latter sometimes widens to the general literary mass." [2]. Lodge has dedicated his life to the literary cause. It is undeniable that on the journey of academic research, Rocky's early criticism was not as mature as the latter, and there was such a prejudice. However, as the famous French critic Teboda said: "If a critical work is incomplete and can guide the reader to correct it, it will have life." [3] It will cause criticism and participate in the dialogue. Showing an intention to move towards a better level. In active exploration and research, Lodge can gradually recognize the limitations of previous ideas, get out of the misunderstanding, and gradually sublimate criticism. His view of criticism has been constantly evolving and changing. In his writings, sometimes his exquisite perusal skills are revealed. Sometimes some of the review articles are not meticulous, but Rocky has been working hard to make the concept of criticism develop in a higher, better, and more perfect direction, and to admire people sincerely. His academic spirit. In the face of various important theoretical schools in the second half of the 20th century, Rocky neither blindly followed the trend nor denied it. He never lost his position, and he was too clouded; he did not rest on his own feet and made mistakes in building a closed door. His attitude towards various theories is both tolerant and eclectic. The most successful place for Rocky is that his criticisms are not the old-fashioned "high-headed sermons" that make people stand out. Years of academic criticism and writing experience have enabled him to achieve a harmonious approach, adopt a positive attitude and timely adjustment methods, and dynamically view and construct critical careers. It is no
exaggeration to say that as a model of literary criticism, Lodge has undoubtedly brought us more room for thinking and enlightenment.

With the advent of the new century, the society has undergone earth-shaking changes, and literary criticism is constantly changing, highlighting many problems. Compared with literary criticism in the 20th century, literary criticism in the 21st century is more diversified and complicated. The diversified development of literary criticism has promoted the deep integration and equal dialogue of national cultures. However, under the complicated and criticized discourse, literary criticism highlights many shortcomings, such as the disconnection from literary creation; the "compulsory interpretation" of the text; the serious trend of commercialization and friendship. In such an era filled with various viewpoints, various knowledge, and various competitions, does literary research still need to start from scratch?

Jacobson's unique contribution to poetics
In the late 1960s, Rocky touched on works other than new criticisms such as the essence of narrative and the meaning of the end, which made Lodge see that literary criticism is not single, it can be carried out from multiple angles. With the deepening of novel criticism. In the early 1970s, many people in the Anglo-American critics had turned to structuralism in the European continent, and Rocky was one of them, and was influenced by Roman Jacobson without exception. Although Roman Jacobson is given a variety of titles, such as "one of the leaders of linguistics in the 20th century", "literary theorist", "Slavic linguist", "symbolist" [4], etc., Rocky The understanding of him began with another identity - the Russian formalist.

2.1 The "two poles" of metaphor and metonymy
Roman Jacobson is hailed as "a character like Prometheus". He brought the Russian formalistic fire to foreign countries. After the development of the three stages [5] of Russian formalism in the early 20th century, due to the suppression and persecution of intellectuals by the Stalin government authorities, the formalism that is flourishing is quiet, many people are forced to stop research, and more turned to other areas of research. It was under the pressure of the dominant ideology at that time that Jacson traveled from Russia to Czechoslovakia, Denmark, Norway and other countries, and finally took root in the United States to continue his academic research activities.

Jacobson's poetic creations are mainly embodied in "Modern Russian Poetry" (1921), "On Realism in Art" (1921) and with Yuri Ladder Julij Tynjanov's joint issue "The Problems in the Study of Language and Literature" (1928) is discussed. In addition, his later research from the perspective of aphasia separated Jacobson's poetics from linguistics. It is included in his two aspects of language and two aphasia disorders in the Fundamentals of Language (1956), co-authored by Morris Halle, and Jacob in 1958. Sen's "Closing Statement: Linguistics and Poetics" (1958), published in the Indiana State Conference on Language and Sports, exemplifies Jacobson's unusual poet. Thoughts, his elaboration of metaphors and metonymies have particularly attracted the attention and interest of Lodge.

Metaphors and metonymy are not a new topic as a common rhetoric of written language or everyday spoken language. They have been studied since ancient Greece. Aristotle believes that metaphor is the name of something that belongs to him. This kind of migration is either from "genus" to "species" or from "species" to "genus" or based on analogy. To come up with a good metaphor, you must be able to see their similarities from things that are not similar [5]. Because both metonymy and metaphor have the nature of migration or "replacement", they have almost the same effect in Aristotle. This idea lasted for more than two thousand years. In the 20th century, scholars carried out different degrees of extension on the basis of Aristotle. According to the American scholar Abrams's explanation, metonymy (from Greek, meaning "easy name") means "using the literal name of a thing to refer to another relationship that is closely related to its frequent connection in daily life thing such as: "crown" or "king stick" became synonymous with the king. The metaphor that is separated from the metonymy (from Greek, meaning "generational") means "to use the local part of the thing as its whole, or (rarely) to use the whole generation to be partial." Such as: "ten hands" (ten hands) refers to ten craftsmen [1]. The Shorter Oxford English Dictionary (2007) and Richard A. Lanham in the Handbook of Rhetorical Terms (2nd Edition) A similar definition is given in , 1990). Although there are differences in various definitions, they cannot be said to be inherently contradictory. Metaphors, metonymy, and metaphor still belong to the same category in the large genus, and all involve replacing one word with another.
Rocky's understanding of Jacobson begins with the latter's different interpretations of metaphor and metonymy. In Jacobson's view, metaphors and metonyms that seem to have the same attributes are essentially in opposition. Metaphor involves similarity substitution, and metonymy involves adjacent substitution. Similarity and adjoining are associated with the horizontal and vertical aggregation of symbols in the sense of Ferdinand de Saussure, which constitute the “two poles” of language.

2.2 The extension of the theoretical meaning of “two poles”

Because Jacobson's elaboration of metaphor and metonymy in “Two Aspects of Language and Two Aphasia Disorders” is compressed within seven pages, Rocky feels "looks like a special study of language disorders. A supplementary idea. In [6], It is difficult for amateur literature lovers to gain insight. Even professional scholars engaged in literary studies will probably put it on the shelf because of its over-simplification, or connect it with the study of linguistic phenomena of aphasia, ignoring Jacobson's contribution to poetics. Therefore, Rocky believes that it is necessary to start from the well-known structuralist ideas about language and culture, to make a good enrichment of Jacobson's metaphor and metonymy poetics, and to increase the richness and meaning of metaphor and metonymy distinction..

Roland Barthes' Principle of Semiotics is a masterpiece of structuralism, and Lodge introduces the linguistic rules stemming from Saussure's horizontal combination and vertical combination by introducing Bart's choice and combination of clothes. In Bart's view, when a girl wears a T-shirt, jeans and sandals, a message appears: what kind of person she is, what she is doing, and what her mood is. She picks out T-shirts from the many clothes that have the same function to cover the upper body, and picks out jeans and sandals from a number of clothes that can cover the lower body, indicating that she has a classification of the clothes in her closet. One kind. Combining these selected clothes shows that she knows the rules for dressing: T-shirts should be paired with denim and sandals should be worn at the feet. This "t-shirt-jeans-sandals" [7] is basically the same as the sentence.

On the basis of Bart, Rocky elaborated on Jacobson's language point of view. In Jacobson's view, like other marking systems, language has a dual character. "The utterance implies the choice of characters in certain languages, which combine into higher complexity language units." [8] In terms of vocabulary, This is obvious. Jacobson pointed out:

If the subject of the message is "child", the speaker chooses one of the existing, somewhat similar terms, such as children, children, teenagers, young children, which are equivalent in a certain field, and then, in order to talk about this topic He can choose one of the homologous verbs - sleep, snoring, sleepy, and nap. The two selected words are combined in the discourse chain.

The basis of choice is equivalence, similarity and difference, synonymous and antiphrase; and combination as the construction of order, based on proximity. The poetic function projects the principle of equivalence from the selection axis to the combination axis. Equivalence is promoted to the means of construction of the order [7].

That is to say, “the speaker chooses words and combines them into sentences according to the syntactic system he uses; the sentences in turn constitute words.” [7] In short, in Jacobson's view, two basics are used in speech acts. Arrangement mode - selection and combination.

Jacobson's argument is wonderful, but because of the few examples he has given, Rocky added the necessary illustrations on the basis of Jacobson and analyzed the language selection and integration process. Rocky pointed out that the phrase "the ship crosses the sea" is made by selecting certain language characters and combining them into a higher-level language unit: words belonging to the same semantic field such as boats, ships, ships, etc. In the middle, select the “ship” with the same grammatical function; in the same way, choose “over the sea” and “the sea”. After the selection, these characters are combined according to acceptable grammar rules, which constitutes this sentence.

To further illustrate Jacobson's distinction between metaphor and metonymy, Rocky made an in-depth discussion based on the above examples. He pointed out that since the choice involves observation of similarity, this means replacement, such as replacing the "t-shirt" with a "blouse" and "ship" with a "ship". Therefore, in this process, metaphors are also produced, “because metaphors are based on the substitution of similarities”. If the "vessels crossing the sea" becomes "the ship plows the sea", it is obvious that "plowing" has replaced "crossing", and there is a certain similarity between the plowing and the crossing [1]. Of course, it is important to note that the difference between the two is also important to the use of metaphor. Rocky agrees
with Stephen Ullmann: "One of the most important features of metaphor is that there is some distance between the metaphor and the metaphor [8]. Their similarity must be accompanied by a sense of difference. They must belong to different areas of thinking." [9] Through this simple and concise example, Lodge has more clearly explained Jacobson’s metaphor theory.

For the metonymy theory, Jacobson gave such a description:

In the literary and romantic literary schools, the primacy of metaphor has been recognized more than once, but the basis of the so-called "realism" and in fact the presupposition of the metaphor is not fully understood. The trend of "realism" belongs to the transitional stage of romanticism and the rise of symbolism, and it is very different from the two. [10]

According to Jacobson’s argument, since metaphor and metonymy arise from the principle of opposition, they are relative. However, in the Anglo-American critics, the understanding of metonymy and the inclusion of its metaphors is far less than metaphor. In Jacobson’s view, it is not a coincidence that the exploration of metonymy structure is less than the metaphorical field. He said: "The study of poetry metaphor has been mainly directed at metaphor and the so-called related to metonymy principles. Realism still does not respect interpretation, even though the same linguistic methodology—the use of this methodology in the analysis of the metonymy structure of romantic poetry—can be used in the metonymy structure of realist articles." [11]

Jacob Sen cited several examples of Tostay’s emphasis on the platform handbags when Anna Karenina committed suicide, explaining the difference between the metaphor and metonym. Rocky agrees with Jacobson’s insights and further supplements the rhetoric of rhetoric. He pointed out that if the "boat crossing the sea" was changed to "the keel crossed the abyss", a metaphor "keel" and a metonymy "abyss" were used. This is not based on similarity, but on proximity. "Keel" can represent ships not because they are similar, but because it is part of a ship. The abyss can represent the sea and not because they are similar, but because the sea is so deep. In order to refute the question that may come from other parties, it is believed that no matter how subdivision involves a process of replacement, that is, "keel" replaces "ship" and "abyss" replaces "sea", which is not much different from metaphor. Based on the original terminology of Jacobson, the term "delete" was creatively introduced.

In Jacobson’s view, the choice is relative to the combination, and the replacement is opposite to the composition [10]. The term "delete" introduced by Lodge is intended to indicate that "delete pairs are as good as alternative pairs." [1]

In the view of Rocky, the metonymy and the metaphor are the condensedness of the text, and the expansion of the "keel through the abyss": "The keel of the ship has crossed the deep ocean." Lodge pointed out that Deleted, "produced a rhetoric, not a summary, because the deleted part is not the logically seemingly the most economical. Because the ship contains the concept of the keel, the 'keel' is logically redundant. It is obvious that the object is omitted when the event is briefly described. The same is true for the word 'abyss'. In short, metonymy and metaphor are generated by deleting one or more parts from a natural combination, but these parts It is not the most important to delete: this illogicality is equivalent to the similarity and difference that exist in metaphor." [1]

Of course, Rocky realized that metonymy can still be regarded as a process of substitution in pragmatics. "Selection (respectively, replacement) deals with entities that are combined in the code rather than in specific information, but in the language Both the code and the specific information are combined, or only appear in the actual information." [1] But this does not affect the basic structure of metaphor and metonymy. The rhetoric is based on choice and combination. That is to say, metaphor belongs to the selection axis of language, and metonymy and metaphor belong to the combination axis of language.

2.3 Metaphor and metonymy of different texts

In Jacobson’s view, the distinction between metaphor and metonymy in language can be seen not only at the level of individual expression of language, but also in larger discourse patterns. Jacobson pointed out: "The development of discourse can be carried out along two different semantic routes: one topic is to lead to another topic through similarity or adjacency. Because these two relationships are most concentrated in metaphor and metonymy, respectively. The performance, then, 'metaphoric way' will refer to the most appropriate term for the former case, and the 'metaphoric way' applies to the latter case." [11]. Based on this, Jacobson further made specific literary phenomena. classification.

According to Jacobson, in language art, personal style, language taste and preferences can be demonstrated by choosing and combining the connections of similarity and adjacencyness. At the linguistic level, there are
similarities and adjoining connections in morphemes, vocabulary, syntax, and expression. Each level creates a striking layout in one of the two parties. Jacobson pointed out: "In the Russian lyric songs, the metaphorical structure dominates, while the metonymy in heroic epics is prominent." [10]. According to the similarity and adjacent relationship, Jacobson vs. realism and romanticism and Symbolic works have also been analyzed. He pointed out: "Realist writers have metaphorically changed from plot to atmosphere and from role to space-time background according to the method of adjacency." [10]

This is clearly different from the metaphorical approach that dominates the romantic and symbolic literary genre. In War and Peace (1869), Tolstoy uses the metaphors of “lips on the upper lip” and “naked shoulders” to represent female characters with such characteristics.

In fact, Jacobson further expanded this bipolar principle and believed that the dual phenomenon he discussed "has a vital significance and influence on all speech acts and general human behavior." 5 For example, the three-dimensional history of painting is a metonymy. It transforms objects into a series of metaphors; surrealist painters hold a clear metaphorical attitude. The drama is mainly metaphorical, it is very similar to life; the film is mainly metonymy, its transformation angle, perspective and soaking focus, etc., which are quite different from traditional theaters, and have a wide range of metaphorical close-ups and metonymy scenes. Therefore, in any literary work, discourse is based on similarity or adjacency—that is, according to metaphor or metonymy thinking process—to transform the subject. Jacobson emphasizes that we need a poetics that can explain both poetry and prose, and it will focus on metaphor and metonymy in all levels and in all kinds of discourses. In Jacobson's view, different literary styles can be distinguished based on their preference for which process.

Rocky agrees with Jacobson that his interpretation is "the most systematic and comprehensive". He not only presents Jacobson's inconspicuous metaphor and metonymy dichotomy in graphical form, but also further elaborates poetry and prose, drama and film in the literature, highlighting metaphor and metonymy in different ways. The text has different performances, further confirming and expanding the validity of Jacobson's "two poles" theory.

Rocky said: "Jacobson describes the prose as 'mainly by adjoining progress' and the prose is a common sense that describes the logical relationship between concepts or between entities or between events. The formal rules of poetry (ie poetry) - rhythm, rhyme, poetry form, etc. - based on similar relationships, cut off the logical connection of discourse." 2 From the proverbs of each line of prose and poetry, we can see the obvious difference. The former does not have a special meaning, just to continue the next line of words, but the end of each line of poetry is much more stressful. Similar phonology, similar meaning, and contrast of associations highlight the different characteristics of poetry.

In discussing the metaphor of drama, Rocky not only reiterated that Jacobson's drama is mainly a metaphorical point of view, pointing out that drama is similar to real life, and because of its poetic, language that emphasizes similarity and difference; it has achieved great success. More emphasis on both the classical drama and the absurd drama of Samuel Beckett is mainly metaphorical because it is recognized as a performance. In other words, "our joy in drama relies on our constant and conscious awareness that we are not real audiences, but an audience of styled real-life models that are said by actors before us. The words that belong to oneself but the invisible playwright are built up." [10] Movies are very different from drama. The film does not show the gap between performance and reality, and its realistic effect makes it easy for viewers to accept the "real" in the movie footage. In Rocky's view, this kind of fidelity can be interpreted as a function of the characteristics of the film media metonymy. On the basis of Jacobson, Lodge explained:

We move linearly in space and time. Our sensory experience is a continuous adjoining relationship. The basic unit of the film (lens and scene) is composed of the adjacent lines and the same line. This technique makes the experience of one thing after another more exciting. People's hearts and meanings, they are a typical metonymy that runs along the same axis: the close-up of the metaphor replaces the whole part, and the slow-motion sequence delays the continuous natural speed but does not break, making "defamiliarization" The high or low angle of view lens does not deviate from its focused action. [1] Of course, this does not mean that there is no metaphor in the film. Jacobson believes that the montage in the film is mainly metaphorical. Rocky explained: "Jacobson classifies montages as metaphors, presumably because the juxtaposition of images is based on similarity (or contrast) rather than continuity in time and space." [1]. Although Rocky is extending this part of the in the discussion, it is found that different things can have different interpretations of metonymy or metaphor from different angles [1]. However, it is obvious that
he is necessary for the extension of drama and film based on the Jacobson distinction. It can be seen that Rocky's metaphor and metonymy theory has been further expanded and extended through vivid illustrations. Objectively speaking, Jacobson's contribution to linguistics is far greater than his achievements in poetry. Borrowing such a scholar's opinion, is there any credibility? In fact, Jacobson himself has already responded to this question:

If some critics still question the ability of linguists to cover the field of poetics, I personally believe that the lack of ability of some linguists with narrow horizons in poetics is mistaken for the deficiencies of linguistic science itself. However, the princes present here have undoubtedly realized that a linguist has turned a deaf ear to the poetic function of language. A literary researcher is indifferent to linguistic problems and is not familiar with linguistic methods. It is equal to blatantly falling behind the times [10]. Rocky gave the formalist a high degree of evaluation and was fully prepared to apply this theory. He said: "I believe that it is valuable because this dichotomy system can be applied to different data at different universal levels. This is a theory that one side is better than one, and they are not mutually exclusive." Qi found a new way of interpreting text from Jacobson's poetic thought. As Douwe Fokkema and Elrud Ibsch say: Many of the hypotheses and values of Russian formalism are now more energetic than ever before... In every literary theory of European new schools, almost every genre has been inspired by this "formalism" tradition. They all emphasize the different trends in the Russian formalist tradition and try to describe their interpretation of it as the only correct one [9].

It is an overstatement to describe Rocky's interpretation of Jacobson's metaphor and metonymy theory as the only correct view," but it is certain that Lodge has received many unprecedented revelations in his contact with Jacobson. Facts have proved that the extension of Rocky not only makes the academic community have a more objective understanding of Jacobson's contribution to poetry, but also that Lodge is inspired by this theory to describe the staging of English novels in the first half of the 20th century. A certain impact. The second section of the "pendulum" theory, if the interpretation of Jacob's metaphor and metonymy theory is a playful discussion on the theory of others, then the "pendulum" theory proposed by Rocky is in a creative discourse inspired by each of Busson has profound connotations.

3. The connotation of the "pendulum" theory
D. H. Lawrence has published such a contempt for literary criticism:

Critics have a sense of reading, and the rational way of this feeling is literary criticism. Criticism will never be a science. This is because, first of all, criticism is too personal. Second, it cares about the values that science has left behind. The touchstone of criticism is emotional and irrational. The measure of a work is how it affects our real and vibrant emotions, not something else. The critics' nonsense about style and form, the classification and analysis of books that seem scientific and analytical like plants are really unwilling and boring proverbs. [13]

Rocky does not agree with D. H. Lawrence's point of view. He has seen that literary criticism in the 20th century is more active than ever before, catalyzing the birth of various theories. In the face of such an era, the role and significance of literary theory and literary criticism should no longer be viewed in the old metrics. However, how to prove that literary criticism can become a science, is its terminology not useless nonsense? Although literary taxonomy will never be as subtle and accurate as botanical taxonomy, Rocky points out that "full reading of any text involves its content and genre, style, time, etc. The relationship is identified and classified [1]. Therefore, he made the necessary analysis and combing the more complicated literary development in the first half of the 20th century.

Looking back from the 1920s to the 1950s, Rocky discovered an interesting literary phenomenon: almost every decade or so, literary creation is different from the previous period, and it swings back and forth between modernism and anti-modernism like a pendulum. In Rocky's view, a similar regular swing has appeared before the 20th century. Before the end of the 18th century, many Western countries, including the United Kingdom, continued the ancient literary tradition and considered "art to imitate life." The development of realist novels in the 19th century has consolidated this tradition. Until the end of the 19th century, writers represented by Oscar Wilde, an anti-tradition, declared that "life imitates art" and emphasized the importance of culture to the construction of real life and became the basic tenet of aestheticism.
The First World War made great changes in the culture, economy, and politics of the entire society, and the tradition was divided. It is in this social context that modernism has emerged and is the true beginning of the theory of Rocky's "pendulum" theory.

One end of the "pendulum" is the modernism that emerged around the 1920s. Modernists oppose the idea of limitation in traditional art and replace it with the artistic concept of independent activity. Walter Haratio Pater opposes traditional standards and attitudes, and his aestheticism has been favored by modernists. Works such as "The Waste Land", "Ulysses", "Mrs. Dalloway" (1925) no longer organize stories in traditional causality or chronological order, and their words and ordinary referential discourses are not. Again, the syntax is extremely confusing, the contextual transformation is puzzling, the literal meaning is entangled in the implicit meaning, there is no narration or logical climax, and the works are filled with various suggestive, ambiguous images and symbols. Writers such as James Joyce and Joseph Conrad cite literary patterns, mythological prototypes, images, symbols, etc. in the story, making the story no longer understandable. Rocky summed up the writing characteristics of this period, pointing out that they changed from the common sense pursuit of the experience world to the individual consciousness, or the subconscious, and finally to the collective unconsciousness. [1], thus completely abandoning the traditional narrative structure and skills. However, the creation of the modernist stage is not entirely modern. Rocky has already noticed this, calling it "anti-modernist" and pointed out:

This work continues the tradition opposed by modernism. It believes that traditional realism is still feasible and valuable when appropriate adjustments are made in consideration of changes in human knowledge and the material environment. Anti-modernism does not crave the realm of music, but strives for the realm of history. His prose is not close to poetry, but poetry tends to essay. It regards literature as a kind of realistic communication, which exists before and independent of communication [1].

It can be said that modernism and anti-modernism both exist in modern times. According to Lodge's observation, in the 1930s, the "anti-modernism" trend, which was not in the mainstream, began to take over the position of modernism, and realism was once again welcomed. During this period, the pendulum swung to the other side. In 1939, Stephen Spender said in a booklet called The New Realism that artists in the 1930s had a tendency to turn to reality because the experimental phase of the form had The proof is fruitless. Anti-modernist writers prioritize content. Many young writers of this period gradually separated from the embarrassing language of modernism and wrote easy-to-read, realistic works. They do not value the formal innovation of the work and believe that this has prevented communication activities. Their language is plain and the content is almost everything. In Rocky's view, although this practice is somewhat radical, it can reflect the writing characteristics of this period. He said: In the past ten years, the novels representing writers - Orwell, Isherwood, Green, gradually got rid of the influence of the mythical and poetic prejudice of modernist novels, and renovating traditional novels with the skills learned from the film. As Steven Dedalus said, history is no longer a nightmare that writers try to wake up from, but a career in which he actively participates - the Spanish Civil War offers an opportunity to follow. The creations of the 1930s tend to imitate historical discourses - autobiography, eyewitness, travel journals; "A War Travel", "Letter from Iceland", "The Road to Wigan Pier", "Travel without Maps" "Autumn Diary", "Berlin Diary" are some typical titles [1]. Auden W. H., Isherwood, Day Lewis and others criticized the cultural ideas of the previous generation of modernist writers and believed that they did not communicate successfully with the public.

In the 1930s, the trend of thought was replaced by a wave of return to modernism in the 1940s. Rocky pointed out: "After the Second World War, the pendulum once again turned back towards modernism. Although not very thorough, it reached a level that was clearly detectable" [14]. Some writers followed the literary tradition of the 1920s and regained the "experimental" writing technique is developed in the direction of modernism, symbolism, incomprehensible, and metaphorical, and the pendulum of the literary style is once again reflected in a visible degree. Among them, the most representative person is Charles Morgan, whose work "The Empty Room" (1941) is a typical masterpiece. Mervyn Peake used a lot of illusions that former writer Christopher Isherwood thought should be removed from their work. There is also a clear renaissance in poetry and drama, mainly in the works of T. S. Eliot and Christopher Fry. Perhaps the most obvious area of the pendulum movement is in the field of poetry. Lodge pointed out that the poems of T. S. Eliot and William Butler Yeats survived the counterattacks of them in the 1930s. Dylan Thomas, a popular young poet at the time, also clearly continued the tradition of modern poetry in his poems. Lodge thought he was a writer who could be called a "metaphor".
By the mid-1950s, the British literary scene was more complicated. Rocky pointed out that a new generation of writers began to put pressure on the other end of the pendulum and listed many representative figures of the period: Kingsley Amis, Philip Larkin, John Wain, John Osborne, Donal Davie, DJ Enright, Alan Sillitoe, Thom Gunn, etc. In addition, there are some famous writers of the 1950s who have the same goals as these writers and have made positive contributions to the 1950s: William Cooper, CP Snow and his wife. Pamela Hansford Johnson, Colin McInnes, Angus Wilson, John Braine, etc.

Rocky pointed out that writers in the 1950s suspected and often showed obvious hostility towards the modernist movement, and certainly could not try "experimental" writing. Dylan Thomas sums up everything they hate:

The rhetoric, metaphysical self-indulgence, self-indulgence of romanticism, and the mandatory metaphor are the claims of their claims.

The writers of the 1950s were empiricists. Under the influence of logical positivism and "general language philosophy," their purpose was to present their insights into the world in a clear and sincere manner. In terms of skill, these novelists like to use the realism of the 1930s, although it is not obvious.

Their originality is mainly reflected in the tone, attitude and theme, reflecting the changes in British culture and society caused by the unrest in the Second World War. The poet expresses the perception of the world with boring verses. Rocky gives the following summary:

"In short, they are anti-modernists, easy-to-read, realistic, and belong to the metaphorical side of the bipolar classification." [1].

According to Rocky's combing and analysis, we can summarize the literary trends of the first half of the 20th century in the United Kingdom:

The 1920s was a period of modernism. In the 1930s, writers who opposed the use of modernist ambiguous language and incomprehensible rhetoric were dominant, namely "anti-modernism" in the sense of Lodge. In the 1940s, especially after World War II, some writers regained the legacy of modernism, and their writing techniques clearly converge to modernism. The most complicated in the 1950s, writers represented by Amis apparently abandoned modernist writing techniques, and they expressed their generation’s thoughts in plain language. The "angry youth" in the novel and "The Movement" in poetry became the mainstream. It can be seen that this change is like the regular swing of the pendulum, which is the famous "pendulum" theory of Luo Qi.

The cause of the "pendulum" phenomenon

Rocky's "pendulum" theory undoubtedly promotes our understanding of the trend of British literature in the first half of the 20th century, and has a positive driving significance for academic research. However, why is this regular change happening? Judging from the external environment, the shock and disorder brought about by World War I and World War II, and the totalitarianism that emerged in the 1930s will undoubtedly lead to many social changes including literature. However, perhaps we should explain the cause of this phenomenon from the perspective of poetry, just like Rocky.

In the view of the Russian formalist Victor Shklovsky, when a thing can become very familiar, it will no longer attract people's attention, so it cannot attract people’s interest and attention, he pointed out: Habits have swallowed up objects, clothes, furniture, wives and fears of war... The reason why art exists is to restore people's feelings about life, to make people feel things, to make stones a stone. The purpose of art is to make people feel things, not to know things.

The art approach is to make the object "unfamiliar" and make the form difficult to increase the difficulty and length of time [15].

According to Russian formalism "defamiliarization" theory, Lodge has an understanding of the "pendulum" phenomenon: when a new writing mode becomes a habit, in the habitual process of automation, people lose the right their feelings. New things need to be presented in a new and peculiar way, and reappearing to arouse people's keen sense of life. After a certain period of development, the experimental writing techniques of the 1920s will no longer bring new ideas. The new concept of literature replaces the old idea. The literary change of writing in the 1930s made literature appear as a "new" face. Although this "new" is not complete and thorough, At least people have reawakened their interest and sensitivity to literature. In addition, we can follow the idea of Lodge and explain the cause of the pendulum phenomenon with the "foreground" theory of the Prague school prevailing in the 1930s. According to this theory, "foregrounding is the opposite of
autonomy, that is, the automation of a behavior; the more automation a behavior, the less consciously it is executed; the more foregrounded, the more conscious Behavior." [16] Foregrounding depends not only on automation, but also on its corresponding "background". Lodge said, "In the discourse, anything that is of concern to itself and no longer just as a communication tool is foregrounded.... Use of language in a customary and predictable way does not attract attention." [1]

According to these two theories, we can say that the modernist works in the 1920s were foregrounded, and the background was the realist literary tradition; in the 1930s, the "literary tradition" of the 1920s became the background of the new literature. In this process, the original foregrounding things will become the background of the later things, and the new things that appear again will continue to make the original foregrounding things become a new background, so reciprocating. Rocky's interpretation of TS Eliot's poetry, the analysis of George Orwell, Oscar Wilde's short stories, etc., not only let us see the value of this theory from specific phenomena, but also Let us feel that the trend of dominating the development of literary criticism also has a transformation of "foreground" and "background". The development of literature is constantly innovating, which is an inherent law. As a critic, Rocky found in the process of the "new" and "old" traditions, the "foreground" and the "background" overlap, that the 20th century English literature has different periods in different periods, but does not agree there is a split relationship between them. He said, "We have not seen the complete separation between the modernist text and the realist text. We have also seen a pendulum swing from one end of the possible continuum to the other, a swing through the history of literature." [17] This paragraph shows the two points that Lodge has emphasized. On the one hand, what he calls "swing" is based on the mainstream direction of literature. He does not rule out that different literary types are implicit in each literary tributary. Therefore, "modernist text" and "realistic text" are Cannot be completely split. On the other hand, "the swing through the history of literature" is not an exaggeration. The previous article has mentioned the swing of "art mimicry life" and "life imitation art". When talking about imitation and narrative in the 1980s and 1990s, Rocky pointed out that "imitation and narrative are just like metaphor and metonymy. Basically, at a certain level, it is a form of expression that encompasses all categories. By rating one more dominant than the other, the type of text can be established [17]. It can be seen that in the Rocky, the "pendulum" movement runs through.

**Criticism Practice of Applying the "Two Poles" Theory**

Rocky's "pendulum" theory undoubtedly gives us a good insight into the direction and dynamics of British literature in the first half of the 20th century. According to Jacobson's metaphor and metonymy "two poles" theory, Rocky's interpretation of works from different periods has produced unexpected results. He not only verified the possibility that metaphor and metonymy can be applied to more problems - "the difference between period, genre and movement in literature". [1], "Exploring the development of a writer through all the works of the writer." [1] In contrast, he interprets the works of modernist writers represented by James Joyce, anti-modernist writers represented by Philippe Larkin and postmodernist writers represented by Samuel Beckett. It is particularly thorough and profound, and there is no lack of insight.

**Analysis of the works of modernist writers**

Although James Joyce is a modernist writer, Lodge pointed out that his creative process is development and change. From Dubliners (1914), which depicts the epitome of people in the Irish capital, to the metaphorical "Portraits of Young Artists", to the Ulysses with mythology as a template, and finally to the use of puns. Fennegans Wake (1939), Rocky analyzed the evolution of Joyce's work, the process of transition from metaphor to metaphor.

Lodge pointed out that "Dublin" is a metaphorical title, suggesting that this is a story about the life of the Irish capital. From the headline alone, this novel will be combined with the traditional realist novel David Copperfield (1849-1850), Barchester Towers (1857). The Spring of Mead Town (Middlemarch, 1871 – 1872) is equated. However, in reading, you will find that this collection of short stories is not the same as traditional realist novels. In the story of Joyce, there is no coherence, legibility, logic and credibility of traditional realist novels. Rocky uses the first story "The Sisters" (1914) as an example to illustrate the elements of modernism here. The topic revealed that this should be a story about sisters, but in essence it describes their younger brother more. During the reading process, the reader needs to constantly correct the previous predictions. I don't know what the story is about, and I am more uncertain about what the story will reveal. They expect the
climax at the end of the story to be replaced by “anti-climax,” which will surprise them and wonder if the story remains. Rocky pointed out: 'The climax of “Dublin” is usually disappointing according to the standards of classic easy-to-read texts." [1] Therefore, only two or three articles such as “Sisters” were published at the time.

In addition, Rocky also analyzed the characteristics of Dubliners through a comparative sentence form. Lodge emphasized that in traditional novels such as Emma (1815), "characters generally say complete sentences, and any deviation from this norm is foregrounded." In Sisters, “not only is a character interrupted, it is very common in all adult roles. So it can be said that this is a basic feature of the story, it is traditionally standard (by Jane Austen and Dickens, etc. The tradition of representation is foregrounded.” [1] Unlike the language used by adult characters, the underage narrators in Sisters use complete sentences. In a certain sense, this also constitutes the background of the interruption of the discourse of adult characters. Rocky pointed out: “This is the strategy that wants to move from a naturalistic novel to a symbolist early modernist writer.” [1].

Joyce's 15 novels portray a variety of Dubliner life scenes: crowded markets, drizzled streets, dazzling bars and more. Obviously, "the early works of “Dublin” were influenced to a large extent by realist masters such as Ibsen, Maupassant and Chekhov." [18] Therefore, although Joyce’s subversion and innovation of tradition at this time It has been widely expressed in the form of speech, but "the similarity of metaphor is still attached to the adjoining of metonymy..." stories such as "Sisters" are more likely to be regarded as a synopsis of life or a part of life, rather than symbolic. "Symbolic works that are intertwined with each other." [1]

On this basis, Rocky continued to advance the analysis. He believes that if the “Dublin” has a certain degree of realism, the "Portrait of Young Artists" can be said to be completely modernist. The protagonist Stephen's surname Didales is symbolic - an artisan in mythology. Although Joyce's narrative is linear, there are obviously some narrative leaks, and the author does not add these missing information. There is a more poetic language in the novel: "Her breasts are as soft and delicate as a seabird, slim and soft like the chest of a pigeon with dark feathers. But her pale yellow hair but full of daughter is ness: her face is also with a little girl, but it is dotted with amazing human beauty."[1] Lodge said: “The similarity of metaphor at this moment is prioritized to some extent, exceeding The adjoining rule of realism metonymy.” [1]

In "Finnegan's Watching the Night", Rocky found that Joyce's works emphasize the similarity. There are a lot of metaphors, hints, puns, illusions, etc. in the novel, psychologically, subjectively, structurally, and literary. It is reflected. He said: "In Finnegan's Watching the Night, Joyce reached the logical end of artistic development, and the similarity was almost completely controlled." [1] First, Rocky pointed out that the pun in the novel emphasizes similarity. The rhetoric of usage is abundant in the novel. The “Finnegans” in the title has the meaning of “fine again”, and does not rule out the meaning of “finish again”; (Wake) Another meaning is "wake up"; the falsified text "crops" in the novel contains the meaning of crop, corpse, regeneration (plant brings life to people). In addition, Lodge pointed out that the grammar used to form sentences in Finnegan's Watchful Night is mostly incomplete and even almost ignored. Although sometimes the sentence is short, there are very few narratives from beginning to end, sometimes there is a lack of middle or end, and sometimes the last sentence is connected to the first sentence, so that the reader can't figure it out. Semantically, text lacks coordination and continuity. Readers often rely on suspense, assumptions, etc. for the plot of the future, in "Finnegan's Watching the Night' also does not help; the characters are unstable and often deformed, or replace each other, the action has no past, present, no future, All The time is at the same time the current factors, and the resulting result is a systematic deconstruction of the realist foundation of the novel in the orthodox historical consciousness.

Through Rocky's analysis, we can describe the above three works as follows: Joyce's creation has experienced a creative process from a realistic factor to a de-realistic factor to a deconstructive realism system. That is, in the sense of Jacobson, the emphasis is on metonymy, the metaphor is superior, and all are metaphorical creations. Of course, Rocky did not ignore the important work of Ulysses. This work between "Dublin" and "Finnegan's Watching the Night" is particularly unique in the use of Jacobson's metaphor and metonymy theory.

Rocky still starts with the title and analyzes it. The title of Ulysses is clearly metaphorical, and the structure that Joyce borrowed from Homer's epic Odyssey has a parallel analogy between modern society and ancient society: Bloom and Ord. The correspondence between Hughes, Stephen and Telemacos, Molly and Penelope, modern Dublin, the Mediterranean, and ancient society constitutes a metaphor in structure. The Homer-style parallelly certainly exists from the very beginning, but Lodge emphasizes that each episode of the story has
its main theme - its special art, color, organs, signs, ‘techniques’ and other metaphorical events. It inserts many events in discourse based on similarity, strengthens the encyclopedic theme in Ulysses, and is no longer a personal experience in realist novels. Therefore, Joyce did not confine himself or slavery to imitate Homer's template. Only some of the material in the story is related to Homer. A lot of material comes from Joyce's own observation and life experience. The name of the store, the street, etc. are all real. If you ignore the title, you can use the first chapter of Ulysses as a psychological realist novel. As the novel progresses, more and more imitations and splicing culminate in the two chapters of "The Sun God's Cow" and "Kirgi". Rocky said: "Joyce can use these metaphorical imaginations because the basis of the metonymy of his works is very solid; in the last chapter, he returns to that foundation. In Ulysses, turn The metaphor pattern was changed and enriched, but it was not covered by metaphorical patterns (as in Finnegan's Watching the Night).[1]

There are countless studies on Ulysses from the perspective of stream of consciousness, but Lodge believes that they do not distinguish between the protagonist's differences in consciousness, and he feels that it is necessary to further analyze it. In the view of Rocky, the difference in consciousness of the character can be examined by changing the proximity of the discourse metaphor and the metonymy "two poles". He analyzed the consciousness of Molly, the wife of Stephen, Bloom and Bloom. Stephen's consciousness is mainly metaphorical. He often turns what he sees into an image or a concept. There is a similarity relationship here. Therefore, Rocky emphasized that "Proton" is the most "difficult" in the first three chapters. Bloom's consciousness is mainly metonymy, and readers often know what he is doing, where he is and where he is. There is a direct connection between what he thinks and what he does. When his consciousness is good for doing things, his association still keeps in touch from continuity rather than similarity. Contrary to Stephen, Lodge pointed out that Molly rarely links different things metaphorically. Even if it is, it is not her creation, but from the custom. She has no imagination, a pragmatic pragmatist. Molly’s consciousness is more “metaphoric” than her husband. Molly often asked Bloom to explain some words but was dissatisfied with the answer. Because they refer to the meaning of the language system, not the meaning in life. Under the analysis of Rocky, we have a deeper understanding of Ulysses, fully recognizing the rationality of Rocky's assertion: "Therefore, Ulysses will be a realism and creation myth. The two completely different, (theoretically) opposite writing principles are combined... Then, Ulysses is a realist or figurative novel (about Bloom, Stephen and Molly) There is a mythical or metaphorical structure.” It can be said that Rocky's analysis makes up for the shortcomings of the previous stream of consciousness analysis. On the one hand, Rocky's analysis of the flow of consciousness makes us understand the changes in Joyce's creation, the richness of Joyce's works, and the unique charm of Joyce's works. On the other hand, the Lodge can be flexible. The use of Jacobson's poetics not only makes us feel that Jacobson's poetics is not rigid, but also makes us feel that Rocky's criticism is worth learning. His flexible way of thinking and the powerful ability to deal with text undoubtedly proved his incisive assertion: "Since the history of orthodox literature shows us that modernist novels oppose 19th-century realism in one way or another, and are subject to symbolic poetry and poetry. Learning profound influence, we should be able to find that it tends to be a pole of metaphor in Jacobson's division. [1] In the "Language of the Novel", insist on the need to use the realist text as the object of research, in the encounter with Jacob After Busson's metaphor and metonymy theory, the analysis of works such as Ulysses was also successful. Perhaps it is because of his concentration in the "Language of the Novel" that he concentrated on realist novels and only paid more attention to modernist texts in the 1970s. This change is not only an improvement in the cognitive level, but also a manifestation of criticism of the sublimation of ideas.

Conclusion
In the course of more than 30 years of perseverance, Lodge has been involved in the literary theory of important literature in the second half of the 20th century. In the 1960s, Rocky took the first step in his journey of criticism. He actively absorbed and applied the new critical theory, and laid the literary literary theory based on "reciting" in the future. After touching Jacobson's metaphor and metonymy theory, Rocky saw the "two poles" theory in the novel criticism and tried it. After the advent of structuralism, Rocky was particularly interested in structuralism narratology, and his attempt to apply this theory led him to reflect on the new critical theory. The understanding and application of Bakhtin's poetics makes Lodge's literary criticism more flexible. He boldly tried this theory and achieved gratifying results. The book represented by the "Art of Fiction" published in the 1990s is a gift from Lodge to the academic community and the general public. It is the crystallization of his criticism. In his combing of the relationship between literary criticism and literary creation, he neither
discusses the value of literary criticism in an abstract way, nor does he talk about how important writing skills are. From the initial recognition of new criticism, to the attempt of Jacobson's metaphor and metonymy theory, to parallel with structuralism, and finally to the use of Bakhtin's poetics, Lodge's critical thinking has been continuously improved and sublimated. His unique understanding and analysis of the art of the novel makes the poetics of the novel no longer so obscure. Through superb interpretation and critical practice, he can make literary works have another living space. Rocky combines his own literary creation practice, through interpreting works, summarizing creative experience, summarizing the rules of creation, refining the basic principles, realizing the communication between theory and practice, avoiding the research methods from theory to theory, or ignoring literary practice. Undoubtedly, Rocky's various contributions to novel criticism have made his academic achievements more recognized by scholars, and he has received due respect and honor in the literary world. Therefore, the critics won the praise of the famous scholar Bruce Martin: Rocky is more important than "the people who have been highly regarded and highly successful in the critics in recent decades". Finally, literary criticism should be combined with literary practice, literary theory, and literary history. These "implicit" knowledge in various critical works has become a prerequisite for his success. Practice has shown that literary criticism and literary creation are mutually reinforcing and developing together. Literary criticism can be more widely disseminated through creative practice, and literary creation can enrich itself by integrating literary criticism. It can be seen that the success of Rocky is not only in his wisdom and talent, but also in his hard work.

References
Dehumanization in the Materialistic World as Exemplified in Saul Bellow's "Seize the Day"

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Abstract
Saul Bellow (1915-2005) is a Jewish Canadian-American citizen. He is a prominent American novelist and the winner of the 1976 Nobel Prize for literature and the National Medal of Art. He is the only novelist to win the National Book Award for Fiction three times. He narrated different novels such as: Dangling Man 1944, The Victim 1947, The Adventures of Augie March 1953, Henderson the Rain King 1959, Herzog 1964, Seize the Day 1965, Ravelstein 2000, and others. He is well-known as a critic of the values of American society after the Second World War.

The present paper concerns "Seize the Day" (1956). The paper aims at showing to which extent the materialism affects the familial and social relationships. In other words, to show the negative effect of materialism that yields dehumanization relationships in two important dimensions; the familial ties and social relationships. To achieve this aim, the study reviews the maltreatment between the father and son, husband and wife, and the individual and his friend.

Keywords: Tommy, struggle, money, power, insensitive.

Introduction
After the two world wars, the Americans were frightened and started concerning about their future. In fact, the disasters and catastrophes resulted from the two world wars made the Americans rethink of their future life. Consequently, different values consciously emerged and others disappeared. One of these values was materialism which was the most effective one that led to creat materialistic treatments among Americans rather than humanitarian. In fact, the materialistic issue is considered a main possibility of getting power in the materialistic world of America.

Auburn (2011:1) confirms that materialism is an evident phenomenon in American culture. He adds that materialism for Americans means obtaining, maintaining, and protecting the material things. This thinking is negatively reflected in the sense of building social and familial relations. He adds that the Americans believe that wealth and possession are the fruits of their hard work and a reward for their hard efforts. Again, this sense negatively affected the sense of developing and enjoying social relations.

Taylor (2012:1) on his side, states that "materialism would be more forgivable if there was evidence that material goods and wealth do lead to happiness. But all the evidence fails to show this". This statement may indicate that materialism made Americans veer from humanism towards de-humanism in dealing with each other. In other words, the modern American society is stamped by a mark (namely materialism) that negatively affected all the aspects of life including the relations among the society members and family members as well.

However, this social variable has been widely criticized as the main cause of social diseases. Dehumanizing was one of these social diseases that affected different aspects of American society especially in terms of human relations in general and among family members in particular.

In this sense, in America, the materialistic concept came to be a reason for breaking up the human relations and building up dehumanized relations instead.

The present paper is devoted to highlight the negative effect of materialism in creating dehumanized relationships of the American in terms of social and familial.

Review Consensus
In his "Seize the Day", Bellow confirms the bad effect of materialism on the Americans life. He shows that the life of Post-War in American society is a matter of existence and there is no place for parenthood, brotherhood, friendship, love, dreams, and even hopes but only disappointment, detachment and lack of identity.

Bellow tackles an important social value in America after the 1950s which is resulted from materialism. It is the dehumanization which is embodied in terms of dishonest, greedy, avaricious, and fear feelings of the future. Bellow shows the impact of this value on the American's familial and social relations. He shows how
the materialistic concept humiliates the individuals and dismembers the family texture. He presents an American family in which each member struggles to get money exceeding the boundaries and obligations of family, brotherhood, and humanity.

The events of the novel happened on the West Side of New York City, America. Wilky Adler (the central character in the novel) is shown as both inspired and burdened. At the age of 20, he changed his name from Wilky to Tommy Wilhelm (henceforth Tommy) to escape his reality.

Gloriana Hotel is the place where Tommy dwells for a short time. It is the same hotel where Dr. Adler (his father) lives as a renter for several years ago. Tommy, now, is a forty-four-year-old. He is a protagonist against materialism. He is disqualified from college. He has a bad relationship with his father. He went to California against his parent's desire. He has married from Margaret and has two kids. He is separated from his wife who refuses to give him the consent of divorce. She is constantly asking for money. Due to Tommy's perspective, she is insensitive, annoying, impassionate, and unsympathetic.

Tommy practiced different unsuccessful jobs like: an actor in Hollywood, a hospital orderly, a digger of spillways, a seller of toys, and a hotel laborer in Cuba and ended up as a salesman. He is threatened with losing his last job. He has given the last cash (seven hundred dollars) he owns to Dr. Tamkin the psychologist. In fact, Dr. Tamkin is a fraudulent and deceitful man. Tommy gave him his last cash to invest it in a venture in the market. In the middle of this mess, Tommy loves another woman named Olive. Olive is a Christian, small and pretty woman. He worked with her at the Rojax Company from which he was fired. He truly loves her and constantly thinks of her but he cannot marry her because he cannot get a divorce from his wife.

Tommy hopes to get back to his family exceeding the materialistic boundaries. In fact, he came to this hotel with a hope of getting an emotional and financial assistance from his father.

Dr. Adler is Tommy's father. He is a Jewish and a believer in the idea of self-made. He worked diligence during his life to get a considerable social rank, thus he refuses to carry his sons on his back. He is rough, strict and harsh with his children.

Again dehumanizingly, the father considers Tommy a failure and backslider. He presents no financial assistance to him and shows no emotional support or any other kind of assistance. In fact, at least from Tommy's perspective, Dr. Adler represents the main villain challenge who is constantly blamed. He thinks only of money and he acts only to gather wealth. He treats Tommy and his sister in a cruel and unsympathetic way.

Catherine is Tommy's sister who has a Bachelor of Science and with a talent for painting. Once again dehumanizingly, Dr. Adler does not believe that she owns any talent thus he presents her no financial assistance to help her to rent a gallery space to display her paintings.

In fact, this treatment is a kind of dehumanization. Adler is really affected by the nature of American life after the two world wars in terms of wealth, technology and socially. This complicated life motivates him to believe in power. For him, money is power.

However, in his novel, Bellow presents Tommy as a muddled character that is affected by the dehumanizing handling. He does not know who he is. He is even unable to understand himself. He worked as an actor and learned to play many roles and to wear different kinds of masks to manage his life. In his real life, Adler's son is one of the roles he is obliged to play.

It is the most difficult role for him to ignore or escape. He has to deal with his father who sees him a "failure". He is the introvert person who struggles to be extroverted. He is sensitive and sometimes feels femininity. He is always blamed, upbraided, and insulted by his father because of having a suspected relationship with a man he works with him.

The novel pictures Tommy lives a very messy life. He swings between being a victim and a cheated stupid child. He often imagines himself surrounded by water and is drowned. He constantly accuses his father, his family, his wife, the circumstances and especially Dr. Tamkin who constantly advises him and plan his behaviors.

Dr. Tamkin, the psychologist, is Tommy's friend. He resides in the same hotel where Dr. Adler and Tommy reside. He is a fraudulent and questionable person. He constantly gives Tommy psychological advices. He pretends that he is talented and knows everything. At a time, he pretends that he is a poet. Another time he claims that he is a healer. Once he says that he is a member of the Purple Gang. Another time he says that he
is ahead of a medical clinic. Once he says that he is the assistant to the inventor of a great ship. Even he says that he is a consultant in a technical company of TV, etc. Most people who know him distrust him. However, for Tommy, Dr. Tamkin (whether honest or not) is an ideal and perfect person. In fact, he considers Tamkin as a surrogate father. For Tommy, he represents the symbol of the skillful and smart person who can capture any opportunity for gain. He trusts him to the degree that he gives him the last seven hundred dollars he owns on a base of investment.

Dr. Tamkin and Tommy continue going forth and back from the market where they invested the money. The context of the novel shows that Tommy (according to a trick by Tamkin) loses his money in the market. Another disaster Tommy gets is that Dr. Tamkin disappears from the hotel. When the novel goes towards the end, the disaster is duplicated. Once again dehumanizingly, he is totally disappointed during the final encounter with his father. Tommy stands ahead to his naked father in the massage room in the hotel. He asks his father for financial assistance. The father fouly upbraids his son and refuses to help him. Afterward, Tommy enters a crazy telephonic conversation with his wife. Soon the conversation turns out to be a fight in which he complains by saying that he is suffocating and wants to breathe air. Finally, with full anger, he leaves the hotel taking the way where he thinks that he will see Dr. Tamkin. Nearby he sees him at a funeral. He calls him but Dr. Tamkin dehumanizingly ignores him. Suddenly he finds himself in the middle of a crowd. The crowd rushes into a temple in which the funeral is placed. Tommy finds himself stands in front of a dead man. Though Tommy does not know this strange dead man, he finds himself on a storm of crying and unable to prevent himself from weeping loudly and heartedly. The crowd wonders about this man and what kind of relation may combine between him and the dead man. For Tommy, the dead man is a stranger but he, however, is happy with his unconscious tears.

Dehumanization

In the materialistic world of Soul Bellow’s “Seize the Day”, it seems that Tommy who advocates humanity is not able to coexist with the materialistic commitments his father and family want him to involve. It seems that he seeks an illusionary world in a capitalist society in which the desire for money and owning wealth are the main criteria. These criteria contribute to shredding the social and family texture. Cronin and Alan (2009:270) argue that in his novel, Bellow shows how these criteria negatively affected the human relations of American society and families. He presents Tommy as an example to show how wealth and lack of money affect man’s life and family relationships in terms of parental, fraternal, and marital. Tommy describes the dehumanized world as beasts ride on him with hoofs and claws tearing him into pieces, and break his bone (Seize the Day:105).

In his novel, Bellow describes the modern American society after the Second World War focusing on nothing but money, while the humanity standards are neglected. The following quotation shows the Americans perspective toward money:

"Uch! How they love money, thought Wilhelm. They adore money! Holy money! Beautiful money! It was getting so that people were feeble-minded about everything except money".

(Seize the Day:9).

This quotation shows Tommy's perspective about the modern American society. The quotation shows Tommy’s contempt towards money and wealth. It also indicates the important role of money in the American society. The quotation also points to the nugatory attitude of Tommy towards the Americans in loving money especially his father.

Though Tommy criticizes people who think of money, he himself worries and anxious about the cash he invested to gain interest. Furthermore, the novel shows that Tommy cannot push off the money away or stop thinking about it as long as he lives in the consumerist society. Moreover, as the novel progresses, Bel lows shows that Tommy has to separate himself from his father Dr. Adler and surrogate father Dr. Tamkin and to abandon from different rules, ideas, and thoughts to be himself.

For Tommy, separation and abandon from everything to be one's self in a society that works according to the roles of materialistic concept, means much more dehumanization.

In this sense, Tommy lives in a struggle as a son of a benefactor and undependable father. He thinks that he cannot depend on him to solve his problems. The following quotation expresses the attitude of Tommy towards his father and the nature of the father:
"Dad was never a pal to me when I was young, he reflected. He was at the office or the hospital or lecturing. He expected me to look out for myself and never gave me much thought".

(Seize the Day:11).

From Tommy's perspective, it is clear that Adler does not succeed as a sensitive father or even a friend to his son but is a materialistic man who is out of humanity feelings or fatherly emotions. He does not think about his son, does not help him, does not support him and even does not advise him. For Tommy, it is dehumanizing status.

Morally, the father is a person who is responsible for the fail or success of his son. When Tommy tells his father about the need for financial support, he finds no parental reaction despite that his father owns a considerable fortune and it cost him nothing when he helps his son.

In "Seize the Day", Bellow shows how Tommy is constantly blaming his father because he deprives Tommy from any affection and support. Once he said, "When I suffer you aren't even sorry. That's because you have no affection for me, and you don't want any part of me". (Seize the Day:11).

Conversely, Rovit (2013:438) argues that Dr. Adler upbraids Tommy for his unrealistic attitude toward life. He does not satisfy the nature of his son. He constantly blames his son for his shameful appearance. Once he said, "what a dirty devil this son…why cannot he try to sweeten his appearance a little" (Seize the Day:42).

This attitude shows that Dr. Adler prefers materialistic interests to his son.

In one of his objection to his father's materialistic treatment, Tommy soliloquies himself saying that "it is Dad… who is the salesman. He is selling me". For Tommy, this is a dehumanizing attitude. In another occasion, Tommy addresses his father by saying: "if I had money you wouldn't. By God, you have to admit it. The money makes the difference. Then we would be a fine father and son, if I was a credit to you—so you could boast and brag about me all over the hotel. But I'm not the right type of son. I'm too old, I'm too old and too unlucky". (Seize the Day:56).

This attitude and others represent constant dehumanizing statuses that make Tommy apart from his father. It may be said that it is a normal result when materialistic treatments take the prior rank over fatherhood treatments.

Bellow shows that Tommy is unable to think materialistically like others (especially his father) though he lives in a materialistic world and with materialistic father. The notion of being rich and estimated person by the society, his family, and especially his father motivates Tommy to think and rethink of money and wealth. This is not a reflection of his interest, but to keep himself in the texture of the family and to achieve the willing of his father and then to win his father's love and respect. Conversely, Dr. Adler accepts Tommy as his son only if he lives in wealth and rejects him if he loses the money.

Jefchak (1974:297) confirms this idea. He explains how money and wealth negatively affected the father-son relationship. He argues that money plays a crucial role in identifying the nature of this relation. Dr. Adler is of a financial success; his son is in a tedious debt and is jobless. His son needs financial help as money provides a strength in terms of social and familial fiber.

Tommy always yearns for belonging to his father and his family and to live as a son. Relatively, Wu (2016:437) argues that Dr. Adler is so stingy not only with money, by which he can solve the problems of his son and helps him to be out of his financial collapse, but with a sympathetic word, which can meet his yearning for being 'any part' of him. For Tommy, living in a materialistic world, means to be rich. For his father, this is the only feature that pleases him to accept Tommy to live with him and to access his monetary world.

The worst thing Tommy gets is the loss of his nature when he decides to join the world of materialism. This decision duplicated his problem. He became isolated and more away from his family than before.

To escape from his father's dehumanization, Tommy finds a refuge with Tamkin. A Soliloquy about his father, Tommy murmurs:

"Affable! His own son, his one, and only son could not speak his mind or ease his heart to him. I wouldn't turn to Tamkin … Tamkin sympathizes with me and tries to give me a hand, whereas Dad doesn’t want to be disturbed". (Seize the Day:4).
This quotation expresses the ingratitude of Tommy towards his father and justifies his refuge to Tamkin. For Tommy, it is another dehumanizing situation. Also, this quotation reviles that Tommy believes that Dr. Adler is not a good father because he deals only with financial issues. He even makes no balance between his desire of getting wealth and his care to his family and son. In fact, Tommy thinks that Adler is a selfish father and money is all his interest. Therefore, he shows no reaction towards the needs of Tommy to solve his financial problems. Not only this, he even does not treat him in terms of fatherhood.

Hoque (2016:252) comments that "Dr. Adler always turns deaf ear to the earnest supplications for help". This is why Tommy resorted to Tamkin. In fact, Dr. Tamkin becomes the closest friend to Tommy and the most trusted friend if not the only one. He even considered Tamkin as his spiritual father form who may get sympathy and incorporeal support instead of this real father.

The progression of the novel shows that the closest friend exploits the goodness of Tommy (his friend) and deceives him by taking his last cash pretending that he invests it in the market.

As a part of his deceptive style, Dr. Tamkin (as a psychologist) presents Tommy big ears listening to his problems enabling him to overcome all his troubles. He presents Tommy every support he needs to raise the level of confidence.

Tommy involves himself in a business dilemma with Dr. Tamkin so that he can solve his financial problems and to fulfill his wife's and children's needs and to pay the debts he owes and the most important thing is to please his father.

A big shock Tommy gets when Tamkin disappoints him. Tamkin eliminates Tommy's dreams just for the sake of materialistic interests. Tamkin destroys the concept of fatherhood and friendship when he cheats Tommy with his last cash disregarding the values and morals that give humans respect. Eichelberger (1999:118) in this sense argues that Tommy loses the meaning of humanitrian values and replaced by the lack of confidence and dehumanized values in a world concerned only with materialistic concepts.

Also, in his "Seize the Day" Bellow shows that wealth and money in the materialistic world replace love, passion, and emotion. Furthermore, they represent position, happiness, and success. In fact, it represents life itself. It may be said that love, passion, and emotion which are the main concepts of humanity have nothing to do in the materialistic world.

Pradhan (2006:4) argues that Bellow criticizes the effect of materialism on the marital relationships through the character of Margaret. Margaret is Tommy's wife. She is a mother of two children. She is interested in materialistic objects more than anything even than her husband and her kids. She is a nagging woman and represents agony and torture. For Tommy, she is a greedy, selfish and money-worshiper. By this nature, she creates a large gap with her husband who has a contrasting nature. Because of these properties, Tommy is unwilling to maintain the marital relation.

Conversely, Margaret is strongly willing to keep her marital relation not because of love, but because of money. This is why Margaret refuses to give Tommy the divorce. In doing so, for Margaret, money is the only link that connects her with Tommy. She considers Tommy a machine of money not a human being. Eichelberger (1999:119) argues that Margaret presents Tommy no interest. Her interest lies only in what he can pay for her. For Tommy, this is another criterion of dehumanizing.

Such a behavior makes Margaret away from being a woman with passions and emotions. Her greed gives her the animalistic feature rather than humanity. Such dealing is one of Tommy's main causes that influence his relationship with his wife.

Her love for money extinguishes both the feelings of wifehood and motherhood. As a wife, she has to be the first person who supports her husband and aids him to solve his social and financial problems. As a mother, she has to be the first person to maintain an integration of her family.

In this sense, Tommy lives a duplicated problem. He lives between two materialistic tenses in which money is the ambition. They are the tense of his father and the tense of his wife.

Bellow succeeded in presenting unsuccessful familial relationships in such a materialistic world. He presents three characters that are so close to each other (father, son, and wife). Two of them are characterized by the same nature (father and wife), while the third (son) is so different from them. Just like Dr. Adler, Margaret is so crude in dealing with her husband. She does not understand the personality of her husband which is built on the humanity. Bellow makes the struggle of Tommy very clear when Tommy says:

"I just couldn't live with Margaret. I wanted to stick it out, but I was getting very sick. She was one way and I was another. She wouldn't be like me, so I tried to be like her, and I couldn't do it"
(Seize the Day:51).
However, day after day, their relation takes the problematically feature reaching to its climax when Tommy describes himself as a slave to his wife. He says that “from the time I met her I've been a slave... A husband like me is a slave, with an iron collar”.

This quotation explains the deep dilemma in which Tommy involves. He cannot get rid of her, cannot get the divorce, she cannot understand him, she cannot change her nature, she does not support him, she feels with no sympathy with him, she gives no care even to her children and she cares only for money.

Tommy accuses Margaret of being a murderer by her materialistic temper. He complains that he is suffocated from her as a money worshipper. She nonstop asks about money that makes him unable to manage his life with her.

Once, Tommy complains of Margaret's maltreatment. He addresses his father by saying that he prefers death to his wife. He claims that:

"she hates me. I feel that she's strangling me. I can't catch my breath. She has just fixed herself on me to kill me. She can do it long distance. One of these days I'll be struck down by suffocation or apoplexy because of her. I just can’t catch my breath".
(Seize the Day:48).

It is clear from this quotation that Tommy is so uncomfortable with his wife and cannot bear her anymore. For Tommy, this is another great issue of dehumanization.

In so, the materialistic temper of Margaret is the main cause of shredding the familial ties that she has to keep tightened.

Conclusions

After the Second World War, the American society becomes materialistic and is apart from humanitarian standards. Materialistic concept enslaves each person in America. This is clearly exemplified in "Seize the Day". Bellow presents Tommy as an unmaterialistic person who falls as a victim for being the son of a materialistic father, wife, and friend.

Bellow presents Tommy as a person who is obliged to deal with three persons who are suggested to be the whole society surrounds him. In other words, they are suggested to be the components of the materialistic world.

However, Tommy looks forward to living a normal life in terms of family and friendship. Unfortunately, he ends uselessly seeking sympathy from each one.

In his novel "Seize the Day" Bellow intends to say that it is necessary and is inevitable to sustain the social and familial connections and this is an assignment of each individual. Bellow suggests spiritualism instead of materialism. Spiritualism strengthens the social relations and brings the individual closer to his family.

Another consideration to be mentioned is that Bellow intends to say that man can be identified by his humanity, not by his wealth and appearance. He wants to say that conscious, intimacy, and love are the main elements for maintaining social and familial ties and to keep human's dignity. Bellow shows that in the materialistic world, man becomes out of emotions and values because all kinds of relations turned to be commercial ones.

In other words, Bellow shows that in the materialistic society each individual looks up to seize the day (capture any opportunity) and to exploit anything to achieve materialistic gains. Dr. Adler, for instance, the father, employs every opportunity to get interest even it was at the expense of his son or family. Margaret, the wife, is another greedy person and opportunist woman. She is worse than Dr. Adler in seizing the day to get money from her husband whenever the opportunity is allowed. Dr. Tamkin, the friend who is a fraudulent and deceitful benefits from all his abilities of deception to deceive his friend.

Briefly, dehumanization takes place in a world where materialistic standards are the only considerations.

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Dishonorable Social Liberation of Woman as Shown in Toni Morrison's "Sula"

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Abstract
Toni Morrison (1931) is one of the most prominent African-American novelists. "Sula" is one of her important novels. It explores the out of reason manners in which people try to make meaning to their life, exceeding different social conventions like race and gender. The novel traces the life of two black women in a small Ohio town in America (Sula Peace and Nel Wright) from their childhood to the rest of their life while they are trying to prove themselves in getting social liberation. Sula and Nel have dissimilar attitudes towards the conventions of their community, so they adopt unalike decisions to deal with their social commitments. To prove herself in terms of liberation, Sula decides to reject the life in her town. She rebels against her reality. She abandons the conventions of her community by embedding herself in the seductive norms of city life, exploiting her body. Nel, on the other hand, decides to stay in the place where she was born and lives, exploiting her mind to prove herself, marry, and constitute her family. Eventually, both reap the consequences of their own decisions.

The present paper aims at highlighting the importance of wisdom and intellect of the black woman in dealing with the values of her American society. The paper also aims at showing the shameful consequences which are achieved through moral deviation and by adopting unreasonable behavior in getting dishonorable and shameful liberation.

Keywords: Reasonable, reckless, adolescence, conventions

Introduction
Ton Morrison (1931) is an American novelist. She is the winner of the Nobel Prize for literature in 1993. Socially, her works are characterized by treating the essential norms of American reality. Literary, her novels are marked with epic and heroic themes. Linguistically, her novels are distinguished by their simple language and vital dialogues. She narrated different great novels such as; "God Help the Child", "The Bluest Eye", "Sula", "Song of Solomon" and "Beloved" among others. Her literary works reveal that she is the most active person in the 20th century to work against racism and slavery. Furthermore, her great novels make her a prominent advocator of women's rights and liberation. She is characterized by moderation in advocating the rights and in demanding liberation. This feature is very obvious in her works.

The novel in question (namely "Sula") is one of her great works. It talks about seeking social liberation in terms of refusal and acceptance of the traditions and conventions of the community. Morrison intends to show the correct attitude towards these norms. To achieve this intention, Morrison presents two contrasted samples to deal with different human aspects like wrong Vs. right, friendship Vs. betrayal, submission Vs. liberation, virtue Vs. vice, confrontation Vs. surrender, and rationality Vs. irrationality. All these aspects are epitomized by the two main characters in the novel who are the black Sula and Nel.

The Dishonorable Liberation

Literary works are considered to be a mirror reflecting the social diseases and then presenting the best treatment. Morrison succeeds not only to be a novelist but also to be a reformist.

The importance of this novel comes from that Morrison wrote it synchronically with the emergence of women liberation movement in America during the late of the 1960s and the beginning of 1970s. The sound of this movement is to free women from oppression and male supremacy (Napikoski: 2017). In this novel, Morrison addresses Afro-American Woman. She intends to advise her not to be reckless and away from the mind in seeking liberation. In other words, she wants to say that a black woman needs to be prudent when she tries to find herself keeping in mind that conventions and traditions are the base.

Morrison, in Sula (1973), presents two dimensions for scoping the relation of Afro-American woman to her community. They are an honorable dimension (represented by Nel) and dishonorable dimension (represented by Sula).
The events of the novel take place at a place called "The Bottom". The Bottom is a small American town in Ohio City. Black is the majority of its population. Its location is above Medallion which is white is the majority of its population. Contradictory, the Bottom is a high land and is a fertile land, but it is called Bottom because it is considered a piece of paradise which is above in the heaven and this land is the bottom of the paradise on the earth. Historically, the first time the Bottom has urbanized and changed to a community when a white lord promised his slave by granting him freedom and a piece of ground from the Bottom if the slave performed a very difficult work to his master. When the slave successfully performed the task, the master gave the slave his freedom and a poor hilly land instead, convincing him that this land is rich and fertile. Gradually, this land has dwelled by black families and grown to be a town.

The novel suggests that a black woman should be reasonable in achieving her dreams and ambitions in terms of liberation. Morrison presents two Afro-American girls who are belonging to two different families. Sula's family and Nel's family are two families among others who dwelled The Bottom. Nel is a daughter of a family that sticks to the traditions and adheres to community conventions. She lives in a steady house. Helene is Nel's mother. She practices her daughter to do the norms of her family and community. Sula, from another hand, is a daughter of a family that differs from Nel's in sticking to the community's habits and traditions. Sula's family consists of Eva, Sula's grandmother, and Hannah, Sula's mother. Both women are deviated and with a bad reputation. Three boys are informally adopted to live with them. The community considers them as a perverted and decadent family.

Despite the differences between these two families, Sula and Nel became very close friends. From their childhood, Sula does not like to stay in her home. She even does not like to live with her family, thus she spends most the time with Nel. They were rarely separated from each other. They walk the school from home and back to gather every day. All of a sudden some white boys begin to harass them. As a reaction, Sula draws a knife and cuts off the tip of her finger, demonstrating what she can do if the boys do not deter. This action reveals that Sula, from her childhood, is so extroverted woman and is used to confront the problems.

Their friendship lasted up until a tragic event happened that weakened their relation. One day Sula and Nel take a walk in the woods around a lake. They run towards a little boy nick-named Chicken Little. Sula playfully takes the boy by his hand swinging him in a circle. Incidentally, the boy slipped down from her hand and drowned in the lake. Though they were playing and had no intention to harm the little boy, they told no one and kept this mishap as a secret. However, what has happened yielded a continuous obsession with annoying ideas for the girls.

Sula witnessed a catastrophe of her mother's burning. Hannah (Sula's mother) was outside the house trying to inflame up a fire. Unfortunately, her dress flamed causing her burning and death. Sula was standing on the porch of the house watching her mother's burning. Eva (Sula's grandmother) severely blamed Sula because she stood motionless. Eva believed that Sula was interested.

Sula and Nel are also of different attitudes towards their community conventions and in how to get their liberation in a correct reasoning process. Nel is a reasonable black woman. She submits to the social and moral rules of her community, whilst Sula abandons all these rules under the pretext of liberation. Sula, in fact, wants to get liberation disregarding the way of getting or the cost of getting. She wants to behave according to her considerations neglecting the considerations of her community. In other words, Sula is the unreasonable black woman that she deviates in terms of social and moral until she dies socially and morally.

It can be said that reason is to behave in conformity with the logic without exceeding the limits of common sense; otherwise, the behavior is odious and shameful as it becomes apart from reason.

Aspects like intelligence, judicious, wisdom, rationality, and equitable are said to be synonyms to reasonable. In this sense, as the progression of the events, Sula and Nel grew up and began to separate from each other. Shortly after high school, Nel chooses to stay in the Bottom adheres to the conventions of her community. She decides to marry Jude (a black man from her community) making her own family and gladly performs her role as a wife and a mother. She decides to be a distinctive character in her black community.

Sula, as a teenager girl, chooses the rebellion against her community. The main distinction thing of Sula is the ignorance of gender. In other words, she disrespects herself as a woman. She rejects the traditions and conventions of her community. She decides to be herself who behaves due to her own rules not due to the rules of her community. A short time after Nel's marriage, she leaves the Bottom for the college.

She settles down the city indulging herself in the immorality city-lifestyle. In the city, as a matter of liberation, she disregards all the conventions of her community. She deviates and enters the world of prostitution and
whoredom exploiting her sexual face which is with sexual inspirations as she symbolized by the birthmark that starts from the middle of her lid towards the eyebrow shaping something like a stem of a rose. Hirsch (1989:3) argues that this symbol suggests both male and female sexual member. She makes different sexual relationships; some with black men and others with white.

In doing so, Sula behaves totally out of mind. Gardner (1993:3) argues that the cognition of the mind is unified with solid beliefs, clear thoughts, real desires and evident memories in which the community plays an essential role in establishing them. Sula ignores all these norms while seeking liberation. The only thing she reaps is becoming a slut woman with a bad reputation.

Shukla (2007:23) argues that Sula's dishonorable liberation is based on two main roots; self-dependence in deciding and the lack of bases in thinking and choosing. She, frivolously and foolishly, decides to leave The Bottom to Medallion, the white community, just for the sake of the dishonorable liberation disregarding the attitude of the whites towards the blacks. In this sense, Sula's liberation is out of reason, has no meaning and no lesson to be followed by others black women.

Finally, and after spending 10 years among whites in Medallion, Sula returns to The Bottom and her friend Nel as an ignoble and decadent woman. She returns with stylish and very expensive clothes. As she reaches The Bottom, the community unifies their attitude towards Sula. They do not welcome her and treat her as a slut woman. They consider her a symbol of evilness for her breaking the rules and the social conventions under the pretext of liberation. Sula's community does not stand up with her and does not advocate her shameful liberation because it is marked by dishonorable stamp.

Lister (cited in Abdulbaqi, 2017:642) states that Morrison, in her novel, wants to say that liberation cannot be obtained in such a way but it is obtained in a reasonable process along with the community members because it is not a solo assignment.

In the same issue, Bernard (1989:275) comments that Sula's community considers Sula as an evil. They consider the birthmark over her eye is a symbol of evilness. Furthermore, different events indicate them that Sula is evil. For instance, the ominous sound of robin bird announcing her returning, the burning of her mother in front of her eyes while she stays motionless, the accident that causes the death of the good man, Mr. Finley. Eva, Sula's grandmother, severely upbraids Sula for being a prostitute. She lowers her by saying that "You sold your life for twenty-three dollars a month". Eva dissatisfies Sula's shameful behavior. She tries to moralize Sula to be stable, to marry and to have children. In fact, this advice is directed to any black women who imitate Sula's behavior in getting dishonorable liberation in such a way. She means the existence of the legal man in the life of the woman is necessary for supporting and protecting her. For Sula, psychologically, this is nonsense and an empty speech for she prefers informal relations rather than formal. Moreover, she prefers to gallivant rather than stability.

In this regard, Arya (2010:50) comments that "a woman is incomplete and powerless without a man". She confirms that Sula refuses to submit to the norms of her community about women in terms of marriage and confronting a family and the aspect of regular and stable work. Sula dissatisfies to be a subject to the conventions of her community only because she is a woman. Moreover, she is even dissatisfied to think about the woman who is merely doing her commitments as a wife or daughter. For Sula, this is considered submission and subordination.

Due to Duvall (2000:59) marriage means man. Man to Sula is marginal. She thinks that sex is all his ambition. She thinks that she enslaves herself by giving the man the pleasure he seeks. Sula thinks by marriage she loses herself and makes someone else. She believes that if she marries and lives in a submission to her husband and the conventions of her community, she will be a victim just like her mother and grandmother. She imagines that her method of seeking liberation gives her independence and pleases no one but herself.

As a reaction towards this blaming, Sula injures Eva (her grandmother) by putting her alone in a nursing house which is specified for old people just because Eva criticizes her for her behaviors and for not getting married.

Seeking liberation is one's right. This right draws its legitimacy and strength from its realistic and morality area, but Sula seems to find herself only in the sexual field and this is the reason behind her dishonorable liberation. In this sense, Sula loses herself and her right.

In this situation, and to glitter the dishonorable behavior of Sula, Morrison presents Nel as a contrary person to Sula. Nel adopts the values of her community. She reasonably gets her social identity and an honorable independence by her getting married. Morrison shows Nel (as a female) constituting her personality through
her husband. In this sense, Rani (2008:74) articulates that marriage is the essential base on which reasonable independence and liberation are built.

Similarly, Sula tries to prove herself as a liberated woman by breaking the community rules. This time, her decision is against the conventions and against friendship as well. In fact, she works against the honorable independence of Nel, her closest friend. She decides to make a sexual relationship with Jude, Nel’s husband not because of love but because of egotism and selfishness. She tempts him till he falls in her web. In doing so, she betrays Nel, her closest friend, just to be content with her satisfaction.

The aversion and hatred of the community towards Sula increases when she makes such a sexual relation with Jud who eventually and under the effect of such immoral relation, he leaves Nel. Consequently, Nel cuts her relation with Sula.

Nel is devastated now because the two closest persons betray her; her husband and her friend. Poor Nel isolates herself from her community and even her family. For these different shameless deeds, her community gives her different epithet names for example; an insect, bitch, roach, ominous and others.

By this dishonorable deed which is under the effect of her egotism, Sula not merely disrespects the conventions of her community, but she ignores the psychological pain she causes to her closest friend and the catastrophe she causes to her life. She ignores the disastrous consequences of her evil deed. She breaks Nel’s heart, injures her feelings, and clutters her family. “Sula’s concern is not with consequences, but with personal satisfaction” (Russel, 2006: 47)

Under the pretext of liberation, Sula, by this deed, selfishly and dishonestly tries to confirm herself and to prove that she is able to do anything she wants. She admits to Nel (awhile before her death) that her relationship with Jude is only to fill a space in her mind. She says that “there was this space in front of me, behind me, in my head, some space. And Jude filled it up” (Sula, 2004:144).

This attitude shows two dimensions of Sula’s personality; her dishonest insistence on rejection the conventions of her community, and her manner in proving herself under the pretext of liberation which is a dishonorable one. Sula’s psychological status works once again in terms of egotism and selfishness. Morrison depicts this status when Nel addresses Sula blaming her for her betraying. With painful and broken heart Sula screaming:

"But what about me? What about me? Why you didn’t think about me? Didn’t I count? I never hurt you? What did you take him for if you didn’t love him and why didn’t you think about me? And then I was good to you. Sula, why doesn’t that matter?” (Sula, 2004:144)

Sula replies saying that "I didn’t kill him... If we were such good friends, how come you couldn’t get over it” (Ibid, 145). This response reveals the dirty mind of Sula. Also, it reveals the extreme degree of the carelessness of Sula towards the friendship relation. About this quotation, Rani (2008:78) comments that Sula expects that Nel will accept this sexual relation and forget about it.

This shows Sula’s indiscretion in dealing with the other’s feelings and the conventional norms. In this position, it is correct to apply the Arabic proverb which says ‘the excuse is uglier than the sin’. In the same field, Abdulbaqi (2017:644) argues that this dishonorable deed comes due to the irrationality of Sula. In other words, Sula behaves such a thoughtless behavior out of mind. She pays no attention or any respect to her community or any moral norm in her community. She puts no limits for her behavior. She interests only herself. For the sake of herself independence, she does not care about harming the others. Under the effect of egotism, she does not feel shame, she considers herself a liberated woman (Gillespie, 2008:197), whereas her community considers her a shameful woman with a dishonorable liberation.

During the time, Sula falls seriously ill, being affected with the plague disease. The community considers Sula’s illness as a matter of payback for her dishonorable behaviors. On the contrary, Sula confirms her indiscretion and arrogance during her illness and even when she lies on the death-bed. She soliloquies herself saying "Oh, they will love me all right. It will take time, but they will love me" (Sula, 145). This quotation shows that Sula seeks the love of her people for her rebelling against the social conventions. She thinks that she proves her existence by her rebellion. In fact, this soliloquy is because Sula gets a frustration for being neglected and isolated woman.

Nel gathers the courage to visit Sula in the hospital. She discusses the subject matter of betraying her. Sula fails to give her a satisfactory excuse because her behavior is governed by her satisfaction.
Finally, Sula is dying now. She does not feel sorry for betraying her friend. She does not feel ashamed of her rebellion against the norms of her community. She even does not regret any behavior in her life. She feels that her existence in the world is so necessary otherwise, life is meaningless. Sula dies that night and no one moans her or even feels sorry. She lived and died as a pitchwoman. In fact, it is the harvest of her unreasonable method of getting liberation and her rebellion against the norms of the community.

Sula dies a lonely death. Her black community does not care about her death. It is the white people who care about the funeral of Sula. Nel, the close friend, is the only person who remembers Sula. She goes to the cemetery visiting Sula's grave to say goodbye. She cries heavily, loudly, and with agony mourning and in a very sad voice, she screams the name of her friend Sula, Sula as she recalls handful-years that are filled with different memories with her best friend. Ironically, after Sula's death, the unified community divided and the harmony dissolves. The community divided into advocator and opponents to Sula's personality.

Conclusions

A careful thinking of this novel reveals that it is from the field of unreasonable behaviors in getting a personal or public desire. Reasonable and unreasonable behaviors are illustrated in this novel by two black women Sula and Nel.

Ostensibly, it is correct that Sula rebels against social conventions but not as a heroine. Such a rebellion is severely criticized because it does not go along with the common sound of the community. It is an unreasonable rebellion happened under the effect of egoism that led to a dishonorable aim (namely liberation) To crystalize Sula's dishonorable deed, Morrison presents Nel, the contrary character to Sula. Nel manages to prove herself and to fulfill her ambitions and to achieve her aim apart from Sula, her closest friend, though they affect each other during their childhood, adolescence, and womanhood. It is worthy to say that Nel fails to win herself as she accompanies Sula, but she succeeds when she abandons Sula. Nel gets her late liberation in terms of marriage and family constructing. This is the first dimension which is totally rejected by Sula. The second dimension is the submission to the conventions of her community which is the base of the woman's reasonable behavior, and this is also inadmissible by Sula.

Again, Nel proves herself by her reasonable reaction towards Sula who seduces her husband. Despite Sula's betrayal, Nel visits Sula during her illness on her deathbed, while no one asks about her. This attitude shows a clear evidence of Nel's wisdom.

By this event and others, Morrison wants to show the difference between these two models in terms of mind Vs behavior, and in terms of being reasonable Vs unreasonable, stable Vs unstable and acting Vs reacting in getting self-recognition and identity.

Nel is presented as a reasonable model that uses the mind in solving the problems, while Sula is the unreasonable model that uses the body in solving the problems. Morrison shows the model which depends on the body loses reputation, identity, and even the human dignity. Such a presentation helps the writer to shine the difference between these two different models.

References


The Quest for Identities in the Muslim and Arabic Generations and Projections in English Novels

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Abstract

After the eleventh September strike in U.S. the image of Arab Muslim character has been outlined outlandishly by the western columnists who continue portraying them conversely. Thusly, speculation, orientalism, hybridity and partiality are weapons used by westerners to distort the image of Arab Muslim character. They portray them to be fear based oppressors, fundamentalists, radical and jihadist. As such, they continue portraying them equivalently to the past rough picture which is depicted by post pioneer writers who see the Arab and Muslim from their own one of a kind perspective. Curiously, the Arab writers endeavor to depict them fairly as they witness the events after the strike significantly affected the system. Along these lines, they endeavor to give a prompt message toward the west that the Arab and Muslim are abused and influenced by the ambush as the westerns themselves. Furthermore, they endeavor to show that the Arabs and Muslims are thinking about for congruity and present day life. Along these lines, they might want to be facilitated with made people in the Western countries, that they share adequately in western consistently life. In addition, Arabs writers delineate that westerners make a fair endeavor to shield the Arabs from accomplishing their region and to stop them driving their own countries unreservedly. Consequently, the West undertaking to join their power upon the Arab and Muslims through the many twisted pictures. In like way, I will make a sensible close examination of the depiction of the Arab Muslim character from both the Western and Arabic viewpoint. Consequently, I pick four books two of them formed by two American writers and two books created by two Arab writers to give sweeping clear specific picture of the Arab Muslims character after the attack. In this way, the image after the attack will be cleared up and enhanced anyway it had been distorted, deformed and ensnared as each bit of the inquiry reprimanding the other conversely in the midst of and after the ambush. Disregarding the way that various researchers deal with the referenced books, I will oversee them differently as I will analyze them from different focuses. Therefore, the work will investigate Orientalism, fanaticism, speculations, and hybridity in these referenced books to examine the image of Arab Muslim character after the eleventh September strike in America.

Keywords: Muslim Arab Identity, Muslim Status, Quest for Muslim Identities

Introduction

The images of Muslims were huge affected after the assaults and disturbances in America after Eleventh September 2011 and thereby the question on the identities of the Muslims arose. There were huge number of attacks on the image and integrity which were not required and simply not accepted for a globalization based world. The examination is goliath in light of the way that the Muslim-Arab character is another subject in innovative works. The examination is an endeavor to give a sweeping concentration to the authors in understanding the post-regular books in which things, for example, radicalism, fundamentalism, hybridity and personality, are unquestionably delineated.

The work shed lights upon the Western scholars' depiction of Muslim Arab character after the eleventh September mental oppressor assault. The examination will get a sensible delineation of the Muslim Arab character by Arabic maker after the occasions of September 2001. The examination will center upon the assortment delineation of the Muslim Arab character between the Western and Arabic authors. The examination is relied on to profit individuals amped up for seeing the picture of the Muslim-Arab character. An Arab Muslim character has been delineated and laid out by the Western structure as the framework without humankind or pitiless individuals to put them under their position and to proceed with their predominance upon them. The West revealed about a practically identical theory. Despite whether the correspondence occurred in the before quite a while or beginning late, the Western piece of the world keeps up an anticipated conceptualization of the Arabs and Muslims as astounding characters an unapproachable "Other" or rather "Foe", in any case both the methodologies for correspondence and crediting phrasings have known two or three changes. (Nydell, M.K., 2018; Zeinoun, P. et al., 2018). The work here presents the
assessment of the turning of Arab character in sweeping trades, forming, and cinematography. This work underlines that Western culture profitably and reliably widens difficult to miss pictures of Arabs, as rich individuals supporting mental battling and viciousness in a genuine world, which adds to the point of view of Arabs as fear mongers, rich, avaricious, and adversaries of kids.

The work delineates that Arabs are constantly scolded in an accumulation of courses particularly in film and creating. Since the system and furthermore enhancement of forces among the western nations, the Arabs Countries and States attacked and competently impacted by the Western Countries. The western nations acknowledged Colonization with the target that the control on Arabic Community can be completed. From late occasions, the Western Literature is connected with the deliberate consideration of censuring the Arab society and individuals by calling them as serious, merciless and even relates with the worldwide mental abuse.

By and by days, Islam is particularly loathsome news in the West. In the midst of the past couple of years, especially since the events in Iran have gotten European and American thought so insistently, the media have anchored Islam: they have delineated it, depicted it, separated it, given minute classes on it, and in this way they have made it to a great degree standard. However, this incorporation is misleadingly full, and a ton in this vivacious consideration relies upon far from target material. In various events Islam has approved patent blunder, and additionally explanations of over the best ethnocentrism, social, and even racial scorn, significant yet boundlessly free-drifting compromising vibe (Rane, 2010).

The examination fuses four books which are made after the eleventh out of September strike in New York, America. America was truly hit by the ambushes on eleventh September and after that the image of Muslim system was discussed in organized stages. In like way, the books depict the image of the Arab Muslim character in a startling way. As the American researchers will reflect negative picture towards them, Falling Man is a novel about eleventh September strike in Washington and New York, named a dread based oppressor attack. It has been associated with an explicit conviction by the attacked side as Litt referenced "The break of the novel's substance may reflect the irregularity of the Muslim Arab world after the math". (Litt, 2007). In like manner, Terrorist gives a seeing altogether about the Americans lives under the threat of dread based mistreatment.

Falling man is a novel by the American creator, Don DeLillo who delineates the picture of Arabs and Muslims after the attack in New York. In this way, he speculations their condition in such a dull picture, to the point that hides all reality of the attack that may abuse the Arab and Muslims themselves who live in the U.S after the ambush. Along these lines, he is considered as the unique pro of mental oppressor's innovative vitality as demonstrated by Online Anthology of American Literature which puts him as one of the major researchers of the American masterful characterization. Updike's Terrorist exhibits an impression of the image of the Arab character in the western conceptualization. In Terrorist, Updike exhibits his wide capacity for describing and social examination of the most fundamental subject of the developing twenty-first century: the mental aggressor risks on American urban zones and locals (Rosalie, 1999).

In a novel on Baghdad there is dialogues about an energetic villager who joins the uprisings after his failure to continue with his examination in Baghdad University because of the American assault of Iraq. Subsequently, the child leaves his studies because he has seen a terrible show bored by American troops in Baghdad and better places in Iraq like the wedding strike on one of the edges of his town. In like manner, Once in Promised Land by (Halaby, 2007) depicts the life of couple in Jordanian desert who left their nation to fulfill their dreams and seeking after open entryway for circumstance from the bonds and confinements they found in their nation. In any case, their persevering continues in the United States after the ambush as they defy various security and social issues.

The present examination will similarly investigate the post-traveler approach which is the establishment of these four picked books in separating them. Khadra's "The Sirens of Baghdad" and Once in a Promised Land which is made by Laila Halaby exhibits the impression of the Arab/Muslim in these books. The Sirens of Baghdad shows up and portrays the brutal events of the Iraqis in Baghdad city in the midst of the American interruption of Iraq and how Khadra depicts the dangers and the slip-up looked by the American and Iraqi warriors. In like manner, Layla Halaby exhibits the cream picture of the Arabs who lives in the U.S. in the midst of the dread based oppressor attack. Regardless of the way that they continue honestly, they are still racialized and mishandled by the Americans both definitively and socially. Hence, they feel removed in the midst of this sensitive condition after the attack. In like manner, Halaby's story delineates in every way that
really matters the Arab Americans' challenges in the midst of and after the fear based oppressor ambush, as it depicts the buzzword image of the Arabs by the Americans. Regardless, she endeavors to reveal a sensible picture of the Arabs and Muslims who are living there for a long time and significantly joined in the American culture.

This work is having the view from different creators and researchers on the image of Arab Muslim Character. After the strikes of eleventh September 2001, the image of Arab Muslims with the Islamic Community was made a lot by the Western Writers and the Film Makers. This part is having the prelude on these viewpoints which shows the Arab Muslim Character should not stand up to the abuse. Genuinely, Arabs have been seen as exceptional and remote as indicated by the media, and this misinterpretation has provoked a xenophobia that has spread all through Western media. Diverse factors have added to suspicions and platitude acknowledgments that are as often as possible supported in Western media of Arabs being un-blended and awful in nature. In any case, reality in the Arab world is by and large unique in relation to the Western acknowledgment, and it is commonly this misinformed judgment that guides Western people's general point of view of Arabs and their lifestyle. The Cultural Anthropologist, Laurence Michalak, reports that a larger piece of Americans see Arabs just in films that speculation them as horrible dread mongers, anxious and rich, radical Muslims, and foes of adolescents. Regardless of this depiction, Arabs have commonly made important political and social duties to the Middle East and the overall society. These responsibilities continue with today with new unique Arab affiliations, fiscal establishments, and welfare affiliations. In like manner, more examination packs have surrounded, as features of open explanations of individual commitment are even more socially recognized, for example, the development in mosque interest and Arabs performing progressively open supplication in the United States. Notwithstanding these duties, Western people simply associate Arabs with mental fighting, radical Islamic feelings, and voracity. Islam is considered as representing negative thoughts and especially for the word jihad which has savage's feeling that suggests killing or heartlessness. It suggests congruity as said in the sacrosanct Quran (Ali, S.S; besides, Rehman, J., 2005; Noorani, A.G.A.M., 2002; Khosravi, S. et. al., 2017).

Jihad is portrayed vehemently that may shield the Muslims from the dangers of their foes. This infers jihad includes obstruction and protection from the shades of vindictiveness. It is moreover proposed to seek after a religion of cooperation and parity. In like manner, it is seen as a basic for keeping the present correspondence and generosity with non-Muslims. In such manner, Jihad comes as a second choice when congruity isn't given such a lot of centrality to screen the religion and moreover informal organization.

For example, it indicates Muslims as sanguineous individuals and makes them a brutal people. Westerners endeavor to get Muslims from their sacrosanct and heavenly ramifications of Islam and viewed Jihad as an idea associated with the criminal activities of fear based oppression. In a strict sense, the idea "jihad" isn't confined in incensed activities and war as it is encircled and ascribed in Western world. Jihad, for example, can be for the most part connected with an individual privation from bad behavior, to a "lady enduring in labor to a "man battling and endeavoring to raise his family". Moreover, unmistakably, taking a "sacred war" as a barrier yet never as an assault. In this regard, "the closeness between the standards of Islam and irate activities is a mishappenings of actualities that is caused initially by the Western contemplated ignorance of Islamic principle" (Ridouani, 2011)

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It is a hopeless and instilled Orientalist previously established inclination of Arabs held by the West to the degree that Arabs and Muslims are naturally stereotyped and perceived or rather likened with the word psychological oppression. Martin showed that "fear based oppression" was usually utilized in Western media at whatever point they depicted the Muslims or their activities they expostulated. Amazingly, the media utilize the word psychological warfare with incredible reservation when managing people who are not Arabs (Driss, 2011). This conflicted view can be obviously found in Bhabha's compositions as he demonstrates a correlation between two principle ideas: social distinction that can be distinguished while social assorted variety can be classified.

In this examination, the picture of the Arab and Muslim character shows up in the books which have a place with the post-frontier writing. Be that as it may, the inquiry is to what degree the subject of the Arab and Muslim character can be viewed as the unfeeling people or psychological militants by its creators whether the author is Arab or American. Along these lines, the point of this investigation is to illuminate the realities that whether the personality of the creator influences the general perspective of the identity related with the Arab or Muslim character in the books. Consequently, the extent of the present concern is constrained to the post-
provincial authors, and to the four essayists. Yasmina Khadra in, The Sirens of Baghdad (2006). Wear DeLillo, The Falling Man (2007), John Updike in Terrorist (2006) and Laila Halaby, Once in a Promised Land. The focal point of the assignment is on how these scholars demonstrate the picture of the Arab and Muslim in the books they composed.

Conclusion
This manuscript is having the view from various authors and scholars on the picture of Arab Muslim Character. After the assaults of eleventh September 2001, the picture of Arab Muslims with the Islamic Community was composed a great deal by the Western Writers and the Film Makers. This part is having the preface on these perspectives which displays the Arab Muslim Character ought not confront the exploitation. Truly, Arabs have been viewed as extraordinary and remote according to the media, and this misconception has prompted a xenophobia that has spread all through Western media. Different variables have added to assumptions and cliché recognitions that are frequently sustained in Western media of Arabs being unmingled and vicious in nature.

Be that as it may, the truth in the Arab world is altogether different from the Western recognition, and it is generally this misguided judgment that guides Western individuals’ general perspective of Arabs and their way of life. The Cultural Anthropologist, Laurence Michalak, reports that a greater part of Americans see Arabs just in movies that generalization them as vicious fear mongers, eager and rich, radical Muslims, and enemies of youngsters. In spite of this portrayal, Arabs have generally made noteworthy political and social commitments to the Middle East and the worldwide society. These commitments proceed with today with new dynamic Arab affiliations, monetary foundations, and welfare associations. Likewise, more investigation bunches have framed, as showcases of open articulations of individual devotion are all the more socially acknowledged, for instance, the expansion in mosque participation and Arabs performing increasingly open supplication in the United States. In spite of these commitments, Western individuals just connect Arabs with psychological warfare, radical Islamic convictions, and insatiability.

References


Socio-cultural conditions for the formation of the competence of intercultural communication of migrant students

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Abstract
The relevance of the study is due to the current trends in world development, which led to the need to educate a multicultural personality, ready for intercultural cooperation and able to effectively implement intercultural communication. The purpose of the research in the article is to substantiate the socio-cultural conditions for the formation of the competence of intercultural communication of migrant students. The peculiarity of the research in the article is the assumption that the formation of the competence of intercultural communication of students - migrants will be more effective in the implementation of the following socio-cultural conditions: general, including the socio-cultural life of the society and the socio-cultural environment of the individual; private, inherent in the sphere of socio-cultural activities (leisure and leisure activities). The scientific novelty of the research consists in directing its results to optimizing the private socio-cultural conditions for the formation of the competence of intercultural communication of migrant students in the framework of extracurricular work in the university. Practical significance of the research consists in directing its results to optimizing the private socio-cultural conditions for the formation of the competence of intercultural communication of migrant students. The corresponding program provides for the development and application in practice of skills and skills of intercultural communication and behavioral identification, is based on the application of the principles, means, forms, methods and technologies of socio-cultural activities. The results of the research allow us to make scientifically sound conclusions and indicate the effectiveness of private socio-cultural conditions for the formation of the competence of intercultural communication of migrant students on the basis of the use of means and technologies of socio-cultural activities.

Keywords: socio-cultural conditions, the formation of the competence of intercultural communication, migrant students, general and private socio-cultural conditions, the means and technologies of socio-cultural activities, the pedagogical model, the diagnosis, the essence and specificity of the process of forming the competence of intercultural communication, national culture, cultures and peoples.

1. Introduction
At the present stage, the educational system identifies a fundamentally new and important task, defined in the UNESCO report on global development strategies - to teach people to live in peace. Documents of the federal level (Federal Target Program "Strengthening the Unity of the Russian Nation and the Ethno-Cultural Development of the Peoples of Russia (2014-2020)", Presidential Decree No. 761 of 01.06.2012 "On the National Strategy for Children for 2012-2017") are oriented on the strengthening of civil unity and the harmonization of interethnic relations, the promotion of the ethno-cultural diversity of the peoples of Russia. These documents emphasize the need to modernize education and upbringing on the principles of humanism and democracy, on the basis of national culture and the traditions of interaction between different cultures and peoples. It should be specially noted that the article deals with migrant students who are migrants who left their places of permanent residence because of armed conflicts, exacerbation of interpersonal relations, economic instability. The situation of migration is considered by domestic and foreign researchers as a complex stressful situation, which confronts the person with the need to solve a multitude of problems, including the problem of interaction in the country of residence based on intercultural communication (Benoit, 2013; Gez, 2008; Pridanova, 2016; Schreiter, 2015). In this regard, intercultural cooperation takes on special importance, since
the success of future specialists from the number of migrant students in the international labor market depends on their ability to cooperate in other cultures, with their values, norms and traditions. Thus, modern education is designed to solve the problems of educating the personality of a specialist who is ready for intercultural dialogue and cooperation (Semenova, Bostanova, Tetuyeva, Apanasyuk, Ilyin & Atayanz, 2017).

2. Methodology
2.1. The essence of the pedagogical model of the formation of the competence of intercultural communication of students - migrants.

In the course of the research in Russian universities (Russian State Social University; Moscow State University for Humanities and Economics; Samara National Research University named after Academician S.P. Korolyov) developed a pedagogical model of the formation of the competence of intercultural communication of students - migrants. Kireeva, 2009) Levels of the formation of the competence of intercultural communication of students-migrants, allowing to evaluate the activity of youth in the organization of leisure activities and leisure activities based on intercultural communication: the socio-cultural level (cognitive and activity-behavioral components), as well as the personal level (motivational-value and affective-reflexive components).

The aim of the model is the formation of the competence of intercultural communication of students - migrants, for the achievement of which we put forward the tasks necessary for the functioning of this model. “The construction of an effective pedagogical model is based on pedagogical principles: conceptual, humanistic orientation, tolerance, eventuality, integrity and complexity, creativity, cognition, unity, cooperation, emotional activation, consistency and readiness for intercultural communication” (Strelcov, 2003). Social order of society and directs the process of educating students - migrants to enter the world educational and socio-cultural prospective of the space while preserving their own ethnic and cultural identity. Factors that affect this process can be divided into external and internal ones. The pedagogical task at the present stage is the need to use the positive potential of the macro- and microenvironment for the education of a person competent in terms of intercultural communication, capable of performing optimal communication in the intercultural environment.

2.2. Stages of experimental work. Experimental and experimental work included the ascertaining and forming stages.

The main conditions and specific features of experimental work are revealed, the model of the formation of the competence of intercultural communication of migrant students developed by the authors and the author's pedagogical program are also approved.

The first stage (2012-2013) is theoretical: the study, comprehension and analysis of the state of the stated problem in the theory and practice of socio-cultural activity, revealing the degree of its development; the definition of the theoretical and methodological base and the scientific apparatus of research; constructing a working hypothesis; analysis and generalization of theoretical approaches to the problem of forming the competence of intercultural communication of migrant students; identification and substantiation of the essence and specifics of the process of forming the competence of intercultural communication of migrant students; the development of a pedagogical model of the formation of the competence of intercultural communication of students - migrants within the educational process in the university.

The second stage (2014-2016) - design and implementation: the experimental substantiation of socio-cultural conditions for the formation of the competence of intercultural communication of migrant students on the basis of the use of means and technologies of socio-cultural activities; identification and justification of the levels of competence in the intercultural communication of migrant students; conducting experimental and experimental work; experimental approbation of the pedagogical model of the formation of the competence of intercultural communication of students - migrants; development and implementation of the author's program on the formation of the competence of intercultural communication of migrant students.

The third stage (2016-2018) - generalizing: the determination of the effectiveness of the application of private socio-cultural research conditions; analysis of the results; formulation of conclusions on research and registration of research results; introduction of the results and recommendations of the study into practice; carrying out the approbation of the results obtained in the form of participation in scientific and practical conferences; publication of research materials in print.
As a result, in the theoretical plan, the essence and specificity of the process of forming the competence of intercultural communication of students - migrants were established.

2.3. The content of socio-cultural conditions for the formation of the competence of intercultural communication of students - migrants.

We also identified and identified socio-cultural conditions: general (socio-cultural life of society and the socio-cultural environment of the individual) and private (which are in the field of socio-cultural activities). At the same time, as a key result of the research, the regional component is taken into account as a key result of the research:
- the international socio-cultural centers are available for organizing intercultural communication between migrant students and trained scientific and pedagogical staff;
- strengthening of cultural self-identification of foreign students;
- acquaintance and familiarization with the traditions and historical and cultural specifics of the region of residence;
- use of modern means and technologies of socio-cultural activities to develop the skills and skills of conducting intercultural dialogue in the framework of leisure and leisure activities;
- development and implementation of a pedagogical program for the formation of the competence of intercultural communication of migrant students. Consider the socio-cultural conditions that ensure the formation of the competence of intercultural communication of students-migrants in detail: - the general socio-cultural conditions that embrace the socio-cultural life of society and the socio-cultural environment of the individual, are determined by the peculiarities of the interrelations of the subjects of activity: the student as the main subject of the pedagogical process and the bearers of culture country, as well as the region of the present residence; - particular social and cultural conditions that cover directly the sphere of socio-cultural activities (leisure and leisure activities).

3. Results

The results of the experimental work are introduced into the practice of forming the competence of intercultural communication of students - migrants in Russian universities (Russian State Social University; Moscow State University for Humanities and Economics; Samara National Research University named after Academician S.P. Korolyov). The following provisions were identified, established and received as a result of the research:
1. The essence of the process of forming the competence of intercultural communication of migrant students is a set of purposeful and systematic organizational and pedagogical influences on the individual through its inclusion in socially significant forms of intercultural communication.
2. The specifics of the formation of the competence of intercultural communication of migrant students is determined by socio-cultural and personal readiness, is the formation and development of the creative potential of the individual within the framework of intercultural communication.
3. Pedagogical model of formation of the competence of intercultural communication of students-migrants is a purposeful pedagogical process of complex application of set of principles, forms, means, methods and technologies of social and cultural activity, focused on intercultural communication. Levels of the formation of the competence of intercultural communication of students - migrants, allowing to assess the activity of young people in the organization of leisure and leisure activities based on intercultural communication: socio-cultural level (cognitive and activity-behavioral components), as well as the personal level (motivational-value and affective-reflexive components).
4. Social and cultural conditions that ensure the formation of the competence of intercultural communication of students - migrants. are: - the general socio-cultural conditions that embrace the socio-cultural life of the society and the socio-cultural environment of the individual are determined by the specific features of the interrelationships of the subjects of activity: the student as the main subject of the pedagogical process and the bearers of the country's culture, and the region of the present residence; - particular social and cultural conditions that cover directly the sphere of socio-cultural activities (leisure and leisure activities). Theoretical significance of the research is that: the main theoretical approaches to the problem of forming the competence of intercultural communication of students - migrants are analyzed and summarized; the content of the concept of "competence of intercultural communication" is specified in the system of social and humanitarian
knowledge; the essence and specificity of the formation of the competence of intercultural communication of migrant students, where the specificity reflects two levels: socio-cultural (consisting of cognitive and activity-behavioral components) and personality (identified as a set of motivational-value and affective-reflective components); the necessity of creating private socio-cultural conditions for the optimization of the process of forming the competence of intercultural communication of migrant students is grounded; the model of forming the competence of intercultural communication of migrant students is scientifically justified, which expands educational opportunities for leisure and leisure activities by using private social and cultural conditions in the out-of-class work of universities.

The results of the conducted research allow making scientifically grounded conclusions and outlining the effectiveness of private socio-cultural conditions on the basis of using the means and technologies of socio-cultural activities. The findings of the study can be applied to the compilation of regional comprehensive programs for the organization of intercultural interaction of migrants in Russia and serve as a basis for the innovative activity of institutions of the socio-cultural sphere working in the field of international migration. The results of the study can be applied in studying the intellectual potential of migrants, their role in the political, socio-economic and demographic development of host states, as well as in the development of theory and practice of social-cultural activities. Approbation and implementation of the results were carried out in a number of ways: - the authors' presentations at scientific and practical seminars in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara, Togliatti; - participation in international, all-Russian, interregional, regional, scientific and practical conferences, meetings and round tables in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara, Penza, Chelyabinsk, Tambov, Samara, Togliatti, in 2015-2018; - publication of the main provisions and research results in 105 scientific publications in the form of scientific articles, abstracts, including those published in the refereed journals of the VAK and indexed in Scopus and Web of Science (ESCI); - development of the author's pedagogical program and direct participation in its implementation; - use of research results in teaching practice in universities (Moscow, Samara, Togliatti).

4. Discussion
The scientific interest in the competence of intercultural communication of migrant students, both in terms of international cooperation and other types of communication, has been manifested in numerous domestic studies (Galskova, 2013; Gorlova, 2013; Solovova, 2008; Vereschagin, 1990; Vezhbickaya, 1996). The work of these scientists examines intercultural competence and other related problems as a necessary condition for successful integration into the world community. At the same time, it should be noted that the problem of the formation and development of intercultural competence is more deeply revealed in the works related to the problems of language teaching, linguistic and cultural studies, but not sufficiently examined in the psychological and pedagogical literature. Therefore, when working on the study, we also relied on the achievements of various sciences that somehow considered the issues of communication, sociocultural space and upbringing. Of great importance for this research were works on socio-cultural activities (Ariarsky, 2001, Strelcov, 1999, Yaroshenko, 2000), which revealed the essence, specificity and pedagogical potential of leisure, educational opportunities of means and technologies of socio-cultural activities. Despite the abundance of the above-studies, the problem of forming the competence of intercultural communication of students - migrants remains far from its final completion.

5. Conclusion
As a result of the work, the main conclusions are formulated:
1. The analysis of the main theoretical approaches to the problem of forming the competence of intercultural communication of migrant students is made, and on this basis the essence and specific features of the formation of the competence of intercultural communication of students with regard to socio-cultural conditions are revealed. The content of the notion "competence of intercultural communication" in the system of social and humanitarian knowledge is specified.
2. The essence of the formation of the competence of intercultural communication of students - migrants taking into account the socio-cultural conditions, which is determined by the special pedagogical potential of socio-cultural activities, has been revealed and justified.
3. The specificity of the formation of the competence of intercultural communication of students - migrants on the basis of the use of means and technologies of socio-cultural activities has been revealed and justified.
4. The pedagogical model of forming the competence of intercultural communication of students-migrants is developed, taking into account the application of general and private socio-cultural conditions.

5. A complex of socio-cultural conditions that ensure the formation of the competence of intercultural communication among migrant students has been discovered and experimentally substantiated.

6. Levels of formation of the competence of intercultural communication of students-migrants, allowing to estimate activity of students in the organization of leisure and leisure activity on the basis of intercultural communication, have been revealed and justified.

Acknowledgements
The article was prepared on the basis of studying and summarizing the experience of scientific, pedagogical, and international activities of the above-mentioned universities in Moscow, Samara and Togliatti (Apanasyuk, 2007; Pridanova, Kireeva, 2016). The authors came to the logical conclusion that in the context of multicultural reality, there is a need to understand the socio-cultural diversity and develop the skills to conduct a dialogue with representatives of a variety of cultures. In this regard, the formation of the competence of intercultural communication among migrant students is becoming increasingly important and relevant, and further research in this direction seems to be expedient and promising (Apanasyuk, Soldatov, Kireeva & Belozertseva, 2017; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018). So, an understanding of alien culture is possible only with its mastering, which we understand not as simple learning and memorizing cultural realities, not as artificial assimilation with another culture, but as a positive attitude to intercultural dialogue building on the basis of the competence of intercultural communication.

References


Implementation of Child-Friendly Values in an Islamic Boarding School; A Case Study of Arabic Language Teaching in Darul Arqam Boarding School in Indonesia

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Abstract

Teaching Arabic in a Muslim community is both essential and fundamental to understand pertinent sources as a way to realize religious values in their life. Its reason lies in the fact that religion’s teaching sources that contain these values, primarily the Quran and the Prophet’s tradition, are all written in Arabic. Teaching Arabic language in Darul Arqam Boarding School in Garut, Indonesia, is an effort by its teachers to help spread these religious values among students. The main problem here is whether this teaching of Arabic language may run in harmony with the child-friendly environment needed by children. This paper analyzes this problem through studying all these teaching components: the proficiency and awareness of the teachers, teaching materials, learning process and evaluation, and also the students as the receivers of the child-friendly treatment. Using descriptive analysis as a method, it elaborates how these related components of Arabic teaching comprising of educators, students, materials, learning process and its evaluation, put into work, and how these connect closely to child-friendly values. Based on the results of the study, teaching Arabic in Darul Arqam Boarding School has all its components as child-friendly. Teachers transfer knowledge in a way convenient and inspiring to the students; it encourages them to seek further, and they also communicate with them effectively and in a friendly manner so that suitable environment required for a good development of skill and knowledge in Arabic language may be attained. In general, the components of teaching comprised of educators have been put in full commitment to meet the requirements needed in any child-friendly environment.

Keywords: Teaching, Arabic Language, Child-friendly

Introduction

Arabic language is commonly known to serve as the language of al-Qur’an, the Holy Book of Muslims all over the world. It also becomes the liturgical language of all the Muslims, given the fact that it is pronounced during the five-times-a-day prayers all Muslims must perform on regular basis. Thus studying Arabic is necessary for the sake of perfection to their worship. With the mastery of Arabic, a Muslim may expect to read the Qur’an well, understand its meaning and grasp its contents, in order to follow its guidelines in everyday life. With good Arabic language skills, he or she may be able to perform the daily worship perfectly. Finally, with the ability of this Arabic language, s/he can benefit from the value of life for the hereafter (akhirati). Other advantages that can be gained through Arabic mastery, also shared with other world languages, among them, are to be able to establish effective communication with various circles, expand one’s capacity to accommodate the smooth operation of various transactions and activities, as well as to widen one’s horizon through learning essential knowledge being spread and written in Arabic. By mastering Arabic, one can surely get advantages in two worlds, here and the hereafter.

Efforts to master Arabic language skills are obtained through learning and teaching process. By learning, we mean an attempt to gain understanding or knowledge (Poerwadarminta, 1986: 108). The learning process consists of such components of: participants, teachers, learning materials, teaching processes, and evaluations. By teaching, we mean a process, or a way and an act, to transfer knowledge. Stated are goals of teaching in the framework of Islamic education according to the World Congress on Islamic Education:

Education should aim at the balanced growth of the total personality of man the spirit of spirit, intellect, the rational self, feelings and bodily senses. Education should therefore cater for the growth of man in all its aspects: spiritual intellectual, imaginative, physical, scientific, linguistic, both individuals and collectively and motivate all these aspects of goodness and the attainment of perfection. The ultimate aim of Muslim education lies in the realization of the complete submission to God on the level of the individual, the community of Muslim education. (1997: 4).
According to Nahlawi, the purpose of Islamic education is:

الغاية النهائية للتربيه الإسلامية هي تحقيق العبودية لله في حياة الإنسان الفردية و الاجتماعية (The purpose of Islamic education is to realize a man’s service to God through [leading a good] life individually and socially). (‘Abd al-Rahmân al-Nahlawi: 1979: 98).

There are three types of scope of education; formal education, non-formal education and informal education. As stated in UUSPN No.20 / 2003, formal education is a structured and tiered kind of education that consists of basic education, secondary education and higher education. Non-formal education is an education outside of formal education that can also be implemented in a structured and tiered manner. While informal education is the education through family and environmental sectors, whose program not to deliver the contents, but rather the context. (Muhammad, 2006: 20).

Based on that definition, only formal and non-formal education which have materials are arranged in a curriculum. While in informal education, curriculum is not in writing. Etymologically, curriculum is a Latin word, which means teaching. Others said that the word comes from the French courier which means running. The word curriculum then becomes a term being used which denotes a number of subjects that must be taken in order to be entitled to a diploma. Crow and Crow said that the curriculum is a teaching design that contains a number of subjects arranged systematically as a requirement to complete a particular education program. (Abudin Nata, 1997:123).

Indonesian Government had set the language curriculum on formal education institutions, starting from education level of PAUD (Pendidikan Anak Usia Dini, Toddlers Education House) up to college or university level. However, an overview of the extent of the child-friendly values loaded in it is scarcely found. A research about teaching Arabic in a child-friendly environment therefore is still needed. As today’s growing issue of the implementation of the child-friendly values or the correct views regarding them, including how to teach on the basis of child-friendly framework, this paper is a try to give a contribution in developing more awareness on the issue.

2. Literature Review
To put this paper into a perspective on international issues, it has been the United Nations Convention on the Rights of the Child, or UNCRC, to stipulate that all children should be entitled their all-encompassing Rights known as the “General Principles.” It is stated in the official website of national branch of UNICEF (United Nations Children’s Fund), a member of the United Nations Development Group arranging this Convention (refer to www.unicef.org.uk/what-do-we-do/un-convention-child-rights), these principles are Right of Non-discrimination (article 2), Best interest for the child (article 3), Right to life survival and development (article 6), and Right to be heard (article 12).

Out of all 54 articles of the Convention that cover all aspects of a child’s life, those 4 articles help to interpret all the other articles and play a fundamental role in realizing all the rights for all children. Spirit of these general principles is by all means to make sure that they get their rightful welfare and wellbeing, also to make realized the appropriate assistance for them to take hold of better future in all walks of life.

In relation to inculcation of child-friendly values in Arabic teaching, the activities of the teaching in all related components should be put in the first place. In terms of results, we may calculate that child-friendly teaching can be successful only if it meets the following indicators: an upgrade in Arabic language capacity and child-friendly knowledge, and a change in a way of solidarity of both in attitude and in behavior among the learners and the teachers; Learning outcomes obtained by students through the process of based child-friendly teaching of Arabic are useful and are applicable in everyday life; they may have been memorized and borne in mind by the learners and could affect their behavior regarding child-friendly values for a long time. And thereby it will hopefully shape the personality of the learners, vis-à-vis child-friendly values, as well as provide clear direction to work out the problems of his life related to the values of child-friendly equality.

However, other factors may play their role here. Compared to all other levels of education, Early Childhood Education (ECE) is considered to be the most critical (KF. Murtaza, 2011). It is because in this particular age, as stated by Gardner (1998, as quoted by LMK Filasofa, 2016), the development of the human brain jumps and develops tremendously fast, reaching the highest at 80%. Soon as he or she is born into the world, and sees the surface of the earth, the human child has achieved 25% of brain development. Then, as he or she sees many other parts of the earth, at the age of 4 their brain development reaches 50%, and continues to burst to 80% at the year 8. At the end of the day, the rest 20% will still develop until the age of 18. This physical development in the brain has definitely important effect to the children’s capacity to learn.

Nonetheless, as noted by Bobby De Potter (as quoted by Hadini, 2012), it is very often a fact that children who are in the same physical development as to their peers have failed to give similar stage in their knowledge and skills in school. Some factors have been responsible for this known fact. According to S. Zaenab (2016), the main factor is in the lack of human resources. She says that these the human resources need to be developed continuously in order that all the noble purposes of early children education can be obtained. Starting from the school principal to stakeholders, all need to be more selective.
about qualified teachers and administrative staffs.

Another factor probably also noticeable is the problem of whether or not their school is child friendly. Studies by A. Zuhrudin (2017), and Z. Slam (2016) show that success of school management is achieved in most part through child-friendly school system. This system creates a classroom which stands not simply as a place for students to learn subject materials. Rather, it regards the room as a place where social enterprise is in the air. Here, a student may grasp freely primary lessons of life such as friendship, cooperation and appropriate behavior.

According to A. Zuhrudin (2017), those early lessons of social life should be formulated in a language that omits verbal violence. In educating children, language is the main point that must be considered in the first place. The use of language in education affects children in the long term. Indeed, verbal abuse as well as physical punishment can cause the child to lose confidence and self-esteem. Jamal (2007, as quoted by KF. Murtaza, 2011) believes that corporeal punishment holds back learning and effects permanent psychological damage. Those who were beaten in their childhood were more likely to commit suicide, launch criminal activity and violence against others. A research conducted in a school in West Java by Z. Slam (2016) shows that implementation of child friendly school might help to prevent those “social diseases” earlier since childhood by establishing in the minds of the students “peace culture,” a culture based on respecting the universal values of life, among which; liberty, justice, solidarity, tolerance, human rights and equality.

In addition to the learning process, child-friendly values in Arabic materials also need to be taken care. A study by Akmaliah (2016) shows that some terms being circulated in popular Arabic-Indonesian dictionaries are not child friendly, and might be considered offensive, especially for girls. They are as in the following description revealed in her paper which is published at Musawa journal:

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Arabic</th>
<th>Meaning</th>
<th>Arabic</th>
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<tbody>
<tr>
<td>Doll</td>
<td>بنت العروس</td>
<td>homeless/drafter</td>
<td>ابن السبيل</td>
</tr>
<tr>
<td>Pebble</td>
<td>بنت الأرض</td>
<td>famous man</td>
<td>ابن جال</td>
</tr>
<tr>
<td>(spoken) word</td>
<td>بنت النمل</td>
<td>greedy</td>
<td>ابن بطنه</td>
</tr>
<tr>
<td>Strait</td>
<td>بنت العين</td>
<td>lousy</td>
<td>ابن يومه</td>
</tr>
<tr>
<td>Tonsil</td>
<td>بنت الودن</td>
<td>dawn</td>
<td>ابن تكاء</td>
</tr>
<tr>
<td>Coffee bean</td>
<td>بنت اليومن</td>
<td>echo</td>
<td>ابن العود</td>
</tr>
<tr>
<td>Liquor</td>
<td>بنت الكرم</td>
<td>fox</td>
<td>ابن أوى</td>
</tr>
<tr>
<td>Sorrow</td>
<td>بنت الفيل</td>
<td>lousy</td>
<td>ابن عرفة</td>
</tr>
<tr>
<td>Stretch of water</td>
<td>بنت الأرض</td>
<td>homeless/drafter</td>
<td>ابن السبيل</td>
</tr>
<tr>
<td>Tumult</td>
<td>بنت الأدره</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prostitute</td>
<td>نبات الهمز</td>
<td></td>
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</tbody>
</table>

Concerning the locus of the study, papers and works about boarding school -or pesantren, as locally named-- are abundant. However, only some of them will be highlighted here. Works by Yudha Heryawan Asnawi, Endriatmo Soetarto, Didin S. Damanhuri, Satyawan Sunito (2016), Saidna Zulfiqar Bin Tahir (2015), Sarno Hanipudin (2018), Sriharini, Moh. Abu Suhud, Suyanto, Abdul Rahmat (2018), Sudrajat, Ahmad Z. Slam (2016) show that success of school management is achieved in most part through child-friendly school system. This system creates a classroom which stands not simply as a place for students to learn subject materials. Rather, it regards the room as a place where social enterprise is in the air. Here, a student may grasp freely primary lessons of life such as friendship, cooperation and appropriate behavior.

Relevant to our study, especially that on Darul Arqam Boarding School in Garut, a work by Dewi Sadiyah (2015) is worth mentioned here. She speaks about education as an instrument paramount to inculcate religious values as a foundation of building healthy characters of Darul Arqam’s students. Arguing that since they are equipped with both extra-curricular activities peculiar to religious training and school discipline generally adopted by Governmental schools, she is convinced that there will not be really a matter to the school to form the students’ characters into the ones being more independent, accomplished, happy, shālih (religious), honest, faithful and pious to God. Also the paper by Asep Sulaeman (2016) is necessary to cite. His is quite complementary to the previous study, since he speaks about how kyai (religious leader) may play the leading role in constructing the commendable character of discipline within the students of Darul Arqam. Through observations over school’s activities and interviews with a number of students and teachers, he notices that the...
combination between traditional and modern education practiced by the school may become a model for other schools to inspire their students to do more discipline in their everyday life. These studies seem concerned about how firmly-established values interact with their newly emerging counterparts. Studying of how some values implemented in specific place or time has been the core theme of these two studies. Precisely in line with this theme, and because the location being studied is also the same, this paper may be regarded as another complementary to those studies by Sadiyah and Sulaeman.

3. Method

The method used in the discussion is analytical descriptive. Through the description of the study materials, binding it with the analyses, necessary conclusions might be obtained thereby. For the research itself, it is qualitative with naturalistic approach (Hadari Nawawi, 1985: 63). The collected data are analyzed using inferential descriptive method that seeks to offer objective representation of the reality. Its steps are firstly to describe, systematize, and then draw general conclusions from the materials. The data for the research are obtained categorically from primary and secondary sources. While source of primary data are from the field in the form of observations, interviews and documentation, Secondary data are obtained from library studies pertaining the research material being discussed. That way, the researchers may assess the quality of the data, analyze, interpret and conclude them. The main and additional data will be collected through observation, interview, documentation and triangulation techniques. This research is conducted at the Darul Arqam Boarding School in Garut, a small town located just some 50 kilometers away south of Bandung, capital city of West Java province, Indonesia. To be exact, the address is Ciledug Street, No. 284, RT 001/02, Ngamplangsari, Cilawu, Ngamplangsari, Garut Regency, West Java 44181, Indonesia.

To obtain the data needed for the research, interviews with the instructor (ustadz) and teaching participants (santri) are managed, complemented with reviewing their everyday textbooks. Conducted at the Darul Arqam Islamic boarding school in Garut, this research would like to see the implementation of child-friendly values in teaching environment. Broadly speaking, the goals of Islamic boarding schools as declared at the conference of all Islamic Boarding Schools in Jakarta on May 2-6 1978, are to foster among citizens desired personalities in accordance with the teachings of Islam and to instill religious feelings in all aspects of their life as well as to make themselves useful for religion, society and the state (Asep Sulaeman, 2016).

Stated that way, specific objectives of boarding schools are as follows:

- Educate santri as members of the community to become devoted Muslims to God, to have noble characters, intelligence, skill, and healthy physic.
- Educate santri to become cadres of ‘ulama and da’i with the following characters; sincere, courageous, tough, entrepreneurial in practicing dynamic Islam as a whole.
- Educate santri to acquire needed personalities to strengthen the spirit of nationalism, so that able to build themselves and care for the nation’s issues of human development.
- Educate santri to become pioneers in micro development (family) and regional (rural/community environment).
- Educate santri to become competent personnel in various development sectors, primarily in mental-spiritual aspects.
- Educate santri to help improve the social welfare of the community in the framework of the nation’s community development efforts (Asep Sulaeman, 2016).

Muhammadiyah Organization, which has put Darul Arqam to be one of its centers of education, previously gave considerable concern over the possibility of the shortage of ‘ulama in the future. According to Rahman (2012), this concern arose in the 39th Muhammadiyah Conference on January 17-22, 1975 in Padang, West Sumatra. It is this concern, which cast its repercussions down to the organization’s branch members in Garut, West Java, was greeted with high enthusiasm elsewhere. Regional Conference of Muhammadiyah Garut held on May 23-25 1975 ventured to topple the issue. It gave concession to its local figures to realize its message of solving the problem by founding an institution oriented to the regeneration of ‘ulama within the circles of Muhammadiyah organization. Only after several considerations was signed the Decree of the Muhammadiyah Region of Garut No. A-1/128/75 dated 6 Jumadilakhir 1395/16 June 1975, which contained the appointment of the Committee for the Construction of the Muhammadiyah Regional Boarding School in Garut. It officially began on April 20, 1976. Darul Arqam Boarding School in Region of Garut then accepted the first generation of santri in the academic year 1978-1979 (https://rahmanlogic29.wordpress.com/2012/06/27/).

Darul Arqam is intended to be a dedicated place where santri can learn their religion with no distractions whatsoever, tafaqqh fiddin. A santri is taught religious subjects in all their variety, combined with subjects ordinarily taught in common schools such as physics and mathematics. That way, the aim of establishing the school is to produce Muhammadiyah cadres who are Islamic, intelligent, having a good conduct, and may adapt to necessities of the time in the future.

K. H. Ahmad Dahlan, founder of the organization in 1912, used this verse as the basis for the formation of Muhammadiyah, to create an Islamic movement that is oriented to amar ma`raf nahyi munkar (enjoining the virtues and
prohibiting the misconducts). It is in Islamic rule of law that the command stated in the verse is used as mandatory (الأصل في الأمر للوجب)، and ‘ulama understand that no information there indicates meaning other than the mandatory order. The next lafadz, the word أنَّ هم المُفْلِحُوْن translated as “a group of people,” indicates that there must be togetherness (the task cannot be done alone). The explanatory sentence comes thereafter, which explains the criteria for this group of people, that is, a group of people who are able to do summons to others to do good and forbid things that are evil. The purpose of holding such a group of people, meaning “organization”, is stated after that in the last sentence. The sentence أُوْلَئِكَ هُمُ المُفْلِحُوْن shows that the purpose of the organization is to make people become blessedly fortunate. It is expected with the presence of Darul Arqam that there can be a center to produce Muhammadiyah cadres who are able to carry out the preaching of amar ma ‘raf nahyi munkar in line with the basic foundation of Muhammadiyah’s establishment (Asep Sulaeman, 2016).

Figure 1: emblem of Darul Arqam Boarding School (retrieved from http://mahad.darularqamgarut.sch.id)
1. The shape of a blossoming flower; symbolizes that Darul Arqam always gives a fragrance to its environment wherever it is;
2. Five angles on flower petals; symbolizes the pillars of Islam;
3. Continuous pentagon line; symbolizing that all santri, teachers and families who are in the school environment must constitute a unified whole;
4. Books and Pens; symbolizes that santri is meant to study;
5. Six lines in the book; symbolizes that the santri must carry out the pillars of sincere faith;
6. Two white stars; symbolizing santri must be determined to achieve glorious achievements;
7. Muhammadiyah’s logo; symbolizes that the school is under the auspices of the Muhammadiyah organization.

An institution must have a certain vision and mission, more specifically educational institutions. The Vision Darul Arqam, according to its official site (refer to http://mahad.darularqamgarut.sch.id) is being a model of a national level educational institution with a distinct ‘muhammadiyah’ character, having scientific insight, genuine competitiveness so as to produce cadres of ‘ulamā and intellectuals as the drivers of Islamic progress. Among its missions are; Carrying out and developing a model of Islamic education in the mastery of al-ulam aqliyah; Establish and develop relations and institutional cooperation with various related parties; Cultivating in santri activities beneficial for their development in knowledge, skills, sports, etc. Darul Arqam has now ample facilities supporting those vision and missions, such as: laboratories (for Physics, Biology, Chemistry, Language, and Computer studies); the hall, multipurpose place used to run a variety programs and courses; library; Multimedia Room; and a Grand Mosque.
4. Results

Through discussions with several members of teaching board, the researchers found some interesting philosophies behind the foundation of the school and its commitment to spread the knowledge and prepare younger generation to face their future challenges. Here are several ideas being forward.

In the teachings of Islam, education is highly regarded. In Al-Qur’ân for example, a verse claims that knowledgeable persons will be given the same degree as those clutching their faith unswerving. This is mentioned in QS. Al-Mujâdilah 11:

O you who believe! When it is said to you: "Walk in the council", those of you who believe and those who are given knowledge of degrees. And Allâh is well-acquainted then spread out, Allah will give you space. And when it is said: "Stand up", then stand up, Allah will exalt with all that ye do.

In many hadîs of the Prophet and sayings of ‘ulamâ are mentioned the importance of seeking knowledge. Such as:"Whoever travels to seek knowledge, Allah will make his way easier to heaven". "Seeking knowledge is mandatory, both for men and women of Islam". Seeking the knowledge is from the cradle to the grave hole”. “Whoever wants to be happy in the world, he should seek knowledge, also when he want to be happy in the hereafter, he must seek knowledge. If one wanted happiness in both places, he practically should also seek knowledge.” There are also suggestions to set the heart, to be patient and patient in the difficulty of finding knowledge. "When one has strong intentions, the path to success will surely open". "Whoever possessed a stern will would gain success".

Thus, Islam does not allow its followers to stay in ignorance. The purpose of life on earth is happiness, and happiness in all its kinds must be fought. The equipment that facilitates the struggle relies on one’s readiness to give his greater portions on time spending on seeking knowledge. It is knowledge that distinguishes the period before and after Islam; Islam’s

Figure 2: two story lab facilitating computer, physics, and language studies.

Figure 3: studying outside the classroom, an offer rarely rejected especially in a hot sunny day
period signed the opening of the light of knowledge vis-a-vis the previous period when all the universe was shrouded in darkness. This is the meaning of the symbolization of naming the first city that the Prophet built which bore the name “Madînah Munawwarah,” meaning literally "enlightened city."

The phase in a person’s life that he must commit the duty of worship in Islam or taklîf is halîfîg, i.e., the position when a Muslim has been complete in his mind, not a child anymore. There is a principle of "lá dîna liman lá 'aqla lahu which means there is no religious duty to a person who is not yet wise." The form of worship is worth nothing or in vain, when done without knowledge or taqli’d. The act of bid‘ah is therefore largely abhorred in Islam, because bid‘ah or heresy is to do a worship with mere religious intention without any information being known thoroughly of its instruction by the Prophet. It is admonished in hadith, "’kullu bid’at dhalîlah wa ’kullu dhalâla fi al-Nâr (every bid‘ah is an evil, and all evildoers dwell surely in hell)."

However, in order to cultivate in himself good and useful traits in the future, a child who has yet entered 'the age of conscience' should be educated at the behest of his or her parents. It would be asked later in the future to the parents about this chief responsibility. A Muslim will not live for himself; he must also consider his family and others in his environment; a good and reliable education must be prepared for the next generation. The offspring are our future, the result of pure love relationship; it is the message of Allah for parents to nurture them, educate and teach them to be good human beings. This is a new and revolutionary view; because for the Arab community at that time children like trees; if given enough food, they would nourish unscathed by themselves, leave them alone to grow; any interference from their parents would be considered a waste. There were times when they felt proud of their children; when they knew that their child was a boy and had an agile character, but felt angry when he found his child was a girl and weak in character. For the latter this has been told a lot about the tradition of burying girls.

In Islam, children or offspring are the next generation who will receive and maintain the cultural heritage of the previous generation, and are expected to meet a better life. Knowledge of Arabic can be gained through good or correct process of learning and teaching. In the term of teaching are inherent in it the concepts of learning and education. Learning is a student’s way to interact with his or her teacher in gaining new knowledge. Information obtained from the interviews with instructors and also some students, indicates that the instructors never give physical punishment whenever the students make mistakes in learning, they give a re-explanation and guidance instead, so that the students would better understand the teaching. With 24 hours of prearranged lodgment in the school’s abode or ma’had, students can consult their teacher about their study outside the classroom, if necessary.

Learning is an instrument given by the instructor to the students so that a process of acquiring knowledge, mastering skills and changing behavior to the better can occur. Learning can also create an expected attitude and self-esteem in the students’ part. Learning is actually a necessary process of interaction between learners and their educators.

Therefore, learning has always been the conscious effort by the instructors to grow within the students a learning interest, that is, to make change the behavioral faculty in the students’ part which related to their motivation in learning. The change obtained by the students might take a while, and that can only happen because of efforts, processes, and deliberated plans for that purpose (Wina Sanjaya, 2009: 203)

Following the national regulation number 20 the year 2003 on national education (Article 1 verse 1), seems to reinforce the point mentioned above, education is a conscious and planned effort to create a learning atmosphere and learning process so that learners can actively develop their potential to have spiritual and religious command, self-control, personality, intelligence, noble character, as well as required skills for the benefit of individual, community, and the nation. In other words, education means acts or ways of instilling or instructing trainings in morality and reason (1986: 250). It involves subsequently learning activities or process of getting knowledge (1986: 22). A deliberate action to inculcate the concept of child-friendliness in teaching Arabic language at Darul Arqam Boarding School Garut has been witnessed by the researchers while doing this paper work.

While in general teaching components are educators, learners, teaching objectives, teaching materials, methods or processes of education, there is also last but not least, and evaluation. In the implementation of educational activities generally applicable, educators may apply ‘punish and rewards’ for learners. Based on then interviews with instructors and students, also combined with some reviews of textbooks, the process of teaching Arabic at the Darul Arqam Boarding School has been made according to the values of child-friendly environment; the instructor treats other teaching participants in a good and comfortable manner, a pleasant learning interaction among all teaching participants then goes well as a result. The methods used in the learning process also makes it easier for children in fostering their interest in further learning. For example, in muhâdâtsâh (exercises in Arabic conversation), a teacher explains a word in Arabic while the object bearing its meaning is being put on the spot so that students can understand the word without translating it into their native tongue.

This method, called “direct method/thariqah mubâshharah,” mimics the language learning process by newly-born children. Francois Gouin (1880 - 1892), distinguished teacher of Latin language from France, pioneered this method. According to D. Mamataova (2017: 8), Gouin departed from the premise "second language learning should be more like first language
learning.” The mood expected from students who pursue foreign languages is like learning his own language, with lots of teacher-student interactions and encouraged spontaneities. This learning stimulates neither translation nor discussion of grammatical rules, things which sometimes put down passion among children to pursue further knowledge in language. For Gouin, learning a new language must firstly be about grasping surrounding objects recognized necessarily by their names, while others may wait. It thus creates a new language acquisition that is entirely familiar, a friendly tactic to being accepted as a daily-life for children. (Francois Gouin, 1892: 61). In Indonesia, a prominent figure in Islamic education in Indonesia, Mahmud Yunus, brought this method to be used in the country. Darul Arqam Boarding School, among others, followed his recommendation and adopted it in teaching Arabic to the students. However, each learning method must have its advantages and disadvantages. According to Al-‘Uṣaili in his book Ṭadrīs al-Lugah al-‘Arabiyyah li al-Nāṭiqin bi lugah ukhrā (nd.: 41), besides being advantageous in its aspects of listening and speaking, naturalness of language (eschewing to the outermost the weakness of artificial situations which does not provide actual learning), its emphasis on learning atmosphere similar to social conditions that occur in the target language environment; it also helps students think using target language patterns and avoid translation, some drawbacks must also be taken into consideration. Among them are:

1) Students whose native language is not Arabic certainly would need a different teaching method;
2) In this method, translating words is feared to cause interference for students, even though there are many other factors in the emergence of interference in language;
3) Too focused on the search for direct relations between words and objects, thus ignoring grammar, which is the reason for the imbalance of language elements learned by students;
4) This method uses the example used in the conversation, so students only seem to memorize it and will repeat the pattern only;
5) With restrictions on translation, making it difficult for teachers to teach abstract vocabulary, because it cannot be described concretely;
6) Students are left to make mistakes in communication, which then will become a habit;
7) Suitable for children, but less suitable for adult students;
8) Not suitable for classes that have students over 15;
9) It lacks attention to students’ writing skills, because it focuses on making the target language the only language of oral communication.

In order that students may master skill in Arabic language writing, the teachers in Darul Arqam Boarding School will do some steps as follow:

1) Provide vocabulary that fits the theme of the lesson unit, very often, the way of making the students understand the meaning of the word is through pointing the object being discussed (if it is a concrete noun available in the class) or giving several hints representing the object (if it is not available or rather abstract like verb of its modifiers).
2) Give examples of how to use the vocabulary in various sentences; therefore, the teachers must have good command of elaborating words, under condition that they do not go away from the students’ familiar context.
3) Students will then practice on their own making various sentences with pattern instructed previously; this usually is done in the classroom or outside under teachers’ supervision.
4) Therefore, they may apply it in making Arabic language texts. That way, the teachers will surely see that the students’ vocabularies may evolve as hoped in line with another skill of making ‘Arabic composition’ (al-Inṣyā’ al-‘Arabiyy) – a skill much needed later on college studies.

Speaking about upholding the school’s rules or norms of conduct, there are times where students breach them. In this particular moments, a sanction must be given for the discipline to perpetuate. Already imbued with the concept of child-friendliness, the teachers holding the position to uphold the law do not give forms of physical punishment such as slapping or beating, but rather admonish the students to the importance of learning for their own future. The students, those who, for an instance, had not collected assignments on time, would need to submit additional assignments, the ones similar to three times as many as the earlier assignments. Therefore, there is no use of violence perpetrated against children.

The books used in learning Arabic are mostly the work of the teachers themselves, which aims to maintain the distinctive characteristics of Arabic in the boarding school. Others are printed books in accordance with the curriculum of the Ministry of Religion of the Republic of Indonesia. This is made so the students might be able to take part in UAMBN (National Standardized Madrasha’s Exams).

In the teaching materials and in the process of education, it should not make difficult on the part of the child or the learner. In any way, education should not become something frightening to the children, or in a word much repeated, not ‘child-friendly.’ In general, the implementation of education in applying punishments and rewards must be based on established educational goals.

The three types of education mentioned above are generally undertaken by everyone including children. The child, according to the national regulation no. 35 the year 2014 article 1, is a person who has not attained 18 years-old, includes in the term a child who is still in the womb. While in child-friendly term, the word friendly, in one dictionary (1986: 793),
means good and sweet in words and speech. Child-friendly means hospitable, close and not-in-distance, meaning fun and easily accepted by a child; comfortable on the side of the child, both physically and psychologically.

On teaching and education with child-friendly perspective, according to Regulation no. 35 chapter 9, a child is entitled to education and instruction in the context of his or her personal development and level of intelligence based on respective interests and talents.

5. Discussion and Conclusion

Based on the data, it indicates that child friendly indicators in teaching or education should cover eight components; child-friendly on content standards, process standards, graduate competency standards, education and its personnel standards, equipment and infrastructure standards, management standards, financing standards, and assessment of education standards. The essence of child-friendly teaching is that in teaching, a child must have decent protection, an environment which is hospitable to child, giving him or her psychic and physical comfort, and able to involve children as active learners in the learning process. It is deemed important as well a process and evaluation of teaching which is fair and credible for the children.

Traditionally indicators have been divided into three types are economic, environmental and social. (Geoff Woolcoc, 2008: 36). And the teaching Arabic is part of social indicator. And this indicator something difficult in measuring wellbeing directly. So according to Hoering & Season, (2004: 84) in Geoff Woolcoc (2008: 35) social indicators have emerged as ‘surrogate’ measures that translate or operationalize abstract concept e.g. health, safety, into measureable term. And the term of Arabic teaching child-friendly is taken comparing and analyzing from the concept of child-friendly cities has been developed to ensure that city governments consistently make decisions in the best interest of children, and that cities are places where children right to healthy, caring, protective, stimulating, educative, non-discriminating, inclusive, culturally rich environment are addressed. (Erliana Riggio, 2002: 45). So Arabic teaching child-friendly make decision in the best interest of children, and all of components of Arabic teaching are making children right to learn, caring, protective, stimulating, full educative, non-discriminating, and inclusive.

Learning process is expected to be fun in addition to function brain to the most that makes learning process friendlier for children. We still need to move our muscle while learning. That way the learners are not only to sit in silence right from the beginning to the end, but they might do some exercise during the process, for example, they can be asked to play a game while learning Arabic, because physical movement can make the brain work better. Quoting Spurzheim (d. 1832), Jalaluddin Rahmat states that brain, like muscle, will strengthen with exercise (Jalaluddin Rahmat, 2005: 21). Among noble goals of learning process is to develop each individual student so that a better life is achieved; it is actually an integral effort to develop all potentials; there should be intense interaction between all parties so that conducive atmosphere can be built; fun, that magic word students can develop their potential without fear. A challenging condition, not in a threatening sense, is important to generate a desire to grasp the knowledge and skills being taught; that way, it may motivate students to learn further and search more (Vienna Sanjaya, 2009: 222-228). Several games are mentioned and elaborated both by Imam Asrori (2009) and Hiyam Zaini (2004) and Akmaliyah (2016) concerning Arabic teaching, such as conceptual maps, card games, information-chain, and so on.

Assessing all these things work in Darul Arqam Boarding School in West Java, Indonesia, from textbooks contents and the process of their transmission by the teachers, the researchers find circumstances needed inside and outside the classroom in the boarding school, and student-teacher interactions here and there, providing the convenience that is child-friendly in nature, in the part of the students. An example makes it clear; in a time when a rule is not at stand. Whenever a student violates a rule, sanction must be given. Because the teachers at Darul Arqam already understand the concept of child-friendliness, the sanctions are not in the form of physical punishment, such as slapping or beating. Nor even verbal ones, such as scorching or harsh words. Students would be assisted to comprehend on the importance of seriousness in learning; they need to do some academic additional assignments or to collect assignments three times as many as the other students have for the same task. It hopes to make students to become accustomed to do discipline, so that they would keep it mind at a later time.

As a conclusion, child-friendly Arabic teaching is a systematic effort in teaching Arabic with child-friendly values in mind. It is still in need of socialization to a wider audience. While the child-friendly values can be implemented in all the teaching components, the socialization of it can be done through activities played by educators and learners. Teachers transfer knowledge in a way convenient to the students and stimulate them to seek further; also they communicate in a friendly interaction so that suitable environment required for a good development of skill and knowledge in Arabic language has been attained. Moreover, forms of physical punishment such as slapping or beating are not the option, trying rather to admonish the students to the importance of learning for their own future has been so far the preferred policy. The students, those who, for an instance, had not collected assignments on time, would need to submit additional assignments, the ones similar to three times as many as the earlier assignments. In the same way, such treatment has also been incorporated into the Arabic language teaching. The teaching and evaluation process have reflect child-friendly values with indicators, such as, cordial to children, protecting them from harm, providing them necessary psychic and physical
comforts, involving them in all learning activities, and securing them a sense of justice.

In line with the manual of child-friendly schools published by UNICEF (2009), the teachers and all staff in the school play an important role in the creation of child-friendly environment. They enable children not only to achieve the knowledge and skills prescribed in the curriculum, but also help them develop the ability to think and reason, build self-respect and respect for others, and reach their full potential as individuals. “General Principles” of UNICEF, Right of Non-discrimination, Best interest for the child, Right to life survival and development, and Right to be heard, have all been satisfactorily realized by Darul Arqam Building School.

Our study shows that teaching Arabic in Darul Arqam Boarding School with all its components is child-friendly. In general, these components of teaching, comprised of educators, students, teaching goals, teaching materials, methods or processes of education and evaluation, have been put in full commitment to meet the requirements needed in any child-friendly environment. While the core of child-friendly teaching is that in teaching, children must obtain proper protection, friendly friendship to children, the school has provided psychological and physical comfort for children and the involvement of children as active students in the learning process and the process and evaluation of teaching that is equitable for child. So the child-friendly teaching of Arabic in the Darul Arqam Boarding School in its teaching component provides proper protection, is friendly to children, provides psychological and physical comfort for children and the involvement of children as active students in the learning process and the process and evaluation of fair teaching for children.

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The structure of the Individual's Authority in the Educational System

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Abstract
The organization of management and leadership in small and large groups of people in conditions of socio-psychological phenomena is associated with the phenomenon of authority. Focus of this work is on the relationship of the teacher's authority with group parameters. Does it influence the efficiency of the education and socio-psychological processes in scholastic group? Based on theoretical assumptions, we believe that the influence is not direct but has rather a complex mediated nature. In process of education, for instance, an authority of the teacher most of the time influences motivation of pupils, their diligence, discipline and attention, as well as it promotes increasing interest in scholastic subject; and thus the ultimate results of the activity are achieved only through these intermediaries.

The factors shaping the authority of the personality of a teacher are represented in the three groups: in the personality of the teacher, in the value expectations of students and in the parameters of the social environment. The first two groups of factors are the mirror images of each other. Amongst more concrete factors, shown by teacher in interaction with pupils and students, that are within the group of professional and psychological qualities, are: subject knowledge, methodical skills, organizational skills, communication and morally-communicative qualities, empathy etc. All these blocks of characteristic and qualities reveal themselves only in process of jointly performed activities.

The structure of the value expectations of students from the teacher, on the basis of which the authority of the latter is "built", is influenced by various micro- and macro-social conditions, and as a result of which, there is currently a general decline in the authority of teachers among students.

Keywords: authority of the personality of a teacher, professional and psychological qualities, organizational skills, moral-communicative qualities, empathic features.

Introduction
It's well known that one of the priorities, while building any concepts, is a determination of main notions and the relationships between them. Otherwise, there is a danger of falling into a full eclecticism.

G. Homans, a known social psychologist, has defined the word 'authority' using notions of 'influence' and 'respect'. He supposed that authority is a personality, rendering most influence upon rest members of the group and getting from them most respect (Homans, 1961). No doubt, this is very ingenious determination from operational point of view.

R.H. Shakurov offers following: "Authority in social-psychological understanding is a position of the person in system of the interpersonal relations, that conditions a possibility to render morally-psychological influence on other people" (Shakurov, 1984). As we can see in this approach, authority is linked with notion of a status ("position"), the special status to personalities in group. Here, the positions of the quoted author unites with ideas held amongst foreign specialists. However, there are some particularities. In our opinion, the most important and exact remark is that the authority is not about influence itself, but about possibility of its rendering. Certainly, not about technical possibility, but in principle. Possibility can be considered as acceptance of the fact that this authority "belongs" to a certain personality.

Eventually, authority - a specific image of some personalities in consciousness of the colleagues, subordinated, pupils and others. This leads us to forming a following definition. Authority is a form personality made up in consciousness of the group members, due to which it gets the possibility to influence their behaviour, estimations and relations, without resorting to direct pressure. Using R.H. Shakurov's word "possibility", and bearing in mind that person may not want or try using his authority, may not even think of it, and so in such events influence occurs regardless of his desire. Although it may not be observed neither directly, nor with indirect pressure, nor without realization of both sides, but nevertheless, it can still occur.

Thereby, authority is possessed by a specific person, but in structure of his personality (as an element in this structure) it is absent. Is is presented in the others in the form of their specific relations to this person. Hence, authority is a typical socio-psychological phenomenon, appearing in interaction only. Exactly in the same way
it can reveal itself only in interaction and in relations (Vazieva, 2016). Apparently, the most influence onto the socio-psychological climate, on unity of students' and pupils' group can be found only in the event when teacher is a class leader, or leader of the scholastic group. The most influence of the teacher's authority is observed in the scope of educational influences on personality of pupils and students, i.e. in the scope of shaping their moral valuables, social feelings, professional choice and in some other.

Materials and Methods
It is difficult to say when authority has rationally-cognitive origin, and when emotional-sensuous. Evaluation of one person by another occurs during shaping any relation. Attitude to the other person is often formed on the grounds of some his specific characteristic, quality, particular behaviour etc. Perception and estimation of personal characteristic are carried onto the whole personality. As a result, in some cases, defects will be overlooked, but at other times - his merits. This is hardly a rational process, since rationality expects taking into account all essential factors. Seems that the emotional-sensuous processes play a great deal when shaping the authority (Milgram, 1974). Authority should be considered as a social feeling, and the need for which is in each person. In genetic aspect, authority is a feeling, but, in any modern person, it is determined by rational checking (Uleman, 1972).

In social psychology, there is a traditional separation of the official authority (the authority role) from the personal. Sometimes within the framework of the latter, there is separately considered a functional one, that is founded, first of all, on professional and role's competence and strictly personal or emotional (Stepkin, 1982). The official (or authority role) is completely defined by formal, but in some cases by informal status of personality. Opinions, however, differ when addressing two components of a role: functional and emotional (moral). R.L.Krichevski (1996), for instance, insists that the first one is more important, and its absence in a leader has more heavy consequences for that group. This standpoint, certainly, is motivated logically enough, but, much sooner, is equitable only for a labour group in a sense of operational efficiency. Say, in children groups, when talking not only about education, but also nurturing, when criteria of efficiency is ambiguous, hardly any component of the teacher's authority has of a greater or smaller importance.

One more important question, requiring in our theoretical analysis, is a question about origin, or shaping the authority. In principle, what are the factors that support its shaping? Why exactly this one, rather than another personality, has an authority in the given group?

First of all, let us stop on the notion of ‘factor’. This is a scientific notion. Factors, generally, are any conditions, parameters of surrounding ambiances, rendering direct influence on phenomena under investigation, regardless of power of this influence.

All are a possible factors can be divided into three groups: 1) represented in personality and in activity of teacher, 2) represented in different psychological and social-psychological parameters of students and their groups, 3) represented in objective features of the ambience during the interaction between teacher and student. Note, the parameters of the objective origin are present also in the first two groups of factors: for instance, factors of the age, gender etc. Y.P.Stepkin (1982) assumed that the value-based relationships lie in the foundation of personality's authority. These relationships appear between people whose perception is made via one other through prism of own values and valuable orientations. Here, it is necessary to select two aspects: firstly, a system of values of an owner of the authority, secondly, this should be present in the other party, i.e. in someone for whom he appears authoritative (Stepkin, 1982).

It is obvious that life values and priorities of the teacher, that anyway are revealed in his interaction with pupils and students, maybe not immediately, but as more or less gradually becoming clear to them, render the deep influence on his authority. There is, for instance, all basis to expect presence of the more high authority in the teacher, in whose personality are brightly denominated values of the cognition, creative activity, value of pupils as personalities themselves etc. And, on the contrary, low authority is possessed by those who mainly concerned by their own personal problems (in particular, materialistic) and on priority of achieving those.

Results and Discussion
In spite of presence of the theoretical difficulties, the inconsistent approach and mismatched results, it becomes more obvious that the value-reasoning part of a personality forms its core and influences upon his action and
activity. In process of perceiving each other, people also strive, eventually, to get into the world of the values of the other, with whom they enter into interaction. For pupils of senior age and students, relationships with each teacher and their personal psychological characteristics are, possibly, not so important. Nevertheless, they are perceived and valued, and so this formation of attitude to the teacher depends on how these values appear in the eyes of the student.

It is reasonable to describe the other factors ‘coming’ from teacher in a way already mentioned by approach to structure of the modern requirements to parameter of personality and activity (Atkinson, Lens, O’Malley, 1976). In other words, this is about structure of professionally important qualities. One of the main blocks, and consequently factors, is a professional competence, which is particularly important for shaping a functional authority. Professional competence for teacher comprises of subject knowledge and methodical skill i.e. direct skill to train, possession of methods, styles, ways and instruments of education.

The next block of factors is formed by management abilities and skills of the teacher, which consists of his skill to organize and conduct the scholastic session, maintaining discipline not by power but by other means; in skill to organize and conduct the interesting extracurricular activities. Here we can include motivation and stimulation skills, aimed at developing scholastic-cognitive activities of students and organization of interactions between them.

A block of organizational characteristics and qualities closely merges with other two: the first of them is a communication-technological, the other - morally-communicative traits of personality, amongst which a empathy plays a decisive role. Division of communicative qualities onto technological and moral are quite conditional since such empathy qualities as kindness, patience, sympathy etc inevitably display themselves in contact (Edlund, 1978).

The last three blocks of factors facilitate shaping of the teacher’s moral authority. However, the list of factors is not exhaustive. Outlook and the general erudition of the teacher, his truthfulness and fairness in relations with children and with youth, pedagogical tact, as well as many other qualities with psychological contents require a separate consideration. Besides, some other specific factors such as the teacher’s appearance, for instance, play importance in pedagogical activity.

While analyzing factors ‘coming’ from student, we shall remind once again that their values and expectations, particularly those that are not finding sufficient satisfaction, and if there is at least a partial responsiveness in activity and behaviour of a teacher to his dissatisfied expectations, provide greater possibilities for shaping the authority. Hence, finding and revealing these factors is equivalent to defining a) leading expectations of students in interaction with teacher, b) relatively seldom satisfied expectations. That teacher whose personality structure and activities mostly correspond to these expectations has a good chances to obtain the authority. Students’ expectations are connected with different features of teachers’ personalities and activities.

Inherently, personality traits and activity of the teacher and student’s expectations are two sides of the same coin. It is, in fact, about the same factors when the teacher is taken as a “point of reference” and when the students are taken as a reference point.

 Already for a while, social psychology has been discussing subject of influence of organizational forms of joint activity on different group phenomena and processes (Winter, 1987). In the event of teacher directly working with class or scholastic group (leads lessons and sessions), a very close-fitting relationships will appear. Success depends on teacher’s professional skills, but results of his labour are valued by the results shown by his pupil. Does it mean that it’s hard for a teacher to obtain the authority amongst those pupils and students, with whom he enters in the most close-fitting scholastic interaction?

It is thought, not harder than to deserve a trust and authority for a leader in group of subordinated, and more so that a considerable difference at age, experience, knowledge creates some more advantages for teacher. Joint and well interconnected activity really raises the level of the requirements of the people to one another, and in a sense, this can create difficulties in shaping the mutual relationships between people (Raven, 1974). But, on the other hand, authority can not be formed outside of joint activity of teacher and student (pupils). Often this turns out to be just enough for summarizing the efficiency of this activity for the latter. We can assume that the optimum organization of the scholastic interaction between teacher and student, reduction of level in their mutual dependency is one of the important factors in shaping teacher’s authority.

A general micro social background, on which the interaction of the concrete teacher with concrete pupils occurs, is the essential external objective factor, that has a situational nature, and necessary to consider too (Mitchell, Larson, Green, 1977). Simply, a great deal depends from trained composition of a pedagogical
group, team of teachers, working with class or scholastic group.

One more factor, influencing upon authority of the modern teacher, certainly, are a macro social conditions, which, as it was already noted, currently, bring reduction of social prestige to the profession, including in the eyes of pupils and students. The other important side of macro social influences is the occurring changes to values of schoolchildren and young students, as this occurs faster than in persons of senior age. As a result, this increases a temporary gap between systems of valuates of the teachers and students, and so for the teachers it becomes much harder to correspond to the ‘new’ expectations (Alishev, Nigmatullina, 1999).

Conclusion
The results of the study of the problem surrounding the formation of the authority of the teacher's personality led us to the following main conclusions:
1. The phenomena of the authority is closely connected with many socio-psychological phenomena, that are typical for processes of management and leadership in smaller groups of the people and in greater social communities. This obstructs its detailed study.
2. Altogether it has distinct specifics and it can be concluded that, unlike the other phenomena, an authority is absent in structure of the personalities of its carrier. The personality's authority is represented by internal psychological world of others, those who surrounds it. It's possible to say that the presence of it that creates the possibility to render the influence without resorting to pressure or enforcement. Thereby, this phenomena has a typical socio-psychological nature.
3. As a specific form of representation of one personality in internal world of another, an authority is mainly an emotional-sensuous formation. We may call it social feeling, however, it may bring distortion into perception and evaluation of one personality by another.
4. Perception of personality and its specifics by pupils and students are of the decisive importance in shaping the authority of the teacher. Within the same framework, the teacher's perception of values is of the atmost importance.
5. The factors shaping the personality's authority, including of the teacher's, are concentrated in three areas: in teacher's personality itself, in student's expectations and in parameters of the social encirclement. The first two groups of factors are the mirror images of each other.
6. Amongst more concrete factors, shown by teacher in interaction with pupils and students, that are within the group of professional and psychological qualities, are: subject knowledge, methodical skills, organizational skills, communication and morally-communicative qualities, empathy etc. All these blocks of characteristic and qualities reveal themselves only in process of jointly performed activities.
7. The structure of the value expectations of students from the teacher, on the basis of which the authority of the latter is "built", is influenced by various micro- and macro-social conditions, and as a result of which, there is currently a general decline in the authority of teachers among students.

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Conceptual information of a Work of Fiction

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Abstract
The authors of the article consider that a concept in a work of fiction has a dualistic nature. It includes ideological and aesthetic aspects. The article deals with the ideological aspect of a work of fiction's concept. An ideological concept is looked upon as a predication of the topic of a work of fiction to its author’s interpretation. Both the topic and the concept are analyzed as nonlinear, fractal sets of hierarchical structure which is illustrated by examples from a contemporary British novel. Introducing the notion of fractal to a text study explains ambiguity of its topic definitions and plurality of its possible interpretations. Dicteme is looked upon as a minimal fractal thematic and conceptual unit of text. Dictemes in their turn are combined into macro-topics, and macro-topics form a basic topic of the whole literary work, and this basic topic becomes its integrating factor. In case of fractal approach the role of a viewpoint from which this or that issue is considered increases, hence, in relation to a text study, so does the role of a language personality of the narrator, author, and reader.

Concept medium of text is a language personality of the narrator. In case the narrator is unreliable this function is fulfilled by a language personality of the author.

Keywords: topic, concept, dicteme, fractal, a language personality of the narrator, a language personality of the author.

Introduction
Conceptual information of a work of fiction is implicit. It represents the author’s interpretation of described events and phenomena. “The world of a work of fiction has a creative nature and is composed by the author’s imagination. A text of a fictional work ... is imaginary, where the depicted world is correlated with the reality indirectly through the author’s individual perception of it, transforming in accordance with the author’s intention, that is being conceptualized” (Asratyan, 2015). A concept in a work of fiction has a dualistic nature. It includes ideological and aesthetic aspects. The task set in this work is to review the ideological aspect of a work of fiction.

“A topic of a work of fiction, – from our point of view, – is reflected through its author’s interpretation and thus is conceptualized in accordance with the following pattern: X is Y, where X is a topic of a work of fiction and Y is its author’s evaluation” (Asratyan, 2017). In a work of fiction both X and Y and even both of them are not always logical, rational ideas. They could be images, both iconic and metaphorical.

At the same time, as it has rightly been noted by J. Brown and J. Yule, the ground for determining a topic of a literary work does not always seem to be clear-cut (Brown & Yule, 1983). It is a categorial-propositional text structure that we use as a basis for defining a topic of a work of fiction, which includes subject(s), objects, attributes, predicates, time and place relations, causes and effects, etc. Besides, the topic of a whole work of fiction starts being formed at the level of dicteme, suggested by M.Y. Blokh as an elementary topical segmental unit of text (Blokh, 1985, 1994, 1999, 2000, 2004 – notion of dicteme) (Blokh, 2000). At this level micro-topics are formed, which in their turn are combined into macro-topics, and macro-topics form a basic topic of the whole literary work, and this basic topic becomes its integrating factor.

However, combining of all the sub-topics into one basic topic of a work of fiction has a nonlinear nature. Within synergetic approach a text can be viewed as a fractal object. A fractal (der. from Latin fractus) – fragmented, broken, crashed. It was introduced into scientific usage by a French and American mathematician B. Mandelbrot. There is no clear definition of the notion in the science at this stage, however, in V.V. Tarasenko’s point of view, it is “not really necessary after the inter-subjects practice of scientific application of this category has been widely spread” (Tarasenko. www). Nevertheless, in “Wikipedia” a fractal is defined as a self-similar plurality, where the whole has the same or almost the same form as one or more parts of it. V.V. Tarasenko admits that “in case of applying a fractal concept ... a methodology of assembly of the whole with the help of its parts changes significantly, as parts are not obvious, boundaries are not visible, there are not enough parts for “assembly” of the whole, or, to be more precise, there are infinitely many parts, they are...
ininitely hierarchical, twisted up, overlapped, and the traditional methodology following the pattern “part – boundary – the whole” does not lead to assembly of the whole, but destroys cognition by endless complications and restrictions” [Ibid.].

“The principle of fractal homomorphism (universal similarity), – from the point of view of V.I. Arshinov and V.E. Voitsekhovich, – on the one hand, shows fundamentality of not WHAT is reflected, but HOW it is reflected..., and on the other hand, means mutual similarity of fractional structures of any scale. Fractality is also considered both as a subject and method of analysis. The key thing about formation is not elements but structure” (Arshinov & Voitsekhovich, 2000).

Results and discussions

We observe all these phenomena in the process of a text analysis. Nonlinearity of text determines its fractality. Introducing the notion of fractal to a text study explains ambiguity of its topic definitions and plurality of its possible interpretations.

Ambiguity is also characteristic of conceptual information which as well as the topic itself starts being formed at the level of dicteme. It is the author’s image that is a medium of the conceptual information, which, from linguistic point of view, we regard as a language personality of the author which most often manifests itself through a language personality of the narrator. “In case of narrator’s unreliability this function is indirectly fulfilled by… a language personality of the author which adds evaluation connotations to the narrator’s image” (Asratyan, 2016).

In case of fractal approach the role of a view point from which this or that issue is considered increases, hence, in relation to a text study, so does the role of a language personality of the narrator, author, and reader.

And now let us analyze the novel by Michael Frayn “Headlong” (Frayn, 1999) and see how the topic and concept of this literary work start to be formed at the level of dicteme.

Within the categorial-propositional structure of this novel we distinguish the following key subjects: Martin, a fine art expert, iconology and philosophy specialist (it is on his behalf that the novel narration is carried out) and his wife Kate, who, together with their new born daughter Tilda come to a country side, where they almost immediately meet a local villager Tony Churt and his wife Laura. The main object, around which the events of the novel unfold, is a picture that Martin accidentally saw in Tony Churt’s house. The fine art expert, obsessed by the idea that the picture is the lost fragment of Brueghel the Elder’s “Four seasons” series, is trying to find evidence proving correctness of his assumption and somehow to get hold of the picture. This idea completely obfuscates his mind, often leading him to dishonesty. Numerous insights into history, the main character’s detailed descriptions of works of art and art styles are just a background against which the personal drama of the protagonist takes place.

The cause and effect chain of the topic of the whole literary work reveals itself via a set of specific dictemes.

The key one is a dicteme that describes Martin’s first meeting with the picture. This is a starting point that all the following events evolve from: “So it’s there… that I first set eyes on it. On my fate. On my triumph and torment and downfall” (Frayn, 1999, 41).

The information that this dicteme contains is not only denotational but also emotive. And it is a lively pulsating emotiveness which is determined by parcellation and excessive repetitions (via homogeneous parts and polysyndeton).

This dicteme finishes a chapter, and the new chapter starts as a continuation of this dicteme: “I recognize it instantly” (Frayn, 1999, 42).

In the following very detailed dicteme Martin is trying to explain his recognizing of the picture: “I say I recognize it. I’ve never seen it before. I’ve never seen even a description of it. No description of it, so far as I know, has ever been given. No one knows for sure who, if anyone – apart from the artist himself – has ever seen it” (Frayn, 1999, 42).

And again, the narrator’s inner monologue is rather emotional. It is rich in stylistic devices. There are both anaphora and inversion here.

Having seen the picture, the narrator sets a clear task – to get it: “I’m going to have the picture off him. This is my great project. I don’t know how I’m going to do it, but do it I shall…” (Frayn, 1999, 47).
This dicteme sets a start to all further actions and deeds of the fine art specialist. It is human vanity and greed that are behind cause and effect relations here. The main character is blinded by the potential fame and recognition.

This reason is depicted in the text of the novel through the dicteme where elevated and exuberant vocabulary is used, which emphasizes “grandeur” of what is happening, as well as “pointedly noble conduct of the main character, his high moral features”: “I allow myself to dwell on this idea for a moment. Six pictures… one to be occupying most of the wall of this very room for a precious day or two, before moving on to take its rightful place in the National Gallery in London. To have found one of seven missing links in Bruegel’s great chain would be a glorious discovery, that would light up the rest of my days on this earth…” (Frayn, 1999, 82).

Vanity in case of Martin is expressed via his desire to make a “glorious discovery”. The “glorious discovery”, in its turn, means fame and recognition. The narrator is imagining the benefits from this: “…behave with characteristic modesty as I receive public and professional recognition in equal measure; look with innocent amazement and heroic equanimity at the huge sums of money dangled in front of me… nobly insist that it must remain in the country, even though this means accepting a considerable financial sacrifice; contribute a remarkably generous proportion of the proceeds to help good causes of the arts; perhaps even make a small but entirely uncalculated donation to Tony Churt himself…” (Frayn, 1999, 95).

There’s one more vivid feature in the previous two dictemes – contraposition: nobility and selflessness are indirectly opposed to the notion of “money”. In the following dictemes this opposition acquires an obvious, vivid nature. The narrator, absorbed in his fantasies, does not yet confess to himself what is really driving him, and every time denies the selfish essence of his motifs: “Not that I’m thinking about money, but it’s impossible not to be curious… Over a million pounds for a copy. So for an original… But I’m not thinking about money. I’m truly not” (Frayn, 1999, 87).

Further on, by means of a high-flown metaphor, greed is again opposed to noble, selfless goals: “In any case, the true Jerusalem to which my ship’s sailing is not the money or the fame, or any of the ports at which it may touch en route – it’s the chance to repay my share of the debt we all have to the world that gave us birth by restoring to it one of its lost wonders…” (Frayn, 1999, 96).

He tries to persuade himself in nobility of his intentions: “I must stop talking about this… as a confidence trick, because it’s not – it’s a public service, a contribution to the common weal at least as notable as anything that Rockefeller or Getty ever did” (Frayn, 1999, 111).

And, finally, there appears a dicteme where the narrator speaks openly about the predictable outcome: “I’m not going to emerge from this story with any great credit, I can see that. But I am going to emerge a great deal richer and more famous…” (Frayn, 1999, 252).

The morbid obsession is also revealed by how the narrator refers to the picture. On the one hand, he uses nominations indicating colossal value of the picture: “one of seven missing links in Bruegel’s great chain” (Frayn, 1999, 82), “one of the most important artistic discoveries” (Frayn, 1999, 95), “one of its (world’s) lost wonders” (Frayn, 1999,96). On the other hand, all of them are opposed to the proprietary “my picture”.

Initially the narrator is trying to bring himself to senses: “And I say my picture. But it’s not. It’s Tony Churt’s picture” (Frayn, 1999, 77).

But soon he perceives the picture as only his: “This is the simple conviction that wakes me: that whatever my picture is, it’s not by any anonymous follower of a painter no one’s heard of!” (Frayn, 1999, 79).

“I follow… into the sunlit lands that lie before me, as I carry my picture off…” (Frayn, 1999, 95).

“So the first picture in the series – my picture – has disappeared somewhere…” (Frayn, 1999, 169).

More than that, the narrator, eventually confesses to himself that the picture has become an end in itself, regardless who created it: “Now let me be absolutely honest with myself… Supposing… that the objective evidence I turn up destroys my case instead of proving it; supposing that it proves the picture isn’t what I think it is… Would I still want the picture? Of course! It wouldn’t change the picture itself one iota, even if it turned out to have been painted by Tony Churt” (Frayn, 1999, 142).

The narrator “infected” by his idea starts implementing the intended. The deeds that he does in the attempt to prove his assumption are beyond common sense and are marked by obvious recklessness and riskiness. And the narrator to some extent understands that himself: “The implausible appeal for my help, the pantomime of artistic innocence and financial dishonesty… It’s a classic sting! It was using my own dishonesty to lure me on, my own vanity to blind me” (Frayn, 1999, 197).
His sense of danger is mingled with a feeling of guilt towards his daughter Tilda: “... It implies a contrast with my failure to be absorbed in the wonderful little creature we’ve brought into this world together, and my cold-hearted absorption in something else” [P. 120].

Gradually Martin stops trusting himself: “Am I getting close to the edge of the dizzy precipice named You-can-fit-almost-everything-into-any-pattern-you-like-to-name?” (Frayn, 1999, 178). And he even regrets starting that whole enterprise: “Why, though? That’s the word I find I’m left with in the end. Why am I here? Why are things like this? Why did I ever begin this terrible enterprise? Why am I going ahead with it tomorrow when I still haven’t honoured my pledge to Kate to find some objective evidence – when I no longer believe in it myself?” (Frayn, 1999, 306).

He understands that everything that is going on is abnormal, which is exactly what the following dictemes reflect: “Creating a fiction isn’t lying, I understand that. But suddenly it seems remarkably like lying, and remarkably unlike anything I’ve ever attempted in my life before” (Frayn, 1999, 99).

“Odd, though, all these dealings of mine with myself,… debating my own feelings and intentions with myself. Who is this self, this phantom internal partner, with whom I’m entering into all these arrangements?” (Frayn, 1999, 143).

The narrator is speaking with himself and confesses: “Experience suggests that you tend to leap to conclusions. You’re not good at grasping a long train of evidence unless they’re laid out quite pedantically” (Frayn, 1999, 143).

“Yes, when I think of that flash of certainty in the moment that I first saw it, when I think how I’ve run from library to library… following the false clues… winding myself deeper and deeper into self-deception at every turn, I feel the hot burn of fame in my flesh” (Frayn, 1999, 197).

Martin realizes that he fails to stick to the word given to himself and his wife Kate not to risk their money until he gets obvious evidence of the value of the canvas: “I’ve failed. I promised Kate – promised myself – that shouldn’t risk any of our money unless I could demonstrate to her beyond all reasonable doubt that the picture was what I think it is. And I can’t” (Frayn, 1999, 215).

He also understands that his marriage still exists only thanks to his wife: “… thank entirely to goodness of her (Kate’s) heart, in spite of the deviousness of mine…” (Frayn, 1999, 136).

The constant change of opinions also indicates the narrator’s unstable condition. One day he believes that the picture is definitely Brueghel’s creation: “Look, the picture is a Brueghel, there’s not a shadow of a doubt in my mind now I’ve seen it again, if ever there was. Kate’s wrong; I’m right...” (Frayn, 1999, 252); another day, he is all of a sudden convinced he got it wrong: “Perhaps I’m wrong about the picture… I am wrong. I know it. Once again” (Frayn, 1999, 215).

“I’m probably wrong about all of them (pictures), I realize. I am, I know I am... I’m wrong about everything… and I’ve lost my way through life” (Frayn, 1999, 306).

Finally, in the last part of the novel, when the events have reached their highest point an adjective is used among other “strong” word combinations in terms of their expressiveness which is put in the position of the title in order to describe the peak of what is happening: “…The whole accelerating, headlong rush of events has been focused into this one final insane fugue, which will only be ended by a vehicle coming in the opposite direction” (Frayn, 1999,386) (underlined by me – A. Sh.).

Conclusions

Thus, the dictemes scattered all over the text form the main, basic topic of this literary work: the desire of its protagonist and narrator to get hold of the picture.

The narrator’s concept of his desire to get the picture in this case has got a “fan” structure: it’s the desire to become famous, and longing for money, and a ‘favour’ to the mankind, and not quite justified obsession. However, the narrator’s behavior and his speculations are indicative of his emotional and mental instability. That’s why the question arises whether it’s possible to fully trust this narrator, whether he can be a medium of conceptual information. This protagonist-narrator doesn’t seem reliable. And then it is the language personality of the author who comes to the foreground and in a way draws a line under all the reflections of his character by describing him as headlong and by putting this evaluation into the strong position of the title. This is exactly what the basic concept of this novel is, which, just like its topic, is in the nonlinear way formed within fractal pluralities represented by dictemes. However, readers still have an opportunity to look at the described drama from their own perspective.
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Assessment of graduates' competences with the help of cognitive models

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Abstract
The article describes the algorithm of competences assessment of the university graduates based on the University Curriculum analysis.

The aim of the study was to test the performance of the algorithm of evaluation of graduates' competences based on the analysis of cognitive model of the University Curriculum.

The characteristics of the competence of graduates are formed because of studying a finite number of the University Curriculum disciplines divided into several modules (sections of disciplines).

In addition, the model should take into account the number of professional competences, the number of general cultural competences and the number of general professional competences.

The considered cognitive model of assessment of graduate’s competences allows getting assessments with the possibility of taking into account the links between the sections of disciplines.

The paper describes algorithm of graduates’ competences assessment on the base of the University Curriculum analysis.

The article reveals the results of the study of the effectiveness of the proposed approach based on the assessments of graduates’ professional competences.

Key words: University Curriculum; competence; cognitive model; algorithm.

Introduction
There is a holistic set of issues, the solution of which is of significant practical and theoretical interest arising in the implementation of the competence approach in the educational process.

The problem of developing new tools and methods for assessment of the levels of graduates’ competences is one of them. It is multi-aspect.

Many approaches can be of great usage: fuzzy models and networks (Borissov, V.V., Kruglov, V.V., & Fedulov, A.S., 2007); the algorithm of choice of programs of advanced training and retraining of job seekers based on cognitive models (Assanov A.Z., Myshkina, I.Y. & Gumerova, L.Z., 2016); method of recommendation in formation, integration and assessment of competences (Puchkov, N.P., Tormassin, S.I., 2012); algorithms of intellectual decision-making support (Bukalova, A.Yu., 2014); system-effective model of a professional competency evaluation (Khakimova, N.G., Kaguy N.V., 2018) etc.

This paper presents the creation and testing of an algorithm for graduates’ competences assessment based on the University Curriculum analysis.

Materials and Methods
Theoretical methods of research include the study of pedagogical, methodical and special literature on the theory and practice of assessing graduates’ competences.

Mathematical modeling was used in the process of describing the creation of a cognitive model of the University Curriculum.

Results and discussions
Verification of the effectiveness of the proposed approach was carried out in the course of assessment of bachelors’ professional competences. 86.7% of the assessments got with the help of the developed algorithm of competences’ assessing in accordance with the University Curriculum for each of 30 students coincided with the assessments of experts on the results of the final qualifying works defense.

The fuzzy productive cognitive map had been chosen as a cognitive model of the University Curriculum. Peaks (concepts) are represented as fuzzy multitudes in these maps.
Cause-effect relations between two peaks are expressed as fuzzy rules with “one input – one output” structure (Borissov, V.V., Kruglov, V.V., & Fedulov, A.S., 2007). The cognitive model has the form (Borissov, V.V., Kruglov, V.V., & Fedulov, A.S., 2007; Assanov, A.Z., Myshkina, I.Y. & Gum, L.S., 2016): \( \Phi = \langle G, X, W \rangle \), where \( G = \langle V, E \rangle \) is an oriented graph, \( V \) is a multitudes of peaks (concepts), and \( V = \{ V_i \}, i = 1, Q \).

\( Q \) shows the number of peaks (concepts), \( Q = K_m + K + M + L + N \), \( K_m \) represents the total number of modules (parts of subjects), \( i = 1, K_m \), \( K \) - the number of professional competences, \( M \) - indicates the number of common cultural competences, \( L \) is the number of common professional competencies (\( i = K_m + 1, K_m + K + M + L \)), \( N \) is the number of subjects in the TP (\( i = K_m + 1, K + M + L, Q \)).

Many arcs are \( E = \{ e_{ij} \}, i, j = 1, Q \). Moreover 1) \( e_{ij} = 1, i, j = 1, K_m \) if the module \( V_j \) is parent for the module \( V_i \) study; 2) \( e_{ij} = 1, i = K_m + 1, K_m + K + M + L, j = 1, K_m \), if the competence \( V_i \) is formed in the process of module \( V_i \) study; 3) \( e_{ij} = 1, i = 1, K_m, j = K_m + 1, K + M + L, Q \), if the module \( V_i \) is a part of the subject (discipline) \( V_j \).

\( X = \{ X_v \}, i = 1, Q \) is a multitude of parameters of peaks of \( V \) (notion of concepts of \( V \) is the value (importance) of the concept for implementation of future professional activity.

Each concept is described by the corresponding linguistic variable (LV) \( \langle \tilde{X}_i, T_i, D_i \rangle \), where increase of each concept \( X_i \) is LV \( \langle \tilde{W}_i, T^w_i, D^w_i \rangle \). Recalculation of the notions (values) of all concepts (except the concepts-disciplines) is carried out by the formula \( \tilde{X}_i(t + 1) = \tilde{X}_i(t) \oplus \bigoplus_{j} \tilde{f}_{ji} [\Delta \tilde{X}_j(t)] \), \( i, j = 1, K_m + K + M + L \), where \( \tilde{X}_j \) are fuzzy multitudes representing the values of the j-concept and the increase of this concept adjacent to the output concept \( i \); \( \tilde{X}_i \) is a fuzzy multitude representing the value of the output concept; \( \tilde{f}_{ji} \) is a fuzzy operator, which sets the fuzzy display of “one input – one output” type; \( \oplus \) is an operation of fuzzy accumulation of several effects on the output concept.

The value of the resultant concepts (the importance of disciplines) \( i = K_m + 1, K + M + L, Q \) is determined on the basis of the final values of the concepts (\( j = 1, K_m \)), corresponding to the modules of disciplines: \( \tilde{X}_i^{res} = \bigoplus_{j=1,2,...,K_m} \tilde{f}_{ji} [\tilde{X}_j^{res}] \).

The algorithm of graduates’ competences assessment on the base of the University Curriculum analysis is the following.

Step 1. Choice of j-th competence (\( j = K_m + 1, K + M + L \)) the assessment of which is determined.

Step 2. The initial value of the concept-competence \( j \) is formed on the basis of the importance of competences evaluation, obtained on the basis of an expert interview; the values of other concepts-competences are assumed to be zero.
Step 3. The calculation of the values of concepts in the cognitive map to get (precise estimates) of values of resulting concepts (importance of disciplines):

\[ X_{ij}^{res} = \frac{K_m + 1 + K + M + L}{Q} \]

(see point 2 above).

Step 4. Assessment of \( j \)-th competence in accordance with the University Curriculum is determined by the formula:

\[
OC_j = \frac{\sum_{i=K_m+1}^{Q} X_{ij}^{res} \cdot B_{Di}}{\sum_{i=K_m+1}^{Q} X_{ij}^{res}},
\]

where \( B_{Di} \) is an assessment of the \( j \)-th competence of the applicant on the discipline \( D_i \), which can be determined by the formula

\[
B_{Di} = \beta_1 \cdot b_{i1}^1 + \beta_2 \cdot b_{i2} + \beta_3 \cdot b_{i3}.
\]

\( \beta_1 \) and \( \beta_2 \) are the coefficients of the importance of the assessments used.

It’s accepted in this work, that to a greater extent points on disciplines allow to evaluate the knowledge component of competences. Within this approach, in the case of using instead of \( B_{Di} \), for example, points on disciplines, on the base of the presented method, it is possible to assess the knowledge component of the competence.

We used the method of experts’ survey in determining the relevance of graduates’ competences. To determine the importance of competences (values of the map concepts corresponding to competences), a group of experts (representatives of the employer and teachers who train students of the analyzed direction) should be involved. A possible approach to reconciling different opinions of experts may be to combine similar requirements of experts into groups (clustering), “averaging” of opinions in each group and selecting the most appropriate group of experts according to certain criteria.

The expert commission should include highly qualified specialists, middle managers who directly solve professional tasks mastered by students to determine the requirements to graduates’ competences. This variant of the expert survey implementation was used in practice in this study.

Construction of membership functions of the fuzzy assessment of the significance of the competence

\[
R^j = \int_{X \in X} \mu^i(x)/\mu^i(x),
\]

where \( i \) is the number of the expert; \( j \) is the number of competence; \( j = 1, L \); \( \{x_k\} \subseteq X \) is a set of dots, that determine discretization frequency of the universal set of a fuzzy evaluation \( X = [0,1] \), on which the membership function is built, is proposed to carry out on the basis of a direct method of constructing the corresponding membership functions. It is necessary to determine importance (value) of each competence for professional activity of the graduate in the chosen direction of training. Quantitative assessment of significance becomes crucial after completing the discipline course on the basis of creative tasks fulfillment, imitating real production tasks (at least two tasks for each competence), and subsequent expert evaluation (out of teachers and students themselves, \( \beta_1 \) and \( \beta_2 \) are the coefficients of the importance of the assessments used.

Take into account the complexity of independent determination of the number of clusters in solving the problem, clustering is proposed to conduct because of a hierarchical clustering algorithm. The most common
agglomerative or ascending algorithms were used in this case. Clustering objects are combined into larger and larger clusters in these algorithms.

Let us construct the membership functions of fuzzy assessments of competences’ importance $A_j^i = \frac{\mu^j(x)}{x} \in [0,1]$, where $i$ is the expert number $i = 1, R$, $j$ is the number of the competence, $j = 1, L$, $\{x_S\} = \{0; 0,0; 0,2; 0,3; 0,4; 0,5; 0,6; 0,7; 0,8; 0,9; 1\}$. If the $i$-th expert did not identify the $j$-th competence as a significant one, we believe that $\mu^j(x) = \begin{cases} 1, & x = 0; \\ 0, & x \neq 0 \end{cases}$, $i = 1, R$, $j = 1, L$, $x \in \{x_S\}$.

Matrix rows are considered as the objects of clustering, they contain the assessment of competences, $\mu = \begin{bmatrix} \mu^{11}(x_1) & ... & \mu^{11}(x_S) & \mu^{1L}(x_1) & ... & \mu^{1L}(x_S) \\ \mu^{21}(x_1) & ... & \mu^{21}(x_S) & \mu^{2L}(x_1) & ... & \mu^{2L}(x_S) \\ ... \\ \mu^{R1}(x_1) & ... & \mu^{R1}(x_S) & \mu^{R,K+M+L}(x_1) & ... & \mu^{R,K+M+L}(x_S) \end{bmatrix}$.

The choice of a cluster to determine the assessment of the significance of competences is carried out by the decision maker. Each cluster is replaced by its center.

The decision makers selected the cluster $V^i = \{k_1, k_2, ..., k_n\}$, which included $n$ experts. Each of the experts $\{k_1, k_2, ..., k_n\}$ identified his fuzzy assessment of the importance of each competence, the values of the corresponding membership functions represent the rows of the matrix $V$. Each expert assessment, presented in the form of a fuzzy set $A_j^{k_i}$, is replaced by its triangular equivalent $t_j^{k_i}$. The task of finding unknown parameters of the triangular membership function is reduced to the solution of the optimization problem (the formula of the Euclidean distance between fuzzy sets is applied).

Then, the average assessment of the significance of the $j$-th competence in the selected cluster is determined. The final assessment of the importance of competences by calculating the average fuzzy assessment after determining parameters of triangular membership functions of significance assessment of the $j$-th competence in the selected cluster based on expert assessments $t_j^{k_i} = (a_j^{k_i}, b_j^{k_i}, c_j^{k_i})$ can be obtained.

**Conclusion**

The choice of a cognitive model of a University Curriculum (UC) for obtaining competency assessments is determined by several reasons:

1) it makes it possible to take into account the connection between parts of disciplines and linguistic assessments of impact between the concepts of a cognitive map;
2) applying a set of fuzzy rules allows to better “extract” an expert’s knowledge;
3) it gives an opportunity not directly to take into account the influence of disciplines involved in the formation of the chosen competence.

**References**


Ignorance or Awareness of Prepositions by College Students

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Abstract
Prepositions, misuses and correct selections of them can be one of the most challenging parts of learning a new language, especially in a foreign context. To check knowledge of Omani EFL College learners regarding this category, a 28 multiple-choice test of prepositions was distributed among 48 students from Level D (beginner) to Year 2 (English for Academic Purposes). Except for level B with less knowledge of prepositions, all the other groups’ results were positive. It means that the test showed enough awareness of the learners about prepositions. It also approved that the Foundation Department of the college was successful to achieve its training and learning goals.

Keywords: Ignorance, Awareness, Prepositions, EFL Learners

Introduction
Overview
Although the number of prepositions is limited, they have been using widely in English. Prepositions are among the practical sections of speech which are categorized as active ones. Talking about the English language, some prepositions are determined to be among the most common words (Yu, 2014). Li in 2007 stated that there is an argument among linguists regarding English language. They believe that English is a type of prepositional language, so prepositions are one of the active and helpful parts of language in English. English learners, teachers and grammarians have special viewpoint toward the usage of prepositions. For English majors, it is very essential to learn to use prepositions correctly. This category is also part of the measurements of learner’s English level; thus, many scientists try to study them, write some books and publish them increasingly (Yu, 2014).

As Khial (n.d) mentioned in his study, learning a language is associated with the grammar of that language. He continued that grammar learning should start with knowledge of its components, it means a type of knowledge to deal with parts of speech and how their arrangement make a sentence. Learning English prepositions are hard for EFL learners to work on, because, they try to relate those prepositions with their native language prepositions. This dilemma also happens on the basis of varieties in number, meaning, and function of prepositions in both mother tongue and foreign language.

The message transfer can be affected by using good English knowledge in a written or spoken way. EFL learners recommended to realizing the grammatical aspects of the language like verbs, adjectives, adverb, etc. This will help them to make meaningful utterances and sentences to have good communication. Otherwise, mistakes or errors will destroy or disrupt the message (Suzanne, 2017).

Al Bayati in his article in 2013 stated that because of the problems that second language learners are suffering during the learning process, a lot of studies have done with the focal point of students’ errors. In this case, Arab students are very important and they face problems in both writing and speaking skills (Rababah, 2003 & Habash, 1982).

Arab students are not exceptional in this system. They try to connect them to Arabic prepositional systems. While Arabic and English share some similarities together, there is difference in number and usage between these two (Khail, n.d).

Considering some language productions by many non-native EFL learners, it was well-noted that they are suffering from correct selection of prepositions in their language production. This will cause so-called message confusion, therefore knowledge of prepositions and the correct usage of them are vital and inseparable part of learning.

Statement of the problem
Prepositions are relating nouns or pronouns to the other words inside of a sentence. Because prepositions carry several meanings, being selective with a special preposition will be effective on the relation of other words together in the sentence. A preposition is always part of a prepositional phrase and it cannot come alone (Waly, 2015). According to Fitikides (2002), meaning confusion is regularly happens among foreign students.
because of misusing prepositions instead of each other. Prepositional errors, in daily writing and speech of the learners, are one of the most observed errors. Correct usages of prepositional phrases depend on linguistic competence and performance of the learner (Waly, 2015).

Talking and working with learners in non-academic situations inside and outside of college approved that, in such situations, they usually do not care about correct usage of prepositions. They just want anybody to understand their message generally, and transfer only the meaning, so it may be noticed as telegraphic language, wrong pronunciation, mistakes in stress the syllables, and especially wrong usage of prepositions. As non-native English learners, it can be expected that their L1 interfere with their L2, thus they use a lot of things wrong in their new-language-learning process.

Purpose of the study
The goal of the current research is to measure learner’s knowledge regarding prepositions in English language learning process firstly and then to notice the effectiveness of training as EFL learner in various semesters on the learner’s prepositional knowledge. Finally, an answer for the investigators’ concern about student’s attention to correct usage of prepositions in academic exposure to correct production of the English language.

Research questions
The current study is looking for convincing answers for the following questions:
Are the English learners aware of correct usage of prepositions in academic exposure?
Does study English in Foundation program improve learner’s knowledge regarding prepositions?

Research hypotheses
Following research questions, these hypotheses have been made accordingly:

H1: Learners are trying their best to consider correct usage of prepositions in academic situations.
H2: Studying English in foundation program can be started from basic levels to upper-intermediate ones, so the expectation is the knowledge development of learners grammatically and lexically, in this case, prepositional knowledge, through these training and learning educational semesters.

Review Of The Related Literature
Huge number of prepositions are existed in English language, and some of them are carrying a lot of functions and several meanings. This reality of the prepositions make the students to remember just some parts of the prepositions, specially this is related to basic meanings (Galleguillos, 2013). Galleguillos (2013) stated that learning and acquiring prepositions is a very tough activity for primary and secondary learners. One of the probable explanations of this phenomenon can be summarized in the EFL learners’ dilemma to move from time and place senses of prepositions to metaphoric developments of their meanings.

Not all but some of EFL teachers and students are aware of this reality that English prepositions, like Spanish prepositions, don’t carry a bright meaning, so they don’t have the exact equivalence in the other language (Galleguillos, 2013). Galleguillos (2013) stated that languages don’t have logic, so, it may be vital to realize that EFL learners can never ever have dominant over the prepositions logically. He believed that complexity of the language, its irregularity and abstractions cannot be summarized in just few sets of rules.

A lot of studies have been conducted in second language acquisitions and they results showed that learners have big problems to acquire the structures of the new language which are similar to their native language. One of these examples can be prepositions (Mehregan, 2013) Teachers and researchers of English are aware that English prepositions are one of the hardest areas for foreign language learners (Khampang, 1974). Prepositions are endless issues of foreign language learners (Mukhattash, 1976). Habash (1982) believes that one of the problems of the preposition with foreign language learners can be a false connection of them with native language equivalents. This issue can be produced also by the discrepancy among the number, meaning, and usage of prepositions in the first and the second language.

Investigating the previous studies, it is revealed that a person’s native language can have influence or interfere the linguistic selection while learning a foreign language (Gass, 1979; Odlin, 1989). Due to this, preposition selection in the process of foreign language learning can be a great issue because of such transfer (Strom, 2014).
This type of transfer has shown in some studies by Mahmoodzadeh (2012) and Gvarishvili (2012). They found that Iranian and Georgian EFL learners misuse the prepositions often, because of their first language influence. The other factor which can be seen as critical in prepositional usage is dealing with the learner’s age (Traxler, 2012). It has found that first language of a child usually appears in the first 3 years of his life and then develops beside the cognitive levels (Hakansson, 2003). Acquiring a language after this period doesn’t follow the rules of language that a child is exposed to from the birth, thus, a difference in level of cognitive maturity is observable (Hakansson, 2003). Ellis (2011) stated that the young learners are able to learn complex knowledge of their first language without any explanation while learning a foreign language requires learner’s awareness toward such complexities (Vannestal, 2007). Vannestal continued that more likely, EFL learners will have some challenges in learning due to this complexity.

Beside the critical period of foreign language learning, there is another option to select and use of prepositions, and it is implicit & explicit knowledge (Ellis, 2011; Roehr, 2010). Metalinguistic explanations in explicit knowledge play an important role in linguistic constructions (Roehr, 2010), while in implicit knowledge as Ellis (2011) believes, linguistic constructions are acquiring through experiencing the usage. Ellis continued that there is a tendency of interference between explicit knowledge and proficiency, while implicit knowledge can influence more the L2 of the learner.

Verbs, nouns, adjectives, adverbs, and etc., are important role players in deletion, addition, and selection of a false preposition in English learning, and, this will affect the meaning of the sentence or utterance which was made by the learner. Beside this, the idiomatic function of English prepositions makes their learning difficult for both native and non-native speakers of the language.

III. Method
3.1. Participants
For the purpose of collecting data for the current study, 500 students participated in a multiple-choice test about prepositions. All of them were studying at Foundation Department of Suhar College of Applied Sciences at the same time. Due to imbalance number of students in each level, and to have a comprehensive and equal number of participants for the comparative purposes, 8 students were randomly selected from each level, totally 48. CAS-Suhaar has 6 levels of study including Level A as the beginners, Level C, Level B, Level A, Year 1, and Year 2. Learners usually start their education career in English learning from level B and come to an end in Year 2. These students were accommodating in various proficiency levels by placement test which is designed through the Ministry of Higher Education. The participants were Omani and monolinguals of Arabic.

3.2. Instruments
The only instrument which was used and implemented during this study was a multiple-choice test including 28 tests with a hierarchy, arranged from easiest question to the hardest one. All the questions were about selecting the correct prepositions to fill the blanks. Each correct question carries 1 mark. The questions were selected from reliable and valid available resources.

3.3. Procedures
The study was done almost at the end of an educational semester, and individual teachers were responsible to take the exam. The exam must be conducted for only 15 minutes in each class. Later on, the present investigator of the study marks the students’ papers and used SPSS software to analyze the data.

IV. Data Analyses
To gather enough information for the purpose of answering research questions, and comparing learner’s knowledge regarding this category the following data were gathered in each group.
Figure 1: Number of Correct Answers

Figure 1 is measuring and comparing the number of correct answers in each level. As it is shown, Level B has the fewest number of correct answers and Year 2 the highest number.

Figure 2: Number of Correct Answers

Figure 2 is just the repetition of Figure 1, the purpose of this figure is to show the rise and drop of levels in prepositions. As the figure 2 shows, the knowledge of participants in Level D and C are almost the same, but suddenly and surprisingly there is a slight fall in level B. Level B students passed two academic semesters up to the present time but their knowledge is very less regarding using the correct prepositions in the academic context. From level A, there is a smooth rise in the participants’ knowledge, it increases very smoothly in Year 1 with a good growth in Year 2. The other shocking point of this study is the prepositional knowledge of Year
one students. A comparison in figure 2 shows that almost Level A and Year 1 students sharing the same knowledge.

Finally, let’s look at the mean differences among these groups deeply. Table 1 reveals that except level B which is the holder of the lowest mean, other groups have an upswing knowledge toward prepositions through passing Foundation studies. This table also shows a very long distance from Year 1 and Year 2. Year 2 students are having the greatest knowledge of prepositions among all.

Table 1:
Means Comparison

<table>
<thead>
<tr>
<th>Values</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level D</td>
<td>12.2500</td>
<td>8</td>
<td>3.37004</td>
</tr>
<tr>
<td>Level C</td>
<td>12.3750</td>
<td>8</td>
<td>4.30739</td>
</tr>
<tr>
<td>Level B</td>
<td>11.2500</td>
<td>8</td>
<td>2.65922</td>
</tr>
<tr>
<td>Level A</td>
<td>14.2500</td>
<td>8</td>
<td>2.25198</td>
</tr>
<tr>
<td>Year 1</td>
<td>13.2500</td>
<td>8</td>
<td>2.12132</td>
</tr>
<tr>
<td>Year 2</td>
<td>17.0000</td>
<td>8</td>
<td>2.77746</td>
</tr>
<tr>
<td>Total</td>
<td>13.3958</td>
<td>48</td>
<td>3.40675</td>
</tr>
</tbody>
</table>

4.2. Results & Discussions
All the above information has clearly revealed the answers for the paper’s research questions. It revealed that the amount of students’ knowledge increases through the foundation department (level D) to Year 2 (EAP) students. It also showed the affectivity of Foundation Department in Suhar College and maybe its effect on in any other colleges and higher educational institutions all over Oman. This study found that students are concern about the correct usage of the preposition in an academic environment.

There are also some surprising points worth to be mentioned here:
The first one is related to level B students. This group is almost in the middle of all the groups. To reach to this level, students have to pass two ways, either they start in level D, C then B. OR they pass placement test designed by the Ministry of Higher Education, then challenge test and if they reach to the adequate standard they can settle down in level B directly. In both cases, students should have enough grammatical and lexical knowledge toward all of the skills, but the result of this group is a bit disappointing. There may be some prognostications regarding such a weak performance as:
The book might not cover any information regarding the prepositions.
There was not enough supplementary material perhaps for the students to practice.
Students were probably not very serious about the prepositional multiple-choice test.

Finally, as it can be observed in the above data analysis there is a big discrepancy in prepositional knowledge of Year 2 students with the other groups. They are the mean holder of 17 which is the highest and farthest. The reason for such difference can be the learning semesters that they pass to reach to this level. Some of them started with level D to Year 2, some of them from Level B and some from Level A. what is clear here is that they could collect enough knowledge from the previous semesters to achieve high successful performance.

V. Conclusion
5.1. Pedagogical implications
There can be some implications for curriculum planners, publishers, teachers and students.
As noticed in the body of this research, prepositional production of language is increasing by more training and teaching. And since there is quite a huge number of prepositions with various functions, curriculum
planners and book publishers can locate more of these prepositions and their usages in their targets, so it will be beneficial for students, especially, bilinguals or multilingual around the globe.

Teachers, especially talking about old schools, are probably the sources of knowledge. The results of the study showed that learners are attempting to produce correct language; therefore, teachers can facilitate this goal by providing supplementary material, extra-practical activities, and authentic exercises.

And finally, learners are expected to produce correct, especially in higher levels. So it is being advised to the students to study every available resource to gain more knowledge.

5.3. Suggestions for further research
This study has done with the small community of learners at Suhar College. Further large-scale studies are needed to generalize the results of the study.

Universities have special criteria to receive students. Students are distributed on the basis of their average in high school period, so further studies can be suggested to check the learners’ knowledge in higher or lower rank institutions.

Not being convinced with Level C results and the negative gap which this level caused in the table, further investigations or studies can be applied to understand the reasons for such poor performance.

References


### Appendix

<table>
<thead>
<tr>
<th>Level:</th>
<th>Prepositions</th>
<th>Boy/Girl:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I live in the big house ………….. the corner.</td>
<td>a. on b. in c. of d. to</td>
<td></td>
</tr>
<tr>
<td>2. My son goes …………….. English classes 5 days a week.</td>
<td>a. with b. by c. to d. from</td>
<td></td>
</tr>
<tr>
<td>3. My friend Anna lives …………….. England.</td>
<td>a. from b. at c. on d. in</td>
<td></td>
</tr>
<tr>
<td>4. The milk goes ……………… the refrigerator.</td>
<td>a. on b. in c. of d. at</td>
<td></td>
</tr>
<tr>
<td>5. Will you come …………….. me to the store?</td>
<td>a. with b. along c. to d. by</td>
<td></td>
</tr>
<tr>
<td>6. My car will not start because it is ………….. gas.</td>
<td>a. full of b. out with c. out of d. with no</td>
<td></td>
</tr>
<tr>
<td>7. Were you ………………. church yesterday?</td>
<td>a. at b. to c. on d. for</td>
<td></td>
</tr>
<tr>
<td>8. I am ………………. work right now.</td>
<td>a. with b. at c. of d. on</td>
<td></td>
</tr>
<tr>
<td>9. Venice is famous ………………… its canals.</td>
<td>a. about b. in c. with d. for</td>
<td></td>
</tr>
<tr>
<td>10. My son is afraid ……………….. the dark.</td>
<td>a. from b. on c. of d. by</td>
<td></td>
</tr>
<tr>
<td>11. The second hotel was different ………………… the first.</td>
<td>a. to b. for c. with d. from</td>
<td></td>
</tr>
<tr>
<td>12. Lucas is very good …………….. drawing.</td>
<td>a. at b. on c. to d. with</td>
<td></td>
</tr>
<tr>
<td>13. I’m tired ………………. waiting for the bus. Let’s take a taxi.</td>
<td>a. to b. on c. of d. from</td>
<td></td>
</tr>
<tr>
<td>14. George was worried ………………. his father’s health.</td>
<td>a. since b. about c. on d. at</td>
<td></td>
</tr>
<tr>
<td>15. I didn’t know you were interested ……………. science.</td>
<td>a. in b. for c. on d. to</td>
<td></td>
</tr>
<tr>
<td>16. Why are you angry ……………….. him?</td>
<td>a. of b. from c. on d. with</td>
<td></td>
</tr>
</tbody>
</table>
17. Suzanne, who lives……………… that coffee shop, came over to visit you this morning.
   a. on                     b. by                       c. at                    d. in
18. My house is ………………the grocery store and the gas station.
   a. under                 b. off                     c. among                 d. between
19. The temperature in Washington D.C. today is eight degrees ………………zero.
   a. before                 b. below                  c. under                  d. beneath
20. The cat is sitting……………the wall.
   a. on                      b. over                  c. about                 d. underneath
21. Ralph was late……………work again. He may be fired.
   a. on                     b. at                        c. for                    d. of
22. He’s been suffering……………migraine headaches again.
   a. on                     b. from                c. of                       d. about
23. Because of his new shift, he has to wake up………….3 a.m. every day.
   a. in                      b. at                      c. on                      d. from
24. Mary is so pleased……………her students’ grades this past year.
   a. for                        b. with                c. in                             d. along
25. He was very angry……………his mother because she grounded him yesterday.
   a. with                        b. to                       c. about                      d. on
26. Karen is very jealous……………Kim and it’s very obvious to others.
   a. of                              b. about                c. at                            d. with
27. Simon isn’t at school this week. He’s……………vacation.
   a. in                              b. between            c. on                              d. to
28. I’m tired of cooking every night. Let’s eat out……………a change.
   a. on                              b. for                      c. to                              d. in
Education and Empowerment of (Liza) Women in ‘Pygmalion’

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Abstract

‘Pygmalion’ is a Famous Play by one of the greatest dramatists in English, G.B. Shaw which deals with education, upliftment and empowerment of Liza. G.B. Shaw always exposed the hypocrisy and other evils in the contemporary society and tried his best to make people aware with these problems. He made people think and ponder over these problems. The play, titled ‘Pygmalion’ deals with many social problems. It is about Eliza’s journey from a simple poor Flower girl who comes from slums to a sophisticated, business minded wise Elizabeth. G.B. Shaw has not only focused on how education can change lives of woman but also he made it clear that they become financially independent and that gives them real power. The paper examines the literary text, ‘Pygmalion’ in the light of higher education and empowerment of women with sample example of Liza.

Keywords: Education, Empowerment, Pygmalion

Introduction

Today, there is a lot discussion in mass media like newspapers, TV channels and other means of social media like Twitter, Facebook etc. about the different ways of empowerment of women but as De Boland quoted “Literature is an expression of society!” and with this remark the present paper proves how literature gives concrete example of empowerment of women. The present research paper discusses the empowerment of women through the example of Liza, the protagonist of G B Shaw (1856–1950) in his famous play, ‘Pygmalion’ (1916).

We need to consider Henrik Ibsen before going to G B Shaw. Ibsen’s play ‘The Doll’s House’ (1879) brought forth us the real situation of women. It showed hypocrite nature of patriarchal thinking which under the name of protection exploits women. The heroine of the play, Nora understands true colours of her husband, Helmer and feels very dejected. That literary text exposed the factual state of women. The women wanted to search their place in society, economy, education, etc. This journey of Nora is completed by Liza is G B Shaw’s play.

Introduction to G. B. Shaw and his Drama of Ideas

George Bernard Shaw (1856–1950) was born in Dublin, the son of a civil servant. His education was irregular, due to his dislike of any organized training. Shaw’s period was very famous for novel. He too started his literary career as a novelist. He was highly influenced with the ideas of Henrik Ibsen and he too wrote on the same lines. His earliest published dramas were called appropriately Plays which include: ‘Pleasant and Unpleasant’ (1898). Among these, ‘Widower’s Houses’ and ‘Mrs. Warren’s Profession’ dealing with the situation of prostitutes in England, while in plays such as ‘Arms and the Man’ and ‘The Man of Destiny’ the criticism is less fierce. Shaw has used stage to spread his thoughts. His new theory of ‘Life Force’ is very famous and realistic. Shaw’s radical rationalism, his utter disregard of conventions, his keen dialectic interest and verbal wit often turn the stage into a forum of ideas, and nowhere more openly than in the famous discourses on the Life Force. In the plays of his later period discussion sometimes drowns the drama, in ‘Back to Methuselah’ (1921), although in the same period he worked on his masterpiece Saint Joan (1923), in which he rewrites the well-known story of the French maiden and extends it from the Middle Ages to the present.

Other important notable plays by Shaw are ‘Caesar and Cleopatra’ (1901), a historical play filled with allusions to modern times, and ‘Androcles and the Lion’ (1912), in which he exercised a kind of retrospective history and from modern movements drew deductions for the Christian era. In ‘Major Barbara’ (1905), one of Shaw’s most successful plays, the audience’s attention is held by the power of the witty argumentation that man can achieve aesthetic salvation only through political activity, not as an individual. ‘The Doctor’s Dilemma’ (1906), facetiously classified as a tragedy by Shaw, is really a comedy the humour of which is directed at the medical profession. ‘Candida’ (1898), is a satire on hypocrite nature of religion and he even criticizes a poet. The choice for Candida between the romantic lover and the realist husband is hard and again Shaw has used his theory of ‘Life Force’. When Candida chooses Morel, she does not choose his for security and social cause but she chooses him because he is weak. ‘Pygmalion’ (1912), a witty study of phonetics as well as a clever treatment of
middle-class morality and class distinction, proved some of Shaw's greatest successes on the stage. It is a combination of the dramatic, the comic, and the social corrective that gives Shaw's comedies their special flavour. Shaw's complete works appeared in thirty-six volumes between 1930 and 1950, the year of his death.

Drama of Ideas
Drama of Ideas is pioneered by William Shakespeare. His play: ‘Merchant of Venice’ deals with the problems of the Jews in England. This type of play opens with a serious personal of public problem and there is the brainstorming about it. The dramatist may or may not suggest the remedy on the particular problem but he/she exposes the problem and makes people think about it. G B Shaw has dealt with such number of problems: in ‘Pygmalion’ he deals with education and unemployment, in ‘Candida’ he deals with the institution of marriage, etc. Henrik Ibsen is the first literary writer who explored this literary genre with his most famous play ‘The Doll’s House’. The play shocked the Europe and many countries banned the performances of this play. In some countries the ending of the play was changed where Nora takes the decision to live with Helmer. ‘Pygmalion’ is also one of the famous drama of ideas or a problem play.

Education and Society
The prime purpose of education is to create a balanced, thinking person who will be free to think on positive terms. There are people who are proud and egoist. Despite of being highly educated they cannot overcome their ego and false sense of pride. These people do not understand the reality and they live in their imaginary world. They consider themselves great and are all the time longing for materialistic things. They think the true purpose of education is to earn a lot of money with less efforts and dignified work. They are not ready to do job that comes to them. Instead of that they keep on waiting and they remain unemployed for long periods. Their life is wasted as they delay all things in their lives. G. B. Shaw was the spokesperson of the modern society. His literature makes us open our eyes to see the problems very clearly and vividly.

Thoughts of Some Thinkers on Education
Here the researcher has shared the views and thoughts of some of the thinkers regarding education.
“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family”. Kofi Annan
“Education is the movement from darkness to light.” -Allan Bloom
“The Real education enhances the dignity of a human being and increases his/her self-respect. If only the real sense of education could be realized by each individual and carried forward in every field of human activity, the world will be so much a better place to live in.”
P. J. Abdul Kalam

The above thinkers have made it clear that education creates dignity in the mind of a person. It is the journey of a person from darkness to light and it gives dignity and self-respect. We find G B Shaw has the same notion of education. He has created a nice example how education changes a man from uncivilized to a civilized and sophisticated person. That person is an example for others to follow.

There are other problems also. One gets educated and his standard of living is high but unfortunately he does not get the employment to support his high standard of living. He loses his family profession and he cannot be absorbed in new profession also. He faces the problem of establishing a new identity. He faces the problems of loss of identity, hybridity, stress, tension and sometimes he goes in deep depression. An educated man faces the problem of what next after the education. The same concern has been expressed by Mrs. Pearce in the following lines.

Mrs. Pearce: Is she to have any wages? And what is to become of her when you’ve finished your teaching? You must look ahead a little (Act II, p. 44)

She makes Prof. Higgins aware that he should look little bit ahead. He is training a slum girl to be treated as a princess but what will she do after that and how will she support her high standard of living. The traditional thought is that she will get married to a rich man and he will support her high standard of living.

Today education is considered as a means which gives a source of living. It gives skills and techniques to earn a means of living with respect. But another aspect of this formal education is that it has generated a lot of unemployment. In many developed and developing countries the problem of educated youths is a very serious issue. These people can’t find the desirable jobs and sometimes it increases the crime and addiction in
the society. The real meaning of education has changed from the ancient to the modern times. In ancient times the goal of education was to make a person morally sound. There was more impact of religion on education. With scientific advancement, the motive of education changed and today people look at education as a means of achieving nice employment.

Today we find the problem of unemployment in all the countries. There are millions of people who are in search of decent jobs. The educational system has failed to make them nice thinkers and understand the realities of life.

**Liza’s Background: Social, Educational and Financial**

G. B. Shaw has made a simple flower girl the protagonist of his play ‘Pygmalion’. This is the first play where the protagonist is an ordinary flower girl who lives in slums of London. She has come from a very poor background. Her father has no employment and he is a drunkard. He keeps begging money from the friends and relatives to drink wine. He is not careful and loving towards his daughter. He never pays attention to the education of poor girl, Eliza. Her mother has passed away when she was very young. When the play begins she is in her twenty and she supports herself by selling flowers on the streets of London.

**Liza’s journey starts** with a flower girl from a slum area of London and she reaches as an entrepreneur. This journey is a nice example of women empowerment. As the play begins, we meet a dirty, shabby, unbathed flower girl who dashes a young boy, Freddy. She has no education and her language is very bad. Prof. Higgins who is phonetician makes notes of her speech. We find Liza’s language, manners and overall behavior very ill-mannered according to a sophisticated society. She is not polite and cooperative. She is shown as cunning and overacting. She wants to extract more money from Freddy so she starts crying and accusing Freddy for his negligence. As Prof. Higgins takes notes of her English, he remarks:

THE NOTE TAKER: A woman who utters such depressing and disgusting sounds has no right to be anywhere – no right to live. Remember that you are a human being with a soul and the divine gift of articulate speech: that your native language is the language of Shakespeare and Milton and The Bible; and don’t sit there crooning like a bilious pigeon. (1.125)

THE NOTE TAKER: You see this creature with her kerbstone English: the English that will keep her in the gutter to the end of her days. Well, sir, in three months I could pass that girl off as a duchess at an ambassador’s garden party. I could even get her a place as lady’s maid or shop assistant, which requires better English. That’s the sort of thing I do for commercial millionaires. And on the profits of it I do genuine scientific work in phonetics, and a little as a poet on Miltonic lines. (1.129)

The above opinion of Prof. Higgins makes us think. She has started her life from very modest or very low strata of society. Despite of her low category of work, she has self-respect and has positive ego also. She makes it clear to Prof. Higgins that she sells flowers for a living and she does not sell herself. She is not a prostitute and Prof. Higgins should treat her with respect. She tells him:

Liza: He’s no right to take away my character. My character is the same to me as any lady’s (Act I P 26)

LIZA. I’m a good girl, I am; and I won’t pick up no free and easy ways. (2.308-313)

LIZA. I sold flowers. I didn’t sell myself. Now you’ve made a lady of me I’m not fit to sell anything else. I wish you’d left me where you found me. (4.63-66)

When Liza reaches Prof. Higgins home he speaks with her very insultingly. Prof. Higgins represents the high class attitude towards the low class. He says:

HIGGINS: Shall we ask this baggage to sit down or shall we just throw her out of the window?

HIGGINS [storming on]: Take all her clothes off and burn them. Ring up Whiteley or somebody for new ones. Wrap her up in brown paper till they come. (2.86)

It makes us clear that an uneducated person does not get respect. They treat her like garbage. She takes that insult only to get educated.
Liza’s Eagerness to Learn
We should keep in mind that Liza did not get the favourable circumstances in her early life and she was not fortunate enough to go to school. Her financial condition was very poor and her father was very careless about her education. It has not deterred her interest in education. She was aware that only education can give her respect and nice life style. When she saw an opportunity to continue her education, her joys knew no bound. She quickly grabbed that opportunity and promised Prof. Higgins that she will pay him his fees. She does not take free education. She goes to meet Prof. Higgins in a taxi which shows that she wanted to create a nice impression of Prof. Higgins. She bears the insults imposed on her by Prof. Higgins. She knew it well that Prof. Higgins treats her like garbage. But she bears it all as she wants to get her language polished. In the course of her training she understands the realities of life. She learns more than she is taught. She learns the manners and etiquettes on her own. She meets Prof. Higgins mother and other characters and understands everything about their behaviour. She becomes an intellectual person. She makes Prof. Higgins feel less confident in front of her.

Liza’s Transformation: Her Journey from a Flower Girl to an Educated Woman
Though Liza is very poor, but she is optimistic, hardworking and political. She knows it very well where she can sell her flowers at the high price. We meet her first time when Freddy, his mother and his sister come out of the theatre and they are waiting for a cab to go to their home. Liza and Freddy dash each other as it is raining and in the hurry Freddy was not so careful and he makes her basket and flowers fall on the ground in the rainwater. Liza starts crying and accusing Freddy for ruining her flowers and she wants him to pay full price of the flowers. Freddy’s mother interferes and they settle the matter down. At the same time, people find Prof. Higgins taking down some notes. Liza thinks him as a police officer and she gets very scared. She starts begging for the forgiveness. Later she comes to know that Prof. Higgins is a phonetician. When he accepts the challenge of Pickering to transform Liza’s rough Cockney dialect of English to the London English, standard variety of English and present her as a princess in the party, Liza feels that she has got the opportunity to lift herself in the life. She takes Prof. Higgins' address and promises him to meet the next day.

We have the impression about Liza as a poor, uneducated, girl who does not know anything. But her journey begins from ignorant to the knowledgeable girl when she comes in contact with Prof. Higgins and Colonel Pickering. Her language is the full or regional variety and it’s very difficult for the general readers to understand her. The following lines make it clear:

THE FLOWER GIRL: Nah then, Freddy: look wh' y' gwamin, deah.
THE FLOWER GIRL. Owe, ez ye-ooa san, is ez? Wal, fewd dan y' de-ooty bawzz a mather should, ed now bettern to spawl a pore gel's flahrzn than ran away abtaht pyin. Will ye-oo py me f'them?
[Here, with apologies, this desperate attempt to represent her dialect without a phonetic alphabet must be abandoned as unintelligible outside London.]

She wishes to change her speech style and when she got the opportunity she is not in mood to lose it.

Her Agony after the completion of her Training
Liza is treated as an object by Prof. Higgins. He takes her training as a challenge and once he completes it, he feels that his role is over. He is not aware of the transformation of Liza and he is not interested in knowing it. He tells Colonel Pickering as:

Prof. Higgins: It was a silly notion: the whole thing has been a bore (Act IV P. 98)

But the training has benefitted Liza a lot. Though there is the temporary phase in her life as she curses Prof. Higgins and asks his in agony:

Liza: “What am I fit for? What have you left me fit for? Where am I to go? What am I to do? What’s to become of me?”

She is left in the middle. She cannot go back to her previous profession of selling the flowers nor does she have nice choice of husband to get married. She finds it very difficult to begin her life. But it is the turning point of the play. We find new Liza who is very active and takes her decisions after careful considerations.
Her Decision Capacity and her Analytical Thinking

There are three stages in Liza’s life: uncivilized, getting educated and a refined, educated, cultured, thinking woman. The journey of Liza from the uneducated, poor girl to a business woman is really praise worthy and to be taken as an example of woman empowerment. The second stage of her self-discovery is very important. She receives insulting treatment from Prof. Higgins all the time. She continues her education and she becomes an intellectual person. She controls her feelings and thinks a lot what is right and what is wrong. She takes her decisions after critical thinking. Her thinking is unbiased and she is a modernist thinker. Till today women are shown as emotional and less thinking. Liza takes all her decisions after thinking pros and cons of it. Her decision not to marry Prof. Higgins and Colonel Pekering is a very nice one. She feels that both of them cannot be good fathers to her children. She decides to marry Freddy who is unemployed. Her decision is really praiseworthy. She breaks the barriers of the classes. She comes from economically poor class and has the courage to reach the high class in the society. She never begs. She gives employment to all the family members of Freddy. She helps them to come out of the hollowness of their thinking.

Liza as a Business Woman: A Unique Example of a Woman Entrepreneur

There Liza gets insulting treatment and we can see it through the speeches of Prof. Higgins and others. It shows that uneducated don’t get respect, may it be a man or a women. Thus, the play makes it clear that education is the key to the person full of self respect and other positive aspects of personality. Here Prof Higgins gets a question “Why can’t a woman be more like a man?”

Then Liza completes her training and she is presented as a princess in the Queen’s party. No one doubts that she has come from slum and such a poor family. It is clear triumph of education and it shows how the concern of society changes to see an educated person. This is the end of the play but Shaw has not ended the play here. Many scholars feel that this play is an attack on the present education system which gives us standard living and takes away from us our family occupations and it leaves man midway, confused, unemployed and frustrated. But Liza’s journey starts here.

Liza’s as a businesswoman

After her training Liza is civilized, clever, wise, practical and sophisticated. Though there is frustration in her mind in the beginning and she says [crying] “What’s to become of me, what’s to become of me?” she understands the situation and takes a decision to marry Freddy. Here decision is not emotional but practical. She feels that Prof. Higgins and Colonel Pickering can’t be good father for her kids and here Shaw gives importance to Life Force Theory.

After marriage she takes loan from Colonel Pickering and sets up a flower shop on the busy street of London. Now she is not interested in job but she becomes a businesswoman. She gives employment to Freddy and his mother and sister. This is the best example of woman empowerment where a woman becomes an entrepreneur. Liza is able to have courage to start her business and produce employment. She has become a sophisticated business woman. The assumption of Prof. Higgins that Liza cannot do anything in her life, proves wrong. She says:

Liza: You can turn round and make up to me now that I am not afraid of you, and can do without you. (Act V)

Liza Changes the Legend

In ancient Greek legend where Pygmalion is a sculpture and he make a very beautiful statue of a lady. He falls in love with the statue and the goddess of love pours life into that statue and Pygmalion marries her. In this mythological story Galatea is shown as a passive object. She is considered as an asset or a thing. Her thoughts, feelings, decisions are not at all considered. Pygmalion’s wish is fulfilled by the Goddess, but the Galatea remains in the background as an inanimate thing.

G. B. Shaw’s Galatea that is Liza is no more passive representation of Galatea. She is an active living being with self-respect and courage. She does not marry her Pygmalion that is her creator but she chooses to marry a young boy who loves her. Liza is courageous, hard-working and very optimistic. G. B. Shaw has infused a new version of woman in her. She establishes herself as a head person of her new family.
Conclusion
Today we need Liza’s example as a guiding star. We need to focus on the girls from poor families, slum areas and rural areas who always blame the circumstances. Here is a shining example of how a common girl can become a business woman. She not only stats a business but also helps Freddy’s family to come out of the hollow sophisticatedness. The women can change their situation what they need is self respect, ability to change self, quest for higher education and economical independence.

G. B. Shaw himself cleared that “Eliza has no use for the foolish romantic tradition that all women love to be mastered, if not actually bullied and beaten,” The positive concern about Liza is that despite of highly qualified and educated she marries a less educated boy and takes up the responsibility of changing his social and economical situation. This is also change is psychology. Liza has really become like a man and she could break free the chain of patriarchal society.

Thus this is a fine example of women empowerment through literature.

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Arab EFL High School Students Peer Assessment: Training impact on giving and receiving feedback through writing classes

Abdallah Mohammad Salem Almahasneh, Samsiah Abdul Hamid

Abstract
The goal of this study is to investigate Arab EFL high school students peer assessment: training impact on giving and receiving feedback through writing classes. This quantitative –qualitative study comprised 120 high school students from the Arab schools in Malaysia. The researcher used two research instrument a questionnaire survey to elicit data from the participants of the study. The finding of this study shows that there is a significant difference in the writing performances between the experimental and control groups at P < 0.001. The finding suggests that students who have been exposed to peer assessment training write better draft compared to those who were given conventional training in writing an essay. It is, thus, recommended that teacher should spend more time on using peer assessment to help students improve vocabulary and organization of the essay.

Keywords: peer feedback, peer assessment training

Introduction
University students in different general academic disciplines and Arab EFL high school students in particular are expected to write about various topics in different discourses. In order to meet these expectations, students need to possess a level of knowledge and awareness about different writing types and techniques capable to produce a good academic writing skill (Al-Khasawneh & Maher, 2010; Liao, 2016; Rass, 2015). This challenge is rooted back in previous stages of learning, more specifically in the stage prior to the university.

Basically, the case study of this research is focusing on Arab’s high school students, who are studying at Arabs high schools in Malaysia. The participants include both male and female at high school level, with an age range of 15 to 16 years old. This age group was selected due to the fact that, there is little scientific literature covering this area of research interest, and so far, no study has been conducted regarding Arab schools in Malaysia. It is clear that, potential students planning to join any university degree course need to have basic and sound writing skill. In the view of this, they should pass through proper training on writing by making use of effective strategies that would help them acquire a better writing skill (Al-Barakat & Al-Hassan, 2009; Gielen & De Wever, 2015; Tenório, Bittencourt, Isotani, & Silva, 2016).

The implementation of peer assessment (PA) in school is one of the strategies that is seen effective and helpful in assisting students to improve their academic writing skill for better professionalism. However, there is need to investigate the effect of using this strategy (PA) on how to improve writing performance in Arab EFL high school students'.

At the school level, peer assessment (PA) training is claimed to be a part of students’ success in the classroom. It helps students manage their writing activities within the school environment, reinforces the students’ role in controlling their own learning, and fosters their self-regulation by managing their own work making use of the feedback obtained from external resources (Çevik, Haslaman, & Çelik, 2015; Gielen & De Wever, 2015; Obeiah & Bataineh, 2016; Topping, 2009). As a matter of fact, PA approach allows students to use the success criteria to comment on the strength of each other’s work, which normally makes students to identify their own strength or performance. Also, PA as a learning or teaching tool can be used successfully at all educational level. Therefore, this strategy has been identified to increase the effectiveness and quality of learning in different areas academic perceptive (Topping, 2009).

Several studies were conducted in exploring students’ views of employing PA in classrooms and its impact on their learning (Foley, 2013; Khonbi & Sadeghi, 2013; Scott, 2017). Yet, little research have been done to elicit students’ perception of PA after thorough investigation on practical PA training (Planas Lladó et al., 2014). Therefore, the present study attempts to evaluate a satisfactory level of students in relation with PA training. According to Planas Lladó et al. (2014) and Sun (2015) students can evaluate properly their peers after receiving training on using such PA strategy. However, considering this need of focusing on the roots of the problem that could take place at the high school level and this could be achieved through accurate and authentic data collection. This outcome from the present study meaningfully contributes to an effort to determine the possible
impact of using this strategy in improving the writing performance among Arab EFL high school students, and the effectiveness of this strategy at the school stage students.

Bryant and Carless (2010) conducted a non-experimental research through data collected from various interviews and classroom observation. It showed that PA strategy could allow primary school students to compare their own work and discuss it with their peers without the need for an essential reference to their teachers. This subsequently leads students to use PA training to learn more comfortably without any sense of apprehension.

In another study, various methodologies (e.g., questionnaires, focus group responses, surveys, and individual interviews) have been employed to evaluate students and teachers’ perspectives of PA strategy. It was found that PA gives more allowance to practice with a range of significant skills development of language and writing ability, such as meaningful interaction with peers, better exposure to an idea and ability to address a new perspective on the school students’ writing process (Asikainen, Virtanen, Postareff, & Heino, 2014).

Obviously, many studies have been conducted on PA strategy to improve learning system at the university level, but little attention was paid to the high school stage. The facts still remain the same, in the sense that student’s failure or poor performance at tertiary institutions could be traced right from their high school background. Therefore, the current study is seemed necessary to investigate the effectiveness of using PA training strategy among school students prior to continuing their education at the universities.

(Yılmaz, 2017) studied 56 students at Nevşehir Hacı Bektaş Veli University in Turkey to gauge the reliability of scores from self, peer and teacher assessment on teaching materials that create by teachers candidate. Where the group consists were 56 students, 31 of teacher candidate who participated were female and 25 were male. The researcher was asking the participants to evolve teaching material that related to their study. The result demonstrated that there is insignificant influence of rating types.

1. Methodology

The participants in this study were a sample selected based on convenience sampling from the total population of the Arab EFL high school students (N= 950) who were studying in eleven (N=11) Arab schools in Malaysia. The sample consisted of sixty (n=60) female and sixty (n=60) male students who were recruited from two Arab schools in Malaysia. The students’ first and mother’s language was Arabic and they studied English as a second language. All the participants were in the high school with an age ranging from (15-16) years old. This age group was selected on the basis of previous research trend that were majorly focusing on university degree students. And this was to meet the intent of this study in extending the research to other stages of learning.

1.1. Questionnaire on PA Training

To answer research question (To what extent the students are satisfied with the use of PA training in improving their writing performance?) and to support the data obtained from the posttest scores, students in the experimental group were required to respond to a 15-item questionnaire adapted from (C Temesgen, 2009). The adaptations made to the original questionnaire were in three parts, in items 1 to 5 signifying the importance of peer feedback for the students in a general way. The adaptations in these items were feedback on peers’ comments in general.

Items 6 to 10 deal with students’ perceptions about the use of peer feedback in improved manner and to what level the students accept peer comments, and the usefulness of peer feedback from the students’ point of view, the adaptations in items 6 to 13 on the effect of peer’s comments on improving writing performance.

Items 11 to 15 deal with students’ perceptions towards the use of peer feedback in making students participation, confidence, anxiety-free, and their general feelings towards peer feedback. The adaptations were in items 14 to 16 feedback on students’ assessing their peers. The reason behind this adaptation was to make questionnaire easier for this stage to understand what they were asked about.

The purpose of this questionnaire was to determine the extent of the students’ satisfaction after practicing the PA training. Students were asked to rate the extent to which they agree or disagree on PA training related statements, and express their feeling and perceptions about the PA activities. A five-point-Likert scale from strongly agree to strongly disagree was employed.

In items 1-5, students were asked to rate their feedback on the comments received from their peers in general. Items 6-13 ask students’ opinion about the effect of peer feedback on the different parts of their writing, such as content, organization, vocabulary, grammar and mechanism. Students were also asked to rate the
usefulness of their peers’ comments. Items 14-16 dealt with students’ perceptions towards their ability to rate their classmates’ writing work, and their feelings towards their ability to assess their classmates’ work in general. The last item of the questionnaire was an open-ended question to let students express their opinions freely about experiencing PA training and any idea that was not mentioned in items 1-16.

1.2. Procedures
Students in the experimental group were asked to respond to the post-test questionnaire to determine students’ satisfaction on the PA training. Hence, the purpose of this questionnaire was to elicit the extent of students’ satisfaction of PA training.

2. Results
To address the research question related to what extent Arab EFL high school students are satisfied with the use of PA training in improving their writing performance, an analysis of questionnaire was done. A five-point liker scale from strongly disagree to strongly agree was employed. This questionnaire consist three parts, the first part was the feedback on peer’s comments in general, the second part was the effect of peer’s comments on improving writing and the last part was the feedback on student’s assessment of their peers. The purpose of this questionnaire was to determine the extent of student’s satisfaction after practicing the PA training.

The Feedback on Peer’s Comment in General
Data regarding the student’s reactions on the importance of peer’s feedback in general terms were indicated and analyzed as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>MEAN</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My classmates’ comments were important because they did not affect my score.</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>20</td>
<td>24</td>
<td>3.68</td>
<td>1.524</td>
</tr>
<tr>
<td>2</td>
<td>My classmates’ comments helped me know my weaknesses in writing.</td>
<td>22</td>
<td>29</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>2.06</td>
<td>1.287</td>
</tr>
<tr>
<td>3</td>
<td>My classmates’ comments helped me know how to give and receive comments.</td>
<td>9</td>
<td>13</td>
<td>0</td>
<td>18</td>
<td>20</td>
<td>3.45</td>
<td>1.511</td>
</tr>
<tr>
<td>4</td>
<td>My classmates’ comments gave me the chance to exchange experience with my classmates.</td>
<td>13</td>
<td>15</td>
<td>0</td>
<td>20</td>
<td>12</td>
<td>3.05</td>
<td>1.511</td>
</tr>
<tr>
<td>5</td>
<td>In general, I liked my classmates’ comments.</td>
<td>15</td>
<td>14</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>3.03</td>
<td>1.594</td>
</tr>
</tbody>
</table>

Total means 3.05

In Table 1.1 the first item was ‘My classmate’s comments were important because they did not affect my score’. The mean is 3.68 and SD is 1.52. However, 44 students said that they agreed to the fact of classmate’s comments were important, while 16 students disagreed. Students showed that their classmate comments were useful since peer comments encourage them to share ideas, also students were concerned about their peers’ ability to assess fairly and accurately. The second item was ‘My classmate’s comments helped me know my weakness in writing’, the mean is 2.06 and SD is 1.287. In this case, the distribution of response was not satisfied. Based on that, 51 students said that they disagreed to the matter of their classmate’s comment that helped them to know their weakness in writing, while only 9 students agreed. This element reveals that peers’ comment actually did not help them to realize their weakness in writing. Students were uncertain whether the comments
of their classmate could help them identify their weak point by majorly rating from neutral to strongly disagree.

The third item was ‘My classmate’s comments helped me know how to give and receive comments’. The mean is 3.45 and SD is 1.511. Based on that, 38 students agreed to the reality of their classmate’s comments that helped them to learn how to give and receive comments, while 22 students disagreed. Therefore, students showed that peers’ comments gave them a chance to share their knowledge by giving and receiving more feedback peers’ work. The fourth item was ‘My classmate’s comments gave me the chance to exchange experience with my classmates’. The mean is 3.05 and SD is 1.511. Then, 32 students believed that classmate’s comments gave them a chance to exchange experiences with their classmates, while 28 students disagreed. Peer comments seem to indicate that students were concerned about their peer's abilities to exchange their experience in a better way and appreciate the peer comment since students found it to be useful.

The fifth item was ‘In general, I liked my classmate’s comments’. The mean is 3.03 and SD is 1.594. This showed the mean and standard deviations were highly satisfied results, 31 students agreed, while 29 students disagreed. In general, students showed that comments of classmates were helpful as students discovered that, this could improve their ability to create a better work and sharing their ideas with their peers. The domain of students’ feedback on peer’s comment, in general, is 3.05. It is worth pointing out that, students appreciated the peers’ comments since they found out that, peers’ comments were very important and useful because it gave them the ability to exchange their experience in various ways. Also, students were concerned about their classmates’ abilities to comment and assess fairly. However, students were uncertain whether classmates’ comments could help to see their negative side in writing since they did not actually support them to realize their weakness in writing.

To conclude that, student perception on peer’s comment seems to indicate that peer’s comments were important in general. They perceived the method as an important educational experience that contributed to their learning process. They also regarded their involvement in assessing their classmates as being advantageous to their future feedback development.

The Effect of Peer’s Comments on Improving Writing

Students’ opinions on improving their writing have a significant implication for the usage of PA. The data gathered in this regard were indicated as below:

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>SA</th>
<th>A</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>My classmates’ comments helped me rewrite my first draft in a better way.</td>
<td>9</td>
<td>17</td>
<td>0</td>
<td>19</td>
<td>15</td>
<td>3.23</td>
<td>1.477</td>
</tr>
<tr>
<td>7.</td>
<td>My classmate’s comments helped me address the content of my writing.</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>23</td>
<td>23</td>
<td>3.80</td>
<td>1.375</td>
</tr>
<tr>
<td>8.</td>
<td>My classmate’s comments helped me organize my writing.</td>
<td>13</td>
<td>27</td>
<td>1</td>
<td>11</td>
<td>8</td>
<td>2.56</td>
<td>1.369</td>
</tr>
<tr>
<td>9.</td>
<td>My classmate’s comments helped me choose the right vocabulary.</td>
<td>16</td>
<td>17</td>
<td>1</td>
<td>12</td>
<td>14</td>
<td>2.85</td>
<td>1.581</td>
</tr>
<tr>
<td>10.</td>
<td>My classmates’ comments helped me write better sentence structure and grammar.</td>
<td>8</td>
<td>20</td>
<td>3</td>
<td>12</td>
<td>17</td>
<td>3.16</td>
<td>1.486</td>
</tr>
<tr>
<td>11.</td>
<td>My classmate’s comments helped me write better punctuation and spelling.</td>
<td>5</td>
<td>17</td>
<td>3</td>
<td>12</td>
<td>23</td>
<td>3.51</td>
<td>1.455</td>
</tr>
</tbody>
</table>
12. I used most of my classmates' comments into my second writing when I found them useful.

13. I did not use most of my classmates' comments into my second writing when I found them unimportant.

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>3.71</td>
<td>1.519</td>
</tr>
<tr>
<td>13</td>
<td>2.90</td>
<td>1.457</td>
</tr>
<tr>
<td>Total means</td>
<td>3.21</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.2 shows the results for each of the eight items (item 6 to item 13) on students' perception whether PA affects their writing improvement. The sixth item was 'My classmate’s comment helped me rewrite my first draft in a better way'. The mean is 3.23 and SD is 1.477. There is a relatively high agreement from 34 students, revealing that, their classmate’s comments helped them to rewrite their first draft in a better way, while 26 students disagreed with such claim. This item showed that students were concerned about classmates’ ability in helping them to rewrite their first draft. Students located that peers’ comments as substantial in rewriting the first draft in good form.

In a similar way, item seven was ‘My classmate’s comments helped me address the content of my writing’. The mean is 3.80 and SD is 1.375. Therefore, 46 students agreed that their classmate’s comments helped them to address the content of their writing, while 14 students disagreed. This item could be due to the fact that most of the students had used peers’ comments after using peer assessment in various courses, students also acknowledged benefits of involving them in the assessment process and enabling them to learn from peers.

Item eight was ‘My classmate’s comments helped me organize my writing’. The mean is 2.56 and SD is 1.369. Therefore, 40 students disagreed that their classmate’s comments helped them to organize their writing, 19 students agreed and one student had no idea. Students were uncertain whether peers’ comments helped them to range the elements of the paragraphs. While students were evenly divided on whether peers’ comments promote student interaction in organizing their writing, afterward most considered it did not promote such interaction.

The poorest agreement was observed in relation to the ninth item ‘My classmate’s comments helped me chose the right vocabulary’. The mean is 2.85 and SD is 1.581. Therefore, 26 students agreed with the idea of their classmate’s comment helped them to choose their right vocabulary and 33 students disagreed, while one student had no idea. Students were concerned about the capacity of the peers been used in helping them to choose the right vocabulary. Most students remained doubtful that their peers could not support them to pick up appropriately the correct glossaries. On item ten ‘My classmate’s comments helped me write better sentence structure and grammar’, the mean value is 3.16 and SD is 1.486. However, 29 students agreed to the effective role the comments of their classmates could help them to write better sentence structure and good grammar. But 28 students disagreed while three students had no idea. Students were in a position to confirm whether or not their peer’s comments were more fair and reasonable since peers’ comments helped them to perfect their grammar in writing. It was interesting to note that students were highly appreciating their peers’ comments.

Item eleven was ‘My classmate’s comments helped me write better punctuation and spelling’. The mean value is recorded as 3.51 and SD is 1.455. Furthermore, 35 students agreed to the fact of classmate’s comments helped them to write better punctuation and spelling. 22 students disagreed while three students chose no idea. Students deeply valued the peers’ comments, as this support them to punctuate and in spelling properly. Moreover, the disparity between students feeling comfortable about peers’ comments and students feeling that they had made a fair and responsible assessment of their peers was not expected. The twelfth item was ‘I used most of my classmate’s comments into my second writing when I found them useful’. The mean is 3.71 and SD is 1.519. However, 41 students agreed that they used most of their classmate’s comments into their second writing when they found them useful, 18 students disagreed while one student chose no idea. This item showed that students were concerned about classmates’ capability in helping them to write their subsequent draft. Students found out that peers’ comments were essential in writing a subsequent draft in a better way.
Item thirteen was ‘I did not use most of my classmate’s comments into my second writing when I found them unimportant’. The mean is 2.90 and SD is 1.457. However, 29 students agreed while 31 students disagreed regarding the matter of the thirteenth item. Students actually did not appreciate the peers’ comments since students were uncertain whether classmates’ comments helped them to know their negative side in writing subsequent draft because it was unimportant. The domain of the effect of peers’ comments on improving writing is 3.21. It should be noted that students showed that their concerned about classmates’ capability in helping them to rewrite the first draft. Moreover, students acknowledged benefits such as involving them in the assessment process. However, some students were evenly divided on whether peers’ comments promote students interaction. To conclude that, the greatest benefit of peer assessment noted by students in this questionnaire was that they learned from the process. Marking and giving comments on their peers’ performance required them to closely scrutinize the assessment criteria. Students showed that they learned from the approach taken by their peers to performance and judging. Given time constraints on assessing performance and writing comments, students pointed out that they learned more from the way peers judged their performance. Yet, the comments for their peers did not, in fact, help them to organize their writing. Also, the comments for their peers did not actually support them to choose the right glossaries.

Feedback on Student’s Assessing Their Peers

This part deals with students perceptions towards their ability to rate their classmates’ writing work, and for their feelings towards their ability to assess their classmates in general. Data regarding the students’ perceptions on assessing their peers in general are presented and analyzed as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>I do not mind grading my classmates’ writing.</td>
<td>6</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>14</td>
<td>3.26</td>
<td>1.400</td>
</tr>
<tr>
<td>15.</td>
<td>I do not mind my classmates grade my writing.</td>
<td>9</td>
<td>14</td>
<td>0</td>
<td>19</td>
<td>18</td>
<td>3.38</td>
<td>1.496</td>
</tr>
<tr>
<td>16.</td>
<td>After training, I feel that I am able to assess my classmates’ work.</td>
<td>13</td>
<td>17</td>
<td>0</td>
<td>19</td>
<td>17</td>
<td>3.06</td>
<td>1.593</td>
</tr>
</tbody>
</table>

Table 1.3 shows that the item fourteen was ‘I do not mind grading my classmates’ writing. The mean is 3.26 and SD is 1.400. Therefore, 34 students expressed their agreement, while 26 students noted their disagreement that they do mind grading their classmate’s writing. This item shows that students found grading their classmates were wonderful in assessing each other. Also, students seen as a good practice and provided useful information to their classmates about their work clarify goals and provide advice. Item fifteen was ‘I do not mind my classmates grade my writing’. The mean is 3.38 and SD is 1.496. Therefore 37 students agreed to the fact of they do not mind their classmate’s grade their writing, while 23 students disagreed. This item indicates that a positive perception and feedback on clarifying students’ ability to assess peers in their writing work. The last item was ‘After training, I feel that I am able to assess my classmates’ work’. The mean is 3.06 and SD is 1.593. Therefore, 30 students agreed that after training they felt that they were able to assess their classmate’s work, while 30 students disagreed. This item explained students’ interaction and improvement after training on peer assessment. The domain of feedback on students assessing
their peers is 3.23. Most of the students clarified that they had a positive feedback on students assessing their peers during the PA training. Also, participants seemed to find assessing their peers very useful for improving their own writing performance.

To sum up, the result of students assessing their peers seems to indicate that, students have seen the peer comments to be useful in grading their writing. Also, students actually find training on grading writing as an important tool, since it actually helps them to assess their peers work.

3. Discussion

Students’ satisfactions with PA on improving their writing performance

For this question which focused on students’ satisfactions with peer assessment on improving their writing performance, there is need to approach various sections capable of addressing the generality of feedback on peers comment together with some other important issues.

Students appreciate the peer assessment training since peer assessment allows them to share their ideas. Students considered receiving training on peer assessment is more helpful for high school students to gain knowledge. However, students showed that peers comments actually did not support them to know their weakness in writing. Since students showed that, they need more times to practice on giving and receiving feedback to realize the impairment in writing.

In addition, students have welcomed the comments from their peers, since peers comments gave them a chance to share their knowledge and exchange experience by giving and receiving more feedback in a better way since students found it to be useful.

This finding is consistent with the study of Yurdabakan (2010) and (Kim, 2009). (Kim, 2009) claimed that, involving high school students in collaborative work may help the students to gain and share more feedback by giving and receiving comments. Moreover, peers’ comment seems to reveal that, students highly appreciated the peer’s comment since they find peers comments were important because they were able to exchange their experience in various ways for better performance.

However, this finding is not consistent with the previous study by Kaufman and Schunn (2011). The authors claimed that there was no particular style between student’s opinions on the qualifications of their peers and number of difficult change that they make their paper.

On other hand, students also valued the peer’s feedback on improving writing as they found it helpful to creation a good draft. Since students were concerned about peers capabilities in helping them to product their first draft in the best way. It is clear that training high school students on peer assessment could be benefits for them to rewrite the first draft by giving more feedback on peers writing work. Furthermore, students in their reflection viewed that the process of peer comment was useful. Since peer feedback helped them to address their content in writing.

However, students were unsatisfied whether peers comment promotes students interaction in organizing their writing since they found peers feedback actually did not help them to range the elements of paragraphs.

Moreover, Students still found that the comment for their peers indeed did not help them to pick up appropriate the correct glossaries.

In addition, students similarly esteemed that, peers feedback is useful in helping them to write a better sentence structure and grammar. Students were satisfied in their peer comments since they discovered peer comments support them to product better sentence structure and grammar. Furthermore, students deeply valued that, peer feedback was important in helping them to write a good punctuation and spelling since students welcomed their peer’s comment as this support them to punctuate and spelling properly.

This finding is in line with the previous study by Moussaoui (2012). The author claimed that involving students in the process of peer evaluation enables them to interact with each other as writers and readers and helps them write more confidently and with lower levels of anxiety.

However, this finding is not consistent with the previous study by Kaufman and Schunn (2011). The authors claimed that there was no particular style between student’s opinions on the qualifications of their peers and number of difficult change that they make their paper.

Additionally, students again greeting the comments from their peers as they indicate that, peer feedback is effective in helping them to assess each other. Students seem to show that, grading their peers was a wonderful experience since students found grading each other was useful. As well students seem to show positive perceptions and feedbacks on students assessing each other in this writing activity and praised the personal
writing judgment since positive grading could help students to product a good feedback to each other and be able to assess the classmate's work.

This finding is consistent with the previous studies by (van Gennip, Segers, & Tillema, 2010) and Weaver and Esposto (2011). The authors suggested that engaging students in peer assessment training allow students to take responsibility for a participant in the assessment of their classmates and enhance students to talk freely through the writing and evaluation processes.

It is possible to conclude from the student's opinions to these questions that almost all the students revealed a positive attitude toward the peers' comment used in their writing. It seems that providing the students with the opportunity to peer assessment will help them to improve their writing. One of these essential comments according to the opinions of students was giving and receiving which was considered a way to exchange knowledge and information for the purpose of writing performance. The indication showed that the students pay a proper attention to the comments of their peers' that led to effectiveness in correction their mistakes and help them to recognize their status in writing among their peers’ which means each one of the students was able to realize his standard and level in writing because of peers’ comment.

4. Conclusion

The present study appears as a good contribution to training students on PA in writing. Also, a new knowledge is discovered in writing skill improvement as assessing high schools students can help teachers to increase the students’ writing during PA exercise in the classroom.

It is, therefore, necessary to recommend some of the important issues. The training period has to be extended considerably to attain full mastery of the assessment skills since training students on peer assessment allow them to take responsibility for participating in assessing their classmates and open up a possibility for changing a conventional way of learning.

Also, it must be known that many ways of learning depend on students feeling to support or to share their knowledge. But the best way of learning is to engage students in exchanging their knowledge by allowing them to learn from each other during peer work.

References


Macrostructures Applied to Legal Translation: A Contrastive Multilingual Corpus-based Research

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Abstract

Undoubtedly, the task of translating between pioneer European Union languages has the highest demand; and that is the case of German, French, English, and Spanish. This is also the case of the legal rights and duties of persons who are willing to plan their future and execute their “decease law” documents. This is precisely the point with regard to Succession Law instruments, in particular Last Wills and Testaments, the aim of our research. Their specificity varies according to the legal system issuing the document, and this fact significantly complicates the translation task. Therefore, the main goal of our research is the macrostructural study, comparison, and application of translation theory and practice, to a multilingual corpus analysis of Wills issued in several languages: English (Last Will and Testament), Spanish (Testamento), French (Testament), and German (Letzter Wille und Testament). The Succession Law genre selected and researched was the “Common Will”; the legal sub-genre analysed was the “Open Will”, a highly demanded one in professional settings. By means of this research we will show the features of this kind of legal instrument, with special attention being devoted to its structure, lexicon, and varied phraseology (German/French/English<>Spanish), with the aim of providing the translator and the proof-reader with several techniques and strategies to be acquired and used in professional practice (translating Common Law documents for a Civil Law target reader, and vice versa).

Keywords: Legal Translation, Macrostructures, Succession Instruments, Law Systems

Article citation

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1. Introduction

When dealing with several legal systems, the translator must take into account the features regarding of each of them. That is the case of this research, where we have to confront Civil Law documents with Common Law ones. Civil Law (also known as Continental Law) has spread over a considerable number of countries. Its origin lies in Roman Law (and, subsequently, in Napoleonic Law), presenting a prescriptive type of legal system with a “unicodified legislation” (Codes). As far as Common Law is concerned, its main feature is that it bears judge-made decisions and rulings, taking legal cases (court precedents) as models for constructing law. Then, with a geographical line of demarcation, Spain, France and Germany belong to Civil Law; whereas England, Wales, and Northern Ireland correspond to Common Law; whilst Scotland has a hybrid legal system (Common Law + Civil Law). As a consequence, their legal translation entails many pitfalls and challenges, requiring several competences from legal translation practitioners.

The notion of ‘competence’ makes reference to the preferential involvement of abilities, commitments and skills needed to do something efficiently. Within Linguistics, the term is usually compared to ‘performance’, the latter being the results of the activities of a speaker with the knowledge s/he has gained. The term ‘translator competence’ has been a key issue within the frame of Translation Studies and Translation Training. Many scholars suggested a denomination for the concept itself. Some of them included the idea of ‘translator’, whereas others opted for ‘translation’, ‘translational’ (or ‘transfer’). Among these are some of the examples below:
- Translation Performance (Wilss 1976), at the beginning from a linguistic point of view,
- Translation Ability (Lowe 1987, Pym 1993, Hatim and Mason 1997),
- Translation Skill (Lowe 1987),
- Translational Competence (Toury 1995, Hansen 1997),
- Transfer Competence (Nord 1991),

Additionally, more recent ‘competence’ studies have been performed by Schäffner (2000), Pym (2003), Colina (2003), Kearns (2006), Montalt et al. (2008), Way (2008), Morón (2009), Kiraly (2013, 2015), Robert et al. (2017), Percec and Pungă (2017), and Brøgger (2017).

As Kelly (2002, 2005) states, translator’s competence consists of a list of sub-competences, and within this list she includes ‘thematic competence’. In order for this to be achieved, the translator must be aware of the prior expert knowledge required.

After reading a legal genre instrument, the translation thereof requires, too, a ‘bi-directional knowledge flow’ – undoubtedly, cultural, textual and communicative knowledge must be held by translators. That means that translator knowledge must also be supported by Comparative Law knowledge of both the source country (SC) and the target country (TC). It is in this sense that Pelage (2001: 25) affirmed the following: “La mise en relation de deux systèmes de droit est effectivement un problème pour le traducteur”. Likewise, this statement could be replicated in other specialized translation fields.

Nowadays, legal translation constitutes one of the most highly demanding tasks, requiring a larger number of competences and sub-competences from a translator. As we have previously mentioned, the translator must hold linguistic, translational and thematic competences. Additionally, another competence should be listed: the Comparative Law one (within the knowledge on thematic competence), with several sub-competences inter-related:

a) the one regarding to the source legal system and the target legal system
b) the one related to the source country and the target country
c) the one related to the specific Law area (Civil, Family, Criminal)
d) the one related to the macrostructure of each legal document.

Private Law documents hold a relevant position within the translation professional market. They fall within the scope of relations between private individuals, and the relations between private individuals and the State. Additionally, one of the highest demanded translation briefs is related to Family Law. This entails the relations between blood/civil-related families:

- birth,
- foster care,
- adoption,
- marriage,
- civil partnership,
- cohabitation,
- nullity,
- separation,
- divorce,
- death and succession, to mention just a few.

The latter, Succession Law, includes the actions and measures resulting from a death. It mainly focuses its scope on the transfer of goods, rights and duties, covering both testamentary successions (with a will having been granted) and intestate succession (without a will being executed).

Due to its difficulties, it is our aim in this research to study the main document representing the Law of Succession (The Last Will and Testament). Overall, the goal of our research is the macrostructural study, comparison, and application of translation theory and practice, to a multilingual corpus analysis of Wills issued in several languages: English (Last Will and Testament), Spanish (Testamento), French (Testament), and German (Letzter Wille und Testament). The Succession Law genre sought and researched was the “Common Will”; the legal sub-genre analysed was the “Open Will”, a highly demanded one in professional settings.

2. Literature Review

Undoubtedly, the most representative document from Succession Law is the Last Will and Testament (testamento in Spanish). In Spanish, the term “testamento” comes from the Latin language. The Diccionario de la Real Academia Española (www.rae.es) provides the following definition for the concept:

Del latín testamentum.

1. m. Declaración que de su última voluntad hace alguien, disponiendo de bienes y de asuntos que le atañen para después de su muerte.
2. m. Documento donde consta en forma legal la voluntad del testador.
3. m. Obra en que un autor, en el último periodo de su actividad, deja expresados los puntos de vista fundamentales de su pensamiento o las principales características de su arte, en forma que él o la posteridad consideran definitiva.
4. m. coloq. Serie de resoluciones que por interés personal dicta una autoridad cuando va a cesar en sus...
In Spain, Succession Law rules under Código Civil Español, ‘Spanish Civil Code’ (Real Decreto de 24 de julio de 1889), Título III (De las sucesiones. Disposiciones generales), from section 657 to section 1087. In France they have a Civil Code (Napoleonic Law) approved in 1804 (section 718 to section 1100). In Germany we also encounter a Civil Code (Bürgerliches Gesetzbuch or BGB), sections 1922 to 2385. Nevertheless, in the UK they do not have a Civil Code as such. Many acts and regulations interact simultaneously, to name just a few examples:

- Wills Act 1837
- Wills Act (Amendment Act) 1852
- Administration of Estates Act 1925
- Wills Act 1963
- Inheritance (Provision for Family and Dependants) Act 1975
- Trusts of Land and Appointment of Trustees Act 1996
- Marriage (Same Sex Couples) Act 2013 (England and Wales)
- Overseas Registration of Birth and Deaths Order 2014, in order to make a registration abroad
- Well-being of Future Generations (Wales) Act 2015
- Mental Capacity Act (Northern Ireland) 2016
- Data Protection Act 2018
- Finance Act 2018

On the other hand, Scotland presents its own legal database:

- Succession Act 1964
- Requirements of Writing Act 1995
- Family Act 2006
- Family Proceedings Courts (Miscellaneous Amendments) (No. 2) Rules 2009
- Family Procedure Rules 2010
- Marriage and Civil Partnership Act 2014
- Burial and Cremation Act 2016
- Succession Act 2016.

Reviewing preliminary studies on this issue, we would like to highlight the need for further research on Comparative Law applied to Succession, related to Wills and other testamentary instruments. Nonetheless, several approaches have been followed, in order to bridge a research gap in the field:

De Groot (1991) researched the relations between legal translation/law/legal language/legal systems in order to tackle the difficulties in translating legal texts.

Gémard (1995) identified legal translation as an intercultural process with two main steps: the legal one and the linguistic one.

San Ginés and Ortega Arjonilla (1997) published a whole volume on the problems related to the translation of legal texts issued in French.

Arntz (2000) considered legal translation as a task located between Comparative Law and Contrastive Linguistics.

Elena (2001) studied Succession Law instruments executed in German. Borja (2005) described the difficulties of Succession Law instruments when translating from Spanish into English. Additionally, Barceló (2009) reported a similar study on French wills.

Valderrey (2006) highlighted the relevance of identifying and learning about the structure of legal documents when facing the translation of diverse instruments.

Cómitre (2006) emphasized the importance of textual conventions for detecting similar features (of linguistic and stylistic nature) after comparing texts in different languages.

Borja (2007) identified a certain degree of seriousness and redundancy within legal discourse. That is the way each text describes the real legal world.

Romero (2007) analysed new testamentary instruments, such as virtual or electronic wills.

Monzó (2008) stated that every single legal translation must be accompanied by strong documentary research.

Holl (2011) remembered the importance of double-sided knowledge: documentation and linguistics.

Boleszczyk (2011) compared “traditional style wills” and “plain English wills”.


Diego (2012) introduced a legal-linguistic contrastive analysis on wills.

Soriano Barabino (2002; 2013; 2016) remembered the importance of thematic competence for professional legal translators.

Legal translation entails several needs, in order to tackle them, legal translator’ competence and training has been thoroughly researched by scholars such as Way (2008; 2009; 2012; 2014; 2016).
We (Vázquez y del Árbol, 2008; 2012; 2013a; 2013b) have studied legal features and comparative legal aspects applied to translation. Nevertheless, we were not able to find multi-linguistic research on this field of the translation of succession instruments.

3. Research Question
The study herein described will attempt to provide an answer to the research question below:
What are the main differences within Last Wills and Testaments among the four languages under study?
Let us first introduce the research materials and procedure.

4. Method
4.1 Materials
As mentioned above, the aim of our qualitative research is the macrostructural study, comparison, and application of translation theory and practice, to a multilingual corpus analysis of Wills issued in several languages: English (Last Will and Testament), Spanish (Testamento), French (Testament), and German (Letzter Wille und Testament). The Succession Law genre sought and researched was the “Common Will”; the legal sub-genre analysed was the “Open Will”, a highly demanded one in professional settings.
The (25 texts) corpus consisted of 5 Spanish samples of Testamento, 5 British forms of Last Will and Testament (valid for England, Wales, and Northern Ireland), 5 British forms of Last Will and Testament (valid for Scotland), 5 German samples of Letzter Wille und Testament, and 5 French forms of Testament. After carrying out the corpus selection, we investigated the macrostructural elements of the subcorpora under research.

4.2 Procedure
As far as the methodology is concerned, and in order to achieve our goals, we have selected Van Dijk’s theoretical framework (1978, 1980, 1997). In his publications, many global structures were accounted for in terms of macrostructures:

- Macrostructures are higher-level semantic or conceptual structures that organize the ‘local’ microstructures of discourse, interaction, and their cognitive processing. They are distinguished from other global structures of a more schematic nature, which we call superstructures. These are, so to speak, the global ‘form’ of the macrostructural ‘content.’ (Van Dijk 1980, V).
- Global structures in discourse, interaction, and cognition may as such have varying empirical properties, and Van Dijk provided a common basis for them with the more abstract notion of macrostructure. According to Van Dijk (1980, 6), two global structures coexist: semantic macrostructures and schematic superstructures. The notion of macrostructure is a theoretical one, and he assumed that it had a psychologically “real” correlate, which may be empirically assessed.
- Nevertheless, macrostructure in discourse theory has a more restricted function (macrostructures are semantic objects).
- As we all know, macrostructures are needed to account for the notion of “coherence”:
  - A discourse is coherent not only at the local level (e.g., by pairwise connections between sentences) but also at the global level. Notions such as global meaning, global reference, topic, or theme are intimately related, and macrostructures are needed to make these relations explicit. (Van Dijk 1980, 10)
Consequently, language users are able to build discourse summaries, expressing the global meanings (main topics of the discourse). By establishing these “discourse summaries”, we are also promoting discourses comparison, translation, and even proof-reading.
In order to develop our analysis, we decided to focus on a specific type of will, called ‘testamento común’ or ‘ordinario’ in Spanish (‘common will’ in English). This represents the most common kind of will in translation settings. Within this group, the ‘testamento abierto’ (‘open will’) is the most demanded text genre. It is always executed in a public form, since it is open: that means that it is not inserted inside an envelope, its contents are public and available to heirs, legatees, and executors. In Spain it is executed before a notary public (‘notario’) and presents a high demand for translations, reviews and proof-readings. The aforementioned bears the rationale for this study: the need for research on this text genre by using a multilingual macrostructural approach (English/German/French/Spanish) applied to translation, aimed at helping multilingual translation and proof-reading task.
As we could find out earlier (Vázquez y del Árbol 2008) Spanish wills are characterized by a very strict structural organization. This pattern is also repeated in the foreign models, as will be shown below (Table 1).
Table 1. Spanish Will: Macrostructure.

<table>
<thead>
<tr>
<th>TESTAMENTO</th>
<th>NÚMERO (número)</th>
</tr>
</thead>
<tbody>
<tr>
<td>En (Lugar de otorgamiento), a (Fecha).</td>
<td></td>
</tr>
<tr>
<td>Ante mí: (Nombre del notario), notario del Ilustre Colegio de (Ciudad donde conste colegiado) y con residencia en (Ciudad)</td>
<td></td>
</tr>
<tr>
<td>COMPARECE</td>
<td></td>
</tr>
<tr>
<td>Doña (Nombre de la testadora), mayor de edad, casada con (Nombre del cónyuge), profesión (Profesión), natural de (Lugar) y vecina de (Lugar de residencia), provincia de (Provincia), hija de (Nombre de los padres).</td>
<td></td>
</tr>
<tr>
<td>Asegura tener y tiene, a juicio de testigos y notario, la capacidad legal necesaria para formalizar este testamento, manifestando oralmente la voluntad al efecto y concretándola en las siguientes</td>
<td></td>
</tr>
<tr>
<td>CLÁUSULAS</td>
<td></td>
</tr>
<tr>
<td>PRIMERA.- Que profesa la religión Católica, Apostólica y Romana, que en ella vive y quiere fallecer, ordenando se realice por el alma lo que dispone este rito y a elección de los herederos.</td>
<td></td>
</tr>
<tr>
<td>SEGUNDA.- Tiene de dicho y único matrimonio los siguientes hijos: (Nombres de los hijos).</td>
<td></td>
</tr>
<tr>
<td>TERCERA.- En el remanente de todos sus bienes y derechos integrantes de la herencia, instituye herederos universales a los mencionados hijos, por partes iguales, ordenando la sustitución a favor de los respectivos descendientes de los instituidos premuertos, y al expresado cónyuge también lo designa heredero en la cuota legal usufructuaria vitalicia.</td>
<td></td>
</tr>
<tr>
<td>CUARTA.- Nombra albacea testamentario a don (Nombre del albacea), facultándolo para interpretar este testamento, partir la herencia, resolver las cuestiones de la misma, practicar liquidaciones, hacer pagos y cobros que fuesen necesarios, prorrogándole el plazo hasta dos años después del fallecimiento del mencionado cónyuge.</td>
<td></td>
</tr>
<tr>
<td>QUINTA.- Si alguno de los herederos no respetase íntegramente este testamento, quedará reducida su participación en la herencia a la legítima escrita, acreciendo el resto a los demás que estuviesen conformes.</td>
<td></td>
</tr>
<tr>
<td>SEXTA.- Revoca totalmente los anteriores testamentos.</td>
<td></td>
</tr>
<tr>
<td>OTORGAMIENTO</td>
<td></td>
</tr>
<tr>
<td>Tal es el testamento dispuesto por la compareciente y leído íntegramente en voz alta, por mi el Fedatario a los intervinientes, por su elección es aprobado por la misma, a las (Número) horas y (Número) minutos. Son testigos instrumentales los vecinos de (Ciudad), mayores de edad, idóneos legalmente, según adveran, don (Nombre del 1º testigo), don (Nombre de 2º testigo) y don (Nombre del 3º testigo); los cuales aserían conocer, ver y entender a la testadora y todos firman.</td>
<td></td>
</tr>
<tr>
<td>AUTORIZACIÓN</td>
<td></td>
</tr>
<tr>
<td>Yo, el notario, doy fe de conocer a la compareciente, de lo contenido en este instrumento, de la unidad del acto, de haberse cumplido las demás formalidades legales y de estar extendido en el presente pliego de (X clase, serie Y).</td>
<td></td>
</tr>
</tbody>
</table>

In our research, we will summarize the Spanish will (simplified structure). The Spanish macrostructure will then be compared to the macrostructure of British wills, French wills, and German wills. In summary, the macrostructures analysed will be contrasted to look for similarities and differences.

In view of the wills’ length and extension, and bearing in mind that our main aim is to compare the macrostructure and features which are useful for translators, we will display the archetypal structure of a common will written in Spanish. This will be summarized by using tables and columns (introducing the summary of the will and its dispositions and sections by means of a right-hand column). It will be subsequently compared to the remaining wills in other languages. By doing this, we will extract and relocate the Spanish testamentary clauses, trying to match them to the remaining wills’ clauses.

5. Results

We will now introduce the results of our macrostructural analysis by using language pairs (English-Spanish, French-Spanish, German-Spanish). In order to simplify the results’ display, we will use two-column tables (due to the variety of legal systems, three columns will be needed when dealing with UK-Spanish wills).

Let us first introduce the Spanish will structure and its simplified layout (see Tables 2, 3, 4, and 5).
COMPARECE

Doña (Nombre de la testadora), mayor de edad, casada con (Nombre del cónyuge), profesión (Profesión), natural de (Lugar) y vecina de (Lugar de residencia), provincia de (Provincia), hija de (Nombre de los padres).

Asegura tener y tiene, a juicio de testigos y notario, la capacidad legal necesaria para formalizar este testamento, manifestando oralmente la voluntad al efecto y concretándola en las siguientes

COMPARECENCIA (incluye juicio sobre la capacidad legal del testador)

CLÁUSULAS

PRIMERA.- Que profesa la religión Católica, Apostólica y Romana, que en ella vive y quiere fallecer, ordenando se realice por el alma lo que dispone este rito y a elección de los herederos.

Disposiciones (Cláusulas)
Primera: Identificación del testador y estado civil + religión que profesa (opcional)

SEGUNDA.- Tiene de dicho y único matrimonio los siguientes hijos: (Nombres de los hijos).

Disposiciones (Cláusulas)
Segunda: Identificación de herederos

TERCERA.- En el remanente de todos sus bienes y derechos integrantes de la herencia, instituye herederos universales a los mencionados hijos, por partes iguales, ordenando la sustitución a favor de los respectivos descendientes de los instituidos premuertos, y al expresado cónyuge también lo designa heredero en la cuota legal usufructuaria vitalicia.

Disposiciones (Cláusulas)
Tercera: Institución de herederos (universales y usufructuarios)

CUARTA.- Nombra albacea testamentario a don (Nombre del albacea), facultándolo para interpretar este testamento, partir la herencia, resolver las cuestiones de la misma, practicar liquidaciones, hacer pagos y cobros que fuesen necesarios, prorrogándole el plazo hasta dos años después del fallecimiento del mencionado cónyuge.

Disposiciones (Cláusulas)
Cuarta: Nombramiento de Albacea

QUINTA.- Si alguno de los herederos no respetase íntegramente este testamento, quedará reducida su participación en la herencia a la legítima escrita, acreciendo el resto a los demás que estuviesen conformes.

Disposiciones (Cláusulas)
Quinta (opcional): Reducción de herencia de algún-/unos heredero/s a la legítima estricta

SEXTA.- Revoca totalmente los anteriores testamentos.

Disposiciones (Cláusulas)
Sexta: Revocación de testamentos anteriores

OTORGAMIENTO

Tal es el testamento dispuesto por la compareciente y leído íntegramente en voz alta, por mí el Fedatario a los intervinientes, por su elección es aprobado por la misma, a las (Número) horas y (Número) minutos. Son testigos instrumentales los vecinos de (Ciudad), mayores de edad, idóneos legalmente, según adveran, don (Nombre del 1° testigo), don (Nombre de 2° testigo) y don (Nombre del 3° testigo); los cuales aseveran conocer, ver y entender a la testadora y todos firman.

Otorgamiento (puede incluir idoneidad legal de testigos)

AUTORIZACIÓN

Yo, el notario, doy fe de conocer a la compareciente, de lo contenido en este instrumento, de la unidad del acto, de haberse cumplido las demás formalidades legales y de estar extendido en el presente pliego de (X clase, serie Y).

Autorización

5.2 British Wills versus Spanish Wills: Macrostructural Analysis
As we will show in the following table, within the UK territory there are two main common wills available: one for England, Wales and Northern Ireland; another one valid in Scotland. All these will be compared and checked with the Spanish document.

<table>
<thead>
<tr>
<th>ENGLISH (ENGLAND, WALES AND NORTHERN IRELAND)</th>
<th>ENGLISH (SCOTLAND)</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>THIS IS THE LAST WILL</td>
<td>THIS Last Will &amp; Testament</td>
<td>Testamento</td>
</tr>
<tr>
<td>AND TESTAMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>OF ME (Testator’s Name) of (Testator’s Address).</td>
<td>is made by me (Full Name) of (Full Address).</td>
<td></td>
</tr>
<tr>
<td>Being of sound and disposing mind and memory and not being actuated by any menace, fraud or undue influence, I do hereby make, publish and declare this to be my Last Will and Testament.</td>
<td>Comparencia Disposiciones (Cláusulas): Primera: Identificación del testador y estado civil</td>
<td></td>
</tr>
<tr>
<td>I hereby REVOKE all former Wills and testamentary dispositions herefore made by me and declare this to be my Last Will.</td>
<td>(incluye juicio sobre la capacidad legal del testador) Quinta (opcional): Reducción de herencia de algún-unos heredero/s a la legítima estricta</td>
<td></td>
</tr>
<tr>
<td>I hereby APPOINT my wife (Wife’s Name) to serve as executrix and trustee of this Will for all the purposes of Section 57 of the Succession Act. If she shall fail or cease to serve for any reason, I appoint (2nd executor’s Name) to serve as executor (and trustee).</td>
<td>Sexta: Revocación de testamentos anteriores</td>
<td></td>
</tr>
<tr>
<td>I DESIRE that my body be buried.</td>
<td>I DIRECT my executors and trustees to settle my debts and funeral expenses and the expenses of administering my estate;</td>
<td></td>
</tr>
<tr>
<td>I DECLARE that I am married and that my wife’s name is (Wife’s Name). We have (Number) children whose names are (Children’s Names).</td>
<td>I GIVE (Gift/Pecuniary Legacy) to (Full Name and Address) and to (Full Name and Address).</td>
<td></td>
</tr>
<tr>
<td>I hereby APPOINT my wife (Wife’s Name) to serve as executrix and trustee of this Will for all the purposes of Section 57 of the Succession Act. If she shall fail or cease to serve for any reason, I appoint (2nd executor’s Name) to serve as executor (and trustee).</td>
<td>Segunda: Identificación de herederos Tercera: Institución de herederos (universales y usufructuarios)</td>
<td></td>
</tr>
<tr>
<td>I DIRECT my executor to pay, as soon after my death is practical my expenses of last illness, funeral expenses, testamentary expenses and just debts.</td>
<td>Cuarta: Nombramiento de Albacea</td>
<td></td>
</tr>
<tr>
<td>I GIVE, DEVISE AND BEQUEATH all/the whole of my property and estate, both real and</td>
<td>And my executors shall have all the powers of gratuitous trustees;</td>
<td></td>
</tr>
<tr>
<td>I GIVE, DEVISE AND BEQUEATH all/the whole of my property and estate, both real and</td>
<td>With reference to these presents I HEREBY DECLARE as follows, videlicet:-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That all pecuniary legacies shall be payable without interest and within six months of the date of my death; That all specific bequests shall be subject to the beneficiary paying the delivery costs;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I WISH my body to be Buried/Cremated/Other Instructions.</td>
<td></td>
</tr>
</tbody>
</table>
personal, which I have the right to dispose of by Will, of whatsoever nature and wheresoever situated including my property over which I have a power of appointment, (unto) my wife (Wife’s Name) if she shall survive me.

In the event that my said wife shall fail to survive me or if we should die in a common accident or under circumstances which make it difficult to determine which of us has died first, then I GIVE, DEVISE AND BEQUEATH all/the whole of my property and estate to my children (Children’s Names), share and share alike, and if either of them should fail to survive me, then to the survivor of them.

And in the event of my death, (not survived by my wife/husband), I NOMINATE and APPOINT (Guardian’s Full Name) of (Guardian’s Full Address) to be the guardian to such of my children as are under the age of full legal capacity at my death;

If any devisee, legatee or beneficiary under this Will, or any legal heir of mine or person claiming under any of them shall contest this Will or attack or seek to impair or invalidate any of its provisions, in that event I specifically disinherit each such person, and all legacies, bequests, devises and interests given under this Will to that person shall be forfeited and shall augment proportionately the shares of my estate going under this Will to or in trust for such of my devisees, legatees and beneficiaries as shall not have participated in such acts or proceedings.

If any provision of this Will is unenforceable, the remaining provisions shall nevertheless be carried into effect.

IN WITNESS WHEREOF, I have hereunto set my hand/signed my name to this my Will on the (Date) in the city of (City).

SIGNED, (PUBLISHED AND DECLARED) by the above-named testator in our presence/in the presence of us as and for his Last Will and attested by us who at his request in his presence and in the presence of each other have hereunto subscribed/signed our names as witnesses.

IN WITNESS WHEREOF these presents written on this (and the preceding) page are subscribed by me at (Address) on the (Date) before this/these witness/es.

Autorización

Otorgamiento (puede incluir idoneidad legal de testigos)

5.3 French Wills versus Spanish Wills: Macrostructural Analysis

Table 4. French Wills Macrostructure vs. Spanish Wills Macrostructure.

<table>
<thead>
<tr>
<th>FRENCH</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testament</td>
<td>Testamento</td>
</tr>
<tr>
<td>Je, soussigné(e) Monsieur/Madame (nom et prénom du testateur), fils/fille de (noms de parents).</td>
<td>Comparecencia (incluye juicio sobre la capacidad legal del testador)</td>
</tr>
<tr>
<td>Né(e) le (date de naissance) à (lieu de naissance)</td>
<td>Disposiciones (Cláusulas):</td>
</tr>
<tr>
<td>Etat civil (célibataire/marié/ou autre)</td>
<td>Primera: Identificación del testador y estado civil</td>
</tr>
<tr>
<td>Numéro d'assurance sociale (numéro) et Domicilié(e) à (adresse)</td>
<td></td>
</tr>
<tr>
<td>Fais mon testament comme suit/A cette fin voici mes Dispositions//Conformément aux articles 1075 et suivants</td>
<td></td>
</tr>
</tbody>
</table>
du Code civil, faire le partage testamentaire de mes biens dans les conditions suivantes: (Clauses testamentaires)

<table>
<thead>
<tr>
<th>Disposiciones (Cláusulas):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segunda: Identificación de herederos</td>
</tr>
<tr>
<td>Tercera: Institución de herederos (universales y usufructuarios)</td>
</tr>
<tr>
<td>Cuarta: Nombramiento de Albacea</td>
</tr>
<tr>
<td>Quinta (opcional): Reducción de herencia de algún/-unos heredero/s a la legítima estricta</td>
</tr>
</tbody>
</table>

(Optional)
Si l’un de mes descendants venait à décéder avant moi, laissant des descendants, ceux-ci recueillaient par représentation le lot destiné à leur auteur. Si l’un de mes descendants venait à décéder avant moi sans laisser de descendant, la part du défunt accroîtrait celle de mes autres descendants survivants.

Je révoque/ Ce testament révoque toutes dispositions antérieures.

Segunda: Identificación de herederos
Tercera: Institución de herederos (universales y usufructuarios)
Cuarto: Nombramiento de Albacea
Quinta (opcional): Reducción de herencia de algún/-unos heredero/s a la legítima estricta

Sexta: Revocación de testamentos anteriores

Autorización
Otorgamiento (puede incluir idoneidad legal de testigos)

5.4 German Wills versus Spanish Wills: Macrostructural Analysis

Table 5. German Wills Macrostructure vs. Spanish Wills Macrostructure.

<table>
<thead>
<tr>
<th>GERMAN</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letzter Wille und Testament</td>
<td>Testamento</td>
</tr>
<tr>
<td>Heute, den (Datum), erschien von mir, Dr (Notar), in (Adresse):</td>
<td>Comparecencia</td>
</tr>
<tr>
<td>Herr/Frau (Name) in (Stadt) als (Sohn/Tochter) von (Name) und (Name) geboren.</td>
<td></td>
</tr>
<tr>
<td>Herr …….. ist in …….. als Sohn von …….. und …. geboren.Auf Ersuchen des Erschienenen beurkunde ich, nachdem ich mich von dessen Geschäft- und Testierfähigkeit überzeugt hatte, dessen Erklärungen gemäß, was folgt.</td>
<td>Disposiciones (Cláusulas):</td>
</tr>
<tr>
<td>(incluye juicio sobre la capacidad legal del testador)</td>
<td>Segunda: Identificación de herederos</td>
</tr>
<tr>
<td>II. Frühere Verfügungen</td>
<td></td>
</tr>
<tr>
<td>III. Erbeinsetzung</td>
<td>Tercera: Institución de herederos (universales y usufructuarios)</td>
</tr>
<tr>
<td>Ich setze hiermit meine Mutter………………, geb. am …….</td>
<td></td>
</tr>
</tbody>
</table>
6. Discussion and Conclusions

The Research Question posed at the beginning of the foregoing research was the following one:

What are the main differences within Last Wills and Testaments among the four languages under study?

We will summarise then below.

Usually, legal texts (and Succession Law ones) present macrostructural stiffness and inflexibility. They are highly stereotyped, presenting deep macrostructural signs and features. Legal documents are also a reflection of socio-cultural features of the country issuing them. And it is precisely here when many difficulties appear. Social and cultural issues entail deep-rooted traditions that often do not find equivalents in the target culture. As an example of this, the UK Supreme Court (the last court authority to receive an appeal from a lower court) does not have an exact equivalent within the Spanish Tribunal Supremo; and the same occurs with the French Cour de Cassation or with the German BverfG (Bundesverfassungsgericht), since they do not share the same jurisprudence and competences. From our perspective, wills are also a true mirror of the legal acts occurring in their execution.

As we mentioned earlier, Spain, France and Germany belong to Civil Law; whereas England, Wales, and Northern Ireland correspond to Common Law; whilst Scotland has a hybrid legal system (Common Law + Civil Law). In our multilingual corpus we were able to find several interesting findings.

Upon comparing Civil Law systems’ documents to Common Law systems’ documents, we perceive several difficulties arising:

- lack of conceptual equivalence
- lack of terminological equivalence
- lack of ‘collocation’ equivalence
- lack of phraseological equivalence
- legal asymmetry
- macrostructural asymmetry. Nevertheless, professional translators must be aware of the macrostructure of the legal documents they translate.

Our first conclusion would be that interlinguistic and ‘interdocument’ comparison enables the translation and revision (both direct and reverse) of a single (or more) linguistic pair.

Focusing on our Civil-Law corpus macrostructure, the Spanish will is the most rigid one. However, the French will undoubtedly emerges as the most variable document from a phraseological point of view. These variations were shown...
in the table by using double slashes (//) in the clauses related to testamentary dispositions, testamentary legacies and bequests, the execution thereof, and the revocation of this document. All of these show relevant phraseological flexibility, diversity and subsequent richness. The German instrument is also open and flexible, since it may present testamentary clauses in a different way, especially when dealing with the dispositions related to a persons’ identification and the appointment of heirs:

a) Extended clause: Ich setze hiermit meine Mutter, ………., geb. am …… , zu meiner Erbin zu ein Halb Erbanteil sowie meine Geschwister, ………., zu meinen Erben zu je ein Achtel Erbanteil an.
b) Reduced or shortened clause: Ich setze hiermit zu meinen Erben ein:

1. ………………. zu 45/100 Erbteil,
2. ………………. zu 15/100 Erbteil,
3. ………………. zu 5/100 Erbteil.

As with Spanish wills, Common Law wills macrostructure proved more constrained, and alternative clauses were hardly detected.

A second issue would be the word length. In British wills, a total of 530 words were identified in the document valid for England, Wales and Northern Ireland, as compared to the 340 words from the Scottish instrument. The Spanish will showed 393 words, the German document 251 words, and the French instrument only needed 230 words to express its testamentary dispositions and wishes.

A third issue is Succession Law phraseology. Anglo-German wills (especially British ones) tended more towards binomials, and trinomials (or doublet and triplet statements). Undoubtedly, these paired expressions frequently hold Anglo-Saxon terms and Latin terms. Those expressions are relatively frequent within legal settings, but are on many occasions redundant or semi-redundant, as shown below:

a) English language wills:
- “give, devise, and bequeath”
- “Last Will and Testament”
- “Being of sound and disposing mind and memory”
- “by any menace, fraud or undue influence”
- “I do hereby make, publish and declare this”
- “If she shall fail or cease to serve for any reason”
- “the whole of my property and estate”
- “share and share alike”
- “shall contest this Will or attack or seek to impair or invalidate any of its provisions”
- “acts or proceedings”
- “SIGNED, PUBLISHED AND DECLARED”.

b) German language wills:
- „Letzter Wille und Testament“.

c) Spanish language wills:
- “Religión Católica, Apostólica y Romana”
- “de todos sus bienes y derechos”
- “conocer, ver y entender”, which is semi-redundant.

On the other hand, both British (England, Wales and Northern Ireland) wills and French wills opted for legal quotations:

- British wills: “Section 57 of the Succession Act”.
- French wills: “Conformément aux articles 1075 et suivants du Code civil”.

A fourth issue is the special terminology used in our legal corpus, full of borrowings (foreign words). Paradoxically, within the corpus, we have identified a considerable number of terms with a Latin origin (even though England, Wales and Northern Ireland do not present Civil Law features, the British will resorted to the highest rate of Latinisms):

- German subcorpus Latinisms: “Testament”, “Datum”, “Notar”.

Dealing with orthotipographical issues, we were able to identify capitalisation as a method for highlighting specific clauses and concepts within a will, specially within French, British, and Spanish wills:

a) French wills: FAIT//ÉCRIT (ET SIGNÉ//ET SIGNÉ DE MA MAIN)
b) British wills:

THIS IS THE LAST WILL AND TESTAMENT.
REVOKE, DESIRE, DECLARE; SIGNED, PUBLISHED AND DECLARED. NOMINATE AND APPOINT.
IN WITNESS WHEREOF.

c) Spanish wills:

CLAUSULAS, OTORGAMIENTO, AUTORIZACIÓN.

Nevertheless, this feature was not present in all the wills; only in French and British wills. Accordingly, Spanish wills opted for lists of clauses with ordinal numbers, whereas German wills used Roman numbers, and British wills showed numerals for the same purpose.

In the light of the results, the most archaic form of will was that of the UK (with paired expressions and Latinisms), although Spanish wills were also archaic. The French counterpart was the most precise and ‘straight-to-the-point’ document. Despite of this fact, we think that the Spanish will succeeded in reaching the most organized structure by using capital letters and ordinal numbers.

Having stated that, we must acknowledge a certain degree of textual confusion for a non-native readership. UK and French wills always introduce the testator (or testatrix) by using the first person singular, whereas Spanish and German documents use that person for the notary public (the person responsible for attesting the execution and witness requirements): (“I, John Smith, of (Address)”; (“Je, soussigné(e) Monsieur/Madame”). The notary public holds, in Spain and Germany, a stronger role in the document (“erschien von mir, Dr (Notar), in (Adresse)”; “Ante mí, notario”).

From the Legal System point of view, we could not identify significant equivalences within the Common Law corpus macrostructure. Equally, the same can be said, on the Civil Law corpus macrostructure. It is quite the opposite: we were able to identify a unique macrostructure for the following documents:

a) 5 Spanish wills
b) 5 Wills valid for England, Wales, and Northern Ireland
c) 5 Scottish wills
d) 5 French wills
e) 5 German wills

We will now show a table (Table 6) summarising the main results of the research and contrasts carried out.

<table>
<thead>
<tr>
<th>Table 6. Multilingual Corpus Analysis Results: Summary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>England, Wales, and Northern Ireland Wills</td>
</tr>
<tr>
<td>Latin words</td>
</tr>
<tr>
<td>Paired expressions</td>
</tr>
<tr>
<td>Legal quotations</td>
</tr>
<tr>
<td>Percentages for testamentary shares</td>
</tr>
<tr>
<td>Average document length</td>
</tr>
<tr>
<td>Testator/Testatrix: 1st person</td>
</tr>
<tr>
<td>Notary Public: 1st person</td>
</tr>
<tr>
<td>Phraseological variations</td>
</tr>
<tr>
<td>Phraseological redundancy</td>
</tr>
<tr>
<td>Structural headings</td>
</tr>
<tr>
<td>Capitalisation</td>
</tr>
<tr>
<td>Share macrostructural order</td>
</tr>
</tbody>
</table>

Globally speaking, succession documents are a faithful picture of the legal systems represented by them, so we could also identify a kind of ‘geographical Law’ that expresses how society is organized and structured.
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About The Lessons on The Development of State Educational Standards in The Russian Federation and The Republic of Kazakhstan

M.V. Ryzhakov, A.E. Abylkassymova, S.E. Shishov

Abstract
The article analyzes the experience in reforming the education system in the Russian Federation and the Republic of Kazakhstan in order to identify the requirements for the federal state standards of general education in Russia and the state compulsory standard of general secondary education in Kazakhstan, ensuring the preservation of the national interests of these countries developing in the context of expanding educational globalization. The following tasks have been solved: analyze the historical experience of the development of the Federal state educational standards and the State compulsory standard of general secondary education in Kazakhstan; evaluate the results of the introduction in Russia – the Unified state exam, and in Kazakhstan – the Unified national testing; determine the feasibility of introducing such definitions as “Mandatory minimum”, “requirements for the level of training of graduates (students)”, “basic curriculum”, “educational program of an educational organization”, “system of gauges”, “standard of the school subject”, “school component”, “a mandatory part of the main educational program”, etc.; to identify the main directions of further development of the Federal state educational standards and the State compulsory standard of general secondary education in Kazakhstan.

Based on the analysis of the Law of the Russian Federation “On education”, Concept of federal components of the state educational standard of primary general, basic general and secondary (complete) general education, Federal Law "On education in the Russian Federation", General concept of federal components of the state educational standard of primary general, basic general and secondary (complete) general education and others, as well as the relevant policy documents of the Republic of Kazakhstan, the authors propose to the public to answer the following questions: “Do modern secondary schools need state standards in the ideas about them that have accumulated in our countries over the past decades?”, “On the presence of content (in its classical sense “what to learn”) in the standard”. What should be included in the text of the new standards will be possible to determine only on the basis of a comprehensive discussion of this issue in society and among the educational community.

Key words: standard, educational standard, obligatory standard, typical curricula, educational content, educational program, school component.

Introduction
Educational standards in the Russian Federation and the Republic of Kazakhstan have become familiar practices of education and educational law. For more than twenty years now Russia and Kazakhstan have been living in conditions for the implementation of general education standards, which are a natural and necessary attribute of school life. And in many aspects – the basis of the pedagogical activities of teachers and educational organizations, outside of which it is already difficult to imagine the work of the modern school.

The theory and practice of standardization in education has enriched pedagogical vocabulary with concepts that did not previously exist. Today, it is already difficult for us, and sometimes it is impossible not to use such terms as “Common educational space”, “Federal state educational standard”, “State compulsory standard of general secondary education in Kazakhstan”, “Federal and national-regional component”, “Mandatory minimum”, “Requirements for the level of training of graduates (students)”, “basic curriculum”, “Unified state exam”, “Unified national testing”, “certification of students”, “educational curriculum of an educational organization”, “typical curricula”, “curriculum”, “measuring system”, “standard of the school subject”,...
“school component”, “mandatory part of the basic educational program”, “educational content”, “monitoring the quality of education” and many others. The main thing is that these are not just terms. These are entities that emerged and developed on the basis of standards, have become the most important component of not only the pedagogical consciousness, but also the public consciousness as a whole. Behind each of the listed terms there are processes of almost “tectonic” level for school education of our countries. Let us recall, for example, that the introduction of the federal and national-regional components of the standard set in motion the enormous power of professionals who focused on developing both invariant content and creating for the first time in the history of Russia and Kazakhstan content that reflects the specifics and characteristics of individual regions and subjects of the Federation. Hundreds of excellent textbooks, manuals, methodical guidelines were created. A whole generation of regional authors of educational and methodical literature has been formed, many of them have found their new vocation in the field of education. It was during these years that the term “national identity” was revived, strengthened and became commonly used, without which even politicians of the highest level cannot act today. For several years of functioning of the standards of the first generation in the subjects of the Federation and in Kazakhstan there appeared dozens of centers for assessing and monitoring the quality of training of students. And then the federal structure, which today is called the Rosobrnadzor, the Unified state exam, and in Kazakhstan – the Unified national testing, as a form of state final certification of students.

This topic, of course, deserves separate discussion and relevant research as a significant phenomenon in the history of the Russian and Kazakh schools. Conclusions on which only to be done.

But it was not always so. We begin our analysis with the Russian Federation.

The fact is that in 1993, for the first time in the history of rationing in education, the text of the country’s Constitution introduced a provision stating that the Russian Federation sets state educational standards (Article 43). The existing problem of rationing by Article 43 has long been transferred to a qualitatively new level. And a year earlier, in the Law of the Russian Federation “On education” adopted in 1992, the role and status of a comprehensive school and the main, as they are now called, “participants in the educational process” – teachers, students, textbook authors, education administrators, methodological services, and others – were fundamentally changed. The main thing is that the school has received almost unlimited freedom, the exclusive prerogative of developing and using normative and methodological documents – curricula, programs, textbooks, teaching materials. Today, it can be said that the central government has in fact not left itself a single means of meaningful regulation of the educational process, except for the educational standard, which did not exist then. There was no idea how it should be.

Purpose
Based on the analysis of the experience in reforming the education system in the Russian Federation and in the Republic of Kazakhstan, identify requirements for the federal state standards of general education that ensure the preservation of the national interests of a country that is developing in the context of expanding educational globalization, and also highlight the functioning of the State compulsory secondary standard education.

Tasks
1. To analyze the historical experience of the development of Federal state educational standards and State obligatory standards of general secondary education in the Republic of Kazakhstan.
2. To evaluate the results of the introduction of the Unified state exam in Russia and the Unified national testing in Kazakhstan.
3. To determine the feasibility of introducing such definitions as “Mandatory minimum”, “requirements for the level of training of graduates (students)”, “typical curriculum”, “basic curriculum”, “educational program”, “curriculum”, “system of measures”, “Standard of the school subject”, “school component”, “mandatory part of the main educational program” and others.
4. To identify the main directions of further development of the Federal state educational standards and the State compulsory standard of general secondary education of the Republic of Kazakhstan.

Methods and Materials
The article analyzes the following materials: the Law of the Russian Federation “On education”, Federal Law “On education in the Russian Federation”, the Law of the Republic of Kazakhstan “On education”, the State programs for the development of the educational system of the Republic of Kazakhstan for 2005-2010 and 2011-2020, State program for the development of education and science of the Republic of Kazakhstan for 2016-2019, Concept of federal components of the state educational standard of primary general, basic general and secondary (complete) general education, General concept of the federal components of the state educational standard of primary general, basic general and secondary (complete) general education, Basic provisions for the development of the state obligatory standard of the Republic of Kazakhstan, materials and secondary school RAO (Research Institute of the content and teaching methods - the leading institute of the Russian Academy of scientific and methodological support of high school, created in 1922), INEC materials at the National training foundation, materials of Institute of general secondary education of the National academy of education of Kazakhstan. In the analysis of these materials content analysis, the method of historical and cultural studies have been used. The authors understand that they rely on observation, the results of which depend on the personality of the observer, his life attitudes, and value orientations. At the same time, simple observation was used, in which facts and events are considered from the side, those participating in it are included in a certain social environment (the authors were part of the group of standards developers led by Academician Lednev V.S.), self-observation (introspection) is conscious systematic observation of the actions of one’s own psyche in order to identify its features, empathy – the ability to imagine yourself in the place of another person and understand his feelings, desires, goals, ethnomethodology – understanding through descriptions and observation of social phenomena and events.

Results and Discussion
Since then, more than 20 years have passed. By the 1993-94 school year, temporary standards were developed first, and then standards, which today are called first-generation standards.

In the second half of 1992, on the initiative of the Ministry of education of the Russian Federation (E.V. Tkachenko) and the Committee on education and science of the Supreme Council of the Russian Federation, large-scale work was carried out to create standards for general secondary education. The task was to develop a temporary standard designed to consolidate the achievements of the national education system and prevent the development of destructive processes, above all, stop the destruction of the single educational space of Russia. The work was entrusted to the Institute of comprehensive school of the Russian academy of education with the participation of specialists from many organizations. The team was headed by an outstanding scientist, didactic and methodologist V.S. Lednev. In the course of this work, the first – concept of the standard, the draft Basic Curriculum, the draft standards for all academic subjects (educational areas) were developed, the first versions of the gauges for achieving the requirements of the standard were created. All these documents were repeatedly published and discussed at the collegiums of the ministry, at hearings in the State Duma and the Council of the Federation of the Russian Federation. More than 60 scientific and practical conferences on this topic, including a number of international ones, were held.

In 1994, in accordance with the Law of the Russian Federation “On education” and on the basis of the Decree of the Government of the Russian Federation No. 174 dated February 28, 1994, a competition was announced for the development of the draft federal component of the standard of basic general education. The competition was won by a team led by V.S. Lednev.

In 1997, a draft law on standards of basic general education was developed and submitted for consideration by the State Duma. But it was not accepted. In 2000, the VNIK was created on the basis of the National training foundation (a structure responsible for using loans from the World Bank) to finalize the mandatory minimum standard and requirements for training graduates. However, its work was not approved. A year later, work on the standard continued in the framework of the new project “Standard of general education”. According to the results of work, the Obligatory minimum and requirements were approved by the Ministry of education and science of the Russian Federation.

In 2005, the ministry was tasked with starting the development of second-generation standards. Today, they have already been developed and implemented in the practice of the country’s schools. The history of the development of standards in the Russian Federation is rich and diverse. Accumulated some experience in research, understanding and creating standards. On some of the most important aspects of the scientific and practical properties in the future and will be discussed.
First of all, we believe, it is necessary to highlight the main issue of creating a school standard - the question of its status. On this path, the first thing to do is to determine whether a newly developed standard is a normative document.

The normative character of the standard laid down in the Law of the Russian Federation “On education” of 1992 fully corresponds to the well-established understanding of the term “standard”, which defines the standard as “the norm, sample, measure”. It should be noted that over time, the standards being developed went farther and farther from the generally accepted idea of it, which could not but affect the quality and effectiveness of using the standard in practice.

For Russian standards, it was determined that the main area of their operation is regulatory and legal. Standards are the state norm: are developed, established and controlled by the state in the interests of the individual, society and the state. The status of Russian standards of the first generation, which became the basis, the starting point of all subsequent versions, is stated in the general concept of the standard approved by the Ministry of education and science of the Russian Federation in 1994 following the results of the All-Russian competition announced by the Government of the Russian Federation.

The second most important aspect of the development of standards is the definition of the object of standardization. It is clear that the object cannot be unrelated to the status and essence of the standard.

In the most general form, one can distinguish more than two objects (directions of standardization). This is the content of education (training), the results of mastering the content, the conditions of implementation, the volume of the teaching load of students. The standards of the first generation were pronounced standards of content.

So, if the object of standardization is content in its different forms, which of its most important characteristics should be presented in the standard? In its most general form, it is:

1. The level of the overall composition of the content.
2. The level of the structure of a separate educational (subject) field, academic subject.
3. The level of the main content lines of each educational (subject) field or academic subject.

The basis is taken of structural characteristics, since it is impossible to create a normative document on a structureless basis.

Content development is accompanied by the creation of requirements for the level of training of graduates. Here the main component is not the content (although it is present in the requirements), but the level of its development. The standard of the first generation of such levels was allocated four to five, depending on the educational field.

So the object of the standard of the first generation was arranged. What mistakes in this work should be avoided? The first is to constantly monitor the compliance of the content of the object with the status and purpose of the standard. The second is to constantly strive to optimize the volume of the object. Any fluctuations from the optimum dramatically reduce the effectiveness of the standard as a regulatory document. Third, already at this stage, to proceed to the selection of norms of direct action and norms that will require additional documents for their fixation (reference norms).

Having done the first two research steps, it became clear to us that:

1. The main scope of the standard is defined – regulatory.
2. The main object of rationing is defined – the content of education. More specifically, the content that the school cannot provide students, and the content of what students should learn as graduates of the school.
3. Standards are the state norm: are developed, established and controlled by the state in the interests of the individual, society and the state.
4. The norms established by the standard are in the nature of results, since only results can be clearly defined, evaluated and interpreted.
5. The norms of the standard in terms of structure and content ensure the functional completeness and integrity of the content of the basic general education.
6. The standard fixates the main characteristics of the content and requirements for the level of training of graduates for the federal component and, in a framework, the competence of the subject of the Russian Federation and the educational organization.
7. The standard “works” in the field of formal education. In principle, it was possible to call it the “standard of systematic learning”.
8. The results are expressed primarily in knowledge and skills. The latter are presented in an extremely wide range. In fact, these are activities that are unconditionally related to content.
9. The standard does not standardize the methods and forms of education. The educational process does not belong to the standard regulation sphere.

Such was the very narrow scope of the direct application of the norms of the standard. But these were the most important norms of “direct action”, and not wishes and slogans as now.

And one more problem needs attention. So, within the limits of the standard, we talked about knowledge and skills that it (the standard) cannot and should not pretend to the universal realization of the goals of education, although it contributes to socialization, the development of students, the formation of certain personality traits, etc.

Let’s use the model of N.A. Menchinskaya: knowledge is the “upper layer”. A deeper stratum is mastering mental methods, mental operations, etc. The third layer has the formation of certain qualities and personality traits, such as autonomy, criticality, flexibility, the ability to take responsibility for themselves, etc. That is all that today is called competences (competencies) in their broadest sense. They are full of the standard of the second generation, i.e. the current standard, which “works” in the uppermost layer. And not because science and practice decided not to move deeper. Let’s recall, that in Russia back in 1980 the program for the formation of general educational skills of N.A. Loshkareva was published, on which it was quite possible to rely. But we did not do this, and as a result so far we have not been able to develop reliable ways to set verifiable content and requirements for competencies, and even applicable to the assessment of large tracts of students.

There are still two aspects that we would like to discuss. These are questions about the functions of the standard and about the attitude of the state towards it. The above, we tried in general terms to characterize the essence that we have defined by the term “standard”. Accordingly, we have identified its main functions.

On the basis of this, it became possible to offer our vision of the principles of state policy in the field of standards of general education. However, then it was about the basic general education, which was compulsory. Today, compulsory education is generally required. We have identified the following main functions of the standard:

- to ensure the realization of the rights of citizens to open, free, complete secondary education and compulsory basic general education;
- contribute to the preservation of the unity of the educational space of the country;
- to promote the provision in all educational institutions (now - organizations) of the same level (now - level of education) of general education of the same level of education and equal conditions regarding the quality of education and the creation on this basis of an adaptive system of general education;
- to promote the preservation and improvement of the quality of general secondary education.

This was a generalized view of the functions of the standard within its status as a legal document.

To date, the country has formulated general principles of state policy in the field of standards of general education, which are included in the draft Federal law, namely:

1. Protection of the quality of general education in the Russian Federation, preventing its decline. Creating conditions for continuous improvement of the quality of education for the full development of the individual, continuing education, and the integration of the individual into the national and world culture.
2. The implementation of human rights and freedoms. Humanistic nature, focus on the free development of the individual, man and citizen, the formation and manifestation of its individual, subjectively significant equivalents of the norms and rules, moral and ethical, social and legal values adopted in a democratic society.
3. Preservation of the unity of the educational space of the Russian Federation. The development of national-regional educational systems as a condition for the sustainable development of education in a multinational Russian state.
4. Ensuring state control and responsibility for the full value of education received by a citizen (student) within state educational standards.
5. Creation through state educational standards of conditions of equal opportunities for exercising the right of citizens (students) to education, compliance of standards both to the rights of students and the rights of individuals and groups engaged in educational activities.
6. Mutual agreement of society and the state in the development, adoption and implementation of state educational standards. Competitiveness of development, democratic nature of the discussion, the adoption of standards as a state norm based on public consent.
7. The balance of mutual obligations and the balance of requirements in the field of state educational standards. The duty of the state is to ensure that the minimum standard content of basic general education programs, which is fixed by the standard, is sufficient for a full-fledged education. The duty of students to meet the requirements for the level of training on the assimilation of the mandatory minimum content.

Further work on the concretization of the above provisions clarified many of the provisions important for the development of the standard: on the limits of its applicability, on the scale of assessment of students ‘educational achievements, on the place of the standard in the problem of quality assessment, on the structure of the content of the mandatory minimum, on the formulation of multilevel training requirements for students and etc. And already on this basis, technical tasks for developers of standards for each educational area were compiled. So the content of the notion “standard” grew and its scope became more and more specific and suitable for practical use.

Naturally, the creation of a fundamentally new document for national education was not without difficulties and flaws. In particular, it was not possible to achieve a uniform representation of the objectives in the subjects; the presentation of a mandatory minimum on the basis of end-to-end content lines turned out to be differently successful; in some cases, the authors identified too small didactic units, which complicated the use of the standard; failed to fully implement the idea of complex levels in the requirements for training graduates, etc. But the main thing was done. For the first time in the history of Russian education, a regulatory legal document called the Federal state educational standard was created. In a relatively short time, the problem of standards was able to pass a way comparable to the most significant milestones in the history of our country’s education.

We now turn to the history of the creation of standards. Sol, in 2000, by decision of the Ministry of education of the Russian Federation, the VNIK was established on the basis of the National fund for training of the World Bank to complete work on the mandatory minimum and requirements for training graduates. However, the work did not receive a logical conclusion, although its results were published by the “Prosveshenie” publishing house in the same year. And already in the middle of 2002, taking into account the harsh criticism of the results of the VNIK, the ministry decided to create a new project for the development of standards - “Russian educational standard” under the leadership of E.D. Dniprov and V.D. Shadrkov. As a result, they created another version of the standards, which was adopted in parts by the ministry for two years. This continued until 2005, when the ministry made a new decision to develop second-generation standards. However, as it turned out, no conclusions were drawn from past experience. In this regard, we will try to fill this gap. At least in order to better understand what we have come to now, when the current standards in accordance with the law should begin to be revised.

We begin with the conclusion that the standard, conceived as a regulatory document, all these years gradually lost this focus, turning into a set of good wishes, intentions, declarations, and often slogans, although its status in the education system has not changed. It is known that, in accordance with the Constitution of the Russian Federation and the Federal Law “On education in the Russian Federation”, the standard is the main component of the country’s education system (Article 10). And the currently existing standard fixes the scope of its application in the characteristics that were identified at the end of the last century.

Today it is clear that the current standard is more complicated and often impossible to perform the functions assigned to it. Let us show this with concrete examples.

The basic curriculum, the main regulatory document regulating the structure and content of general education, disappeared first from the standard. Then the educational material was introduced, which is obligatory for studying, but not obligatory for mastering. It appeared as if two contents: a mandatory and not very. Let us also say about the enlargement of didactic units, which reduced the content of the standard and dramatically increased its volume. The main “modeling” document of the standard is the requirements for the level of training of graduates. The requirements were presented in a generalized form, they claimed that they described the level and volume of education provided to the student free of charge. Let's pay attention: not the content, but the requirements should characterize the level and volume of education. And yet - with the consolidation of the requirements, the declared unloading of the content went even further from reality, since the requirements formulated in this way practically became impossible to verify with the help of measurements of objective control.

So began the formation of future problems with a Unified state exam (USE), which then was not yet in the practice of the school.
The next stage – the standards of 2002-2003, prepared under the guidance of E.D. Dniprov and V.D. Shadrikov. All innovations of the previous standards were kept in them and essentially new ones were added. Now, together with the basic plan, its conceptual part was derived from the text of the standard, and in the explanatory note, the well-known basic approaches to development were indicated. The volume of the studied content increased, as the questions “significant for students, demanded in everyday life, determining adequate human behavior in the environment” were included in the minimum. Skills (comparison, analysis, evaluation, classification, etc.) were also included in the content of the minimum. They were repeated in the requirements for training. Even more radically, as a separate unit, general educational skills and generalized methods of activity were included in the standard regardless of the content of educational subjects. The systematization of requirements was changed: instead of the level differentiation, requirements were grouped into three headings “Know/understand”, “Be able”, “Apply this knowledge”. So the future USE has lost another basis - the levels of complexity for the development of CIMs. The standard also formulated, along with realistic goals, the so-called “goals”, the achievement of which cannot be measured, but to which it was necessary to strive. Thus, the regulatory “burden” of the document was clearly lost, and, consequently, the effectiveness of its use was reduced to the extent specified by law.

During the work on the concept of second-generation standards, the above and many other issues were much and often discussed. The end of the debate was the adoption of a new edition of Article 7 of the Law of the Russian Federation "On education", proposed by the Ministry, according to which the standard was defined as a combination of three groups of requirements:
- to the structure of the main educational programs;
- to the results of the development of basic educational programs;
- to the conditions for the implementation of basic educational programs.

Such a definition can be called structural or functional, but only non-essential. As a result, standards implemented in accordance with the provisions of Article 7 of the law did not answer the question “what are the requirements for...?”. While the practice continues to achieve not the requirements, but the results, it develops its own PED in accordance with the structure, and not the requirements for it, i.e. build schools, equip them, organize the process in accordance with the specified conditions, and not the requirements for them.

Earlier, we noted that the basic curriculum “left” the standards. And now we can say with confidence that the existing standards have practically disappeared the content of education. The content is no longer a structural component of current standards. Meanwhile, it is the most important support of the entire system. We show this in just one example. The standard emphasizes that the key difference is its construction with a focus on the planned educational results, and the requirements for the results of mastering basic educational programs become the main component of the standard. If the requirements - there are requirements for the assimilation of certain programs, then without determining the content of these programs it is simply impossible to make requirements for their mastering. Further more. In accordance with the law and the current educational standard, the main educational program of the PED is developed exclusively by the educational organization. This is her internal document.

The state does not have a basic educational program, in relation to which the standard sets the requirements for the results. Therefore, it can be argued that the country has more than 40 thousand contents (by the number of schools) and they all comply with the requirements of the standard for the results. But that's not all. The standard states that the main educational program includes an obligatory part and a part formed by the participants of the educational process. So – the determination and fixation in the text of the PED of the mandatory part is the prerogative of the educational organization.

Now back to the text of existing standards in terms of requirements for results. It clearly states that personal and partially interdisciplinary requirements are not subject to assessment. Requirements for substantive results remain. But they are set out in the language of goals, and even integrated into groups of objects. This is nothing more than a declaration.

Let us again refer to the text of the concept of the current standard, where it is stated that “...the standard becomes the only normative legal act establishing on behalf of the Russian Federation a certain set of norms and rules governing the activities of general education”. The current standard of the declared functions cannot be performed. But we ourselves have created something with which we cannot cope now. It is known that ten years ago we tried to create a “fundamental core” of the content of general education. But there was nothing
in it except for the bare nomenclature of the subjects studied in individual subjects. Then they added an activity component to it, but it did not have a place in the standard. Currently, a new attempt is being carried out - a detailed list of contents has been prepared in different versions. But this list does not find its place in the standard. There is no mention of it in the standard itself, or in the list of documents that make up the main educational program. As well as the state main general educational program itself.

Have we learned lessons from the history of standards? This question will be answered by the time when future standards will become history and we will have new arguments for and against. However, we draw the attention of the reader - all our proposals for the future of standards find arguments in the past. Therefore, the more professional and critical the analysis will be, the more problems will be avoided in the future. But the main condition is to make only system decisions, since non-system decisions are good only for destruction.

Findings
We believe that Russian society should decide on the answer to the question: “Do modern secondary schools need state standards in the ideas about them that we have accumulated over the past decades?” If not, then it is necessary to change or adjust Article 43 of the Constitution of the Russian Federation with a proposal for a set of measures to replace the standard. If needed, it will be necessary to decide on what plan the document should be and to strictly follow its purpose. At the same time, it is necessary to immediately cut off those tasks and functions that the standard, as a normative document, cannot and should not do.

The next important question is about the presence of content (in its classical understanding of “what to teach”) in the standard. Depending on his decision, it will be necessary to make changes to the article on the standards of the current Federal Law “On education in the Russian Federation” and remove from the text “requirements for...”. What should be included in it will be possible to determine only on the basis of a comprehensive discussion of the question of how to present the content in the text of the new standards.

But there is a third option. Satisfied with what is. At the same time, periodically make cosmetic changes to the text of the standards, understanding that in Russia the main essence and content of the concept of “educational standard” is lost.

We now turn to the development of state educational standards in the Republic of Kazakhstan. We deliberately did not include this problem in the analysis of materials for the Russian Federation, whereas the education systems in which previously had a common basis for their further development. After Kazakhstan gained independence in 1991, fundamental changes began to occur in the country, including in the education system, which often did not overlap with the Russian approach to the development of state education standards.

First, we will define Kazakhstan’s approach to the concept of “state educational standard” and the requirements for it. In the Republic of Kazakhstan, the main educational standards and methodological support for general secondary education are: state compulsory education standard (SCES), typical curriculum (TC), study program, textbook and educational complex (EC), digital educational resources (DER).

- typical curriculum (TC) is a regulatory legal act that is an integral part of the state compulsory standard of general secondary education, regulating the list and volume of subjects, establishing the invariant and variable components of the educational load and characterizing the language of instruction at the levels of primary and basic secondary education level of general secondary education - language and direction of study. It is also the source document for financing the activities of an educational organization;
- curriculum – a document regulating the list and volume of academic disciplines (subjects) of the corresponding level of education, the order of their study and forms of control;
- study program – a program that determines for each academic discipline (subject) the content and amount of knowledge, skills, abilities and competencies to be mastered.

This policy document regulates the principle of equal opportunities for students in the conditions of functioning of different types and types of general educational organizations, preserving the basic content of education while respecting the optimal ratio of invariant and variable components. Analysis of the international practice of standardization of pre-university education, various concepts of determining the standard of education, set forth in the scientific literature in Kazakhstan and abroad, including in the near abroad, allowed us to synthesize new knowledge about the standard of education:
- as a guide for strategic goals and development lines in education;
- as a factor of dynamic growth of education of citizens; democratization of
educational policy; development of innovation processes;
- as the basis for solving the problem of objectifying the quality of education, expanding the typical diversity of educational institutions and improving the management of the educational process;
- as a means of rethinking the goals and content of education, ways to update them; maintain the level of education; activation of productive activity of teachers;
- as a form of increasing state responsibility for the level of education of citizens; public reflection on the role of education in building a competitive state.

According to the Law of the Republic of Kazakhstan "On education" in the country, the SCES is established, which defines a set of general requirements for each level of education to:
1) the content of education;
2) the maximum amount of study load of students and pupils;
3) the level of training of students.

The state obligatory standard for the respective educational levels is obligatory for all educational organizations, regardless of the form of ownership, types and types.


At each stage, certain tasks were solved taking into account the dynamics of the solution of political and social problems in society, the development of the education system, the level of theoretical understanding of an object that is new to the pedagogical science, which is the standard of education. In addition, the Ministry of education and science of the Republic of Kazakhstan addressed the following issues:
- creation of a conceptual base for updating the education system;
- improvement of normative legal acts and instructive documents of the organization of the education system;
- development and implementation of textbooks and teaching aids of the new generation.

In general, the tasks of updating the content of education in the country began to be carried out within the framework of the SCES.

An important element of the teaching and methodological support of the education system is TC. In accordance with subparagraph 6) of Article 5 of the Law of the Republic of Kazakhstan "On education" and in order to implement SCES 1.4.002-2012, standard curricula for primary, basic secondary and general secondary education were developed and approved by the Minister of education and science on November 8, 2012.

By the Decree of the Government of the Republic of Kazakhstan dated August 23, 2012 No. 1080, a new SCES of 11-year education was approved and put into operation (scientific leader Abylkassymova A.E.), which was aimed at providing:
- preservation of the integrity of the education system of Kazakhstan by expanding the national component of the content of education in the context of the integration of sciences;
- observance of the principle of equal opportunities of students in the conditions of functioning of different types and types of educational organizations;
- the unity of knowledge, value and activity components of the content of education;
- preservation of the basic content of education and the observance of the optimal ratio of the invariant and variable components;
- the introduction of early learning of foreign language (English) and computer science;
- increasing the priority of mathematical and technological disciplines in the context of increasing innovation and industrial development potential;
- improvement of pre-profile and specialized education;
- determine the economic components of the introduction of the new standard.


The features of the SCES 1.4.002-2012 are:
- development of the Basic provisions for all three levels of secondary education;
- the lack of a detailed description of the content of school subjects with the definition of requirements for the content of education in general;
- the transition to an activity-based learning model with the designation, along with subject results, of system-activity and personal results;
- strengthening the requirements for the preservation of the basic content of education and the observance of the optimal ratio of the invariant and variable components;
- creation of conditions for the implementation of the level and profile differentiation of education;
- the expansion of the value and activity components of the content of education, the strengthening of its developing and socializing potential;
- the establishment (for the first time) of requirements for the conditions of the educational process: for financial support; to logistical support; to the safety of life and the health of students.

New changes have also been made to SCES:
- learning English from grade 1;
- introduction of the subject "Informatics" in grades 5-6;

For Kazakhstan, the Decree of the President of the Republic of Kazakhstan dated March 1, 2016 became the most important for the education system, which approved the State program for the development of education and science for 2016–2019. In it, the main priorities for school education are the infrastructural development of the organization of general secondary education and preparation for the transition to updated content. Along with this, changes and additions were made to the Law of the Republic of Kazakhstan "On education", which regulates the gradual transition to the updated content of school education. As a result, in the same year a new State obligatory standard for primary education was approved, focused on the best international standards for the development of a wider range of skills for schoolchildren, the combination of which ensures their functional literacy. New curricula should include STEM-elements (science), aimed at the application of new technologies, scientific innovations, mathematical modeling; at the same time, a unified methodological approach will be developed to ensure the continuity of the content of textbooks by level of education, during which the transition to the updated content of education should be carried out according to a separate schedule.

In SCES it is planned to work out the introduction of a 5-day school week in general education schools, and taking into account the values of the National patriotic idea “Mangilik El” it is also planned to develop new educational curricula for primary and high school. In addition, a transition will be made to the criteria-based assessment system for students, teachers and educational organizations in accordance with the transition plan to the updated educational content. It is also supposed to direct the educational policy of the state to reduce regional disparities in the quality of education.

Thus, in the Republic of Kazakhstan, the process of developing state obligatory standards has its own characteristics, to a certain extent different from the Russian Federation. The main reasons for this were: the compilation of the SCES taking into account the national component, which took place in Kazakhstan after it gained independence; study and subsequent introduction into the educational system of the country of advanced international experience, taking into account the requirements of international legal policy documents that meet the modern conditions of development of the general secondary education system in the world.

References
Psychological Readiness for Parenting as a Condition for Effectively Overcoming The Crises of Child Development

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Abstract
This article reflects the results of an experimental study of the motivational component of readiness for parenthood. Based on the theoretical analysis of the research of scientists within the framework of the issues of interest to us (works by S. P. Akutina, A. I. Antonova, E. N. Achildiyeva, N. V. Bogacheva, V. A. Borisova, V. V. Boyko, Yu F. Lakhvich, TM Maleeva, LI Naumenko, I. V. Pavlova, G. G. Filippova, etc.) we suggest to understand parenting as complex systemic personal education, including a spectrum of positively colored emotions and feelings towards their children, systematized ideas about the specifics of effective interaction and parenting, understanding and awareness of the goals of their education as full-fledged and full members of society, as well as readiness for a certain nature of actions in relation to their child. At the same time, we consider the achievement of a certain level of development of the motivational sphere by the subject as the basis of psychological readiness for parenthood. We believe that it is the motivation to parenthood that makes it possible to realize what it is to be a real (and not formal) parent that will help with maximum effect to carry out the process of raising and developing children, including their living during crisis periods of development.

Keywords Crisis, parenthood, parental crisis, psychological readiness for parenting, motivational component of readiness for parenting.

1. Introduction
The problem of personality has been and remains relevant for psychology almost from the moment of its formation (research by A. Adler, W. James, J. Kelly, A. Maslow, G. Allport, C. Rogers Z. Freud, E. Fromm, E. Erickson, C. Jung; B. G. Ananyev, A. A. Bodalev, L. S. Vygotsky, A. G. Kovalev, A. F. Lazursky, A. N. Leontyev, M. I. Lisina, B. F. Logom, V.N. Myasishchew, A.V. Petrovsky, S.L. Rubinstein, D.I. Feldstein, etc.). At the same time, the processes associated with the formation of personality are not linear processes. According to E. Yomans, along with periods of integrity and harmony, gusts of joy and inspiration, at any stage of his life path a person may face “periods of disorientation, retreat, struggle, darkness and crisis” [8, p.110]. From the point of view of E. Erickson [18], a fully functioning personality is formed only by passing through its development successively all stages and overcoming each crisis accompanying one or another stage of development.

Thus, both foreign and domestic researchers have absolutely objectively proved that each person goes through several stages that are universal for all mankind in their development. The transition from stage to stage of development is always accompanied by a crisis.

Answering the question - what is a “crisis”, and referring to the etymology of this term, we consider it important to note the following:

✓ the word crisis has an ancient Greek origin and literally means “separation of roads”;
✓ in Chinese, the word crisis consists of two hieroglyphs, one of which means “danger”, and the second “opportunity”;
✓ Russian writer, ethnographer, lexicographer, collector of folklore, the author of the “Explanatory Dictionary of the Living Great Russian Language” V.I. The crisis offers to consider the distance as “break, revolution, a resolute period of transition” [3, p.197];
Swiss psychiatrist and teacher, the founder of analytical psychology, K.G. Jung described the state of crisis as follows: “Consciousness is confronted with a situation, with tasks to which it has not yet grown. It does not understand that his world has changed, that it must reconfigure itself in order to adapt to the world again” [19, p.65]. Thus, a crisis is a turning point in a person’s life. And how this difficult period for the subject will be lived and experienced will determine the process of further development.

Considering that personal development is objectively related (dependently) on a whole range of internal (individual characteristics of the subject) and external (social, cultural, etc.) factors, as one of the social factors that objectively influence (smooth or, on the contrary, aggravate) the passage of the crisis, we tend to highlight the influence of the closest to the subject of the social environment - his family.

Of particular importance is the family, namely, the parents, to pass through the crisis stages of life in the early stages of ontogenesis.

Based on the above, we focused our research on studying the effect of psychological readiness for parenting on the effective residence of developmental crises by children of preschool age.

2. Literature Review

One of their actual problems addressed by representatives of the most diverse sciences, not only about a person, but also about society, was objectively and remains the problem of parenthood (works by S. P. Akutina, A. I. Antonova, E. N. Achildiyeva, N. V. Bogacheva, V. A. Borisova, V. V. Boyko, Yu. F. Lakhvich, T. M. Maleeva, L. I. Naumenko, I. V. Pavlova, G. G. Philippova, etc.), the appeal of scientists to which is objectively due to close attention to the subject of the social environment and the many problems of childhood.

The inability of the child to independent existence, his lack of congenital forms of behavior are the reasons on the basis of which we say that both the survival of the child and his full development is possible only if he is cared for by an adult person, first of all, parents who are designed to provide the child with the possibility of this full-fledged existence and development up to the time when he can enter the life of the human community on an equal footing (it is not by chance that the English-speaking scientific iteration (works of T. Arendell, N. Richards, D. Elkind, etc.) to refer to parenting is used two terms: “parenthood” as a social institution and “parenting” as educational practices of parents). At the same time, as the analysis of studies shows, modernity is characterized by a crisis of parenthood, a specific feature of which is the reluctance and unwillingness of many Russians to bear and raise children, that is, to fulfill their parental responsibilities.

Our analysis of studies that reveal the most diverse aspects of studying the problem of parenthood allows us to highlight the following areas of study of this phenomenon.

And the first direction in the study of parenthood, we highlight the appeal of researchers to the term “parenthood”, its basic characteristics and basic structural components. However, many researchers (V. N Druzhinin, A. N. Elizarov, A. I. Zakharoo, O. A. Karabanova, A. V. Petrovsky, V. S. Torokhtiy, G. G. Filipppova, etc.) speak about parenthood as a special socially prescribed, socially significant and mediated by cultural experience, norms and traditions of activity, prompted by specific motives and requiring special competence in the issues of full development, education and training of children.

The socio-genetic nature of parenthood is emphasized in their research by G. S. Abramova, E. M. Lushchenko, S.I. Nekrasov, A.G. Kharchev and other scientists. So, A.G. Kharchev characterizes parenthood as a special type of behavior, defined from the point of view of a scientist, “basically two points: parental love and social duty” [16, p. 315], which allows us to characterize it as a synthesis of the biological and social in the subject.

Very capacious, from our point of view, determines the parenthood of in his works R. V. Ovcharov [10], considering it as a supraindividual whole, which includes a set of value orientations, attitudes and expectations of the parent, parental feelings and attitudes towards the child, parental responsibility, and even the style of family education.

How system education characterizes parenthood and I. S. Kohn [9], highlighting in it such components as “a) parental feelings, love, affection for children; b) specific social roles and regulatory prescriptions of culture; c) due to the fact that the other and other real behavior, the attitude of parents towards children, parenting style, etc.” [9, p. 336].

Representatives of foreign psychology also study the phenomenon of “parenthood” (studies by T. Gordon, R. Campbell, A. Maslow, R. May, G. Allport, D. Pines, C. Rogers, S. Fanti, 3. Freud, E. Erickson, etc.), highlighting as the basis of parenthood character and orientation of the relationship of parents to their children. At the
same time, scientists call parents' love for their children as the most important indicator of manifestation of parental attitudes. Based on the carried out analysis of works on the problem of parenthood, we by parenthood tend to understand complex and systemic personal education, which includes a whole range of positively colored emotions and feelings towards their children, systematized ideas about the specifics of effective interaction and parenting, understanding and awareness of goals. their upbringing as full-fledged and full members of society, as well as readiness for a certain nature of actions in relation to their child. Addressing the problem of parenthood, modern scientists are particularly interested in relation to such natural forms of manifestation as motherhood and fatherhood (works of S. Yu. Deyvatych, N. A. Demchuk, N. A. Zelevskaya, I. S. Kon, R. A. Lopina, R. V. Ovcharova, V. A. Ramikh, etc.). We consider it expedient to single out the research in the field of gender specificity of parenthood as the second direction in the study of this problem. And again, scientists are talking about crisis phenomena. So, according to N. A. Zelevskaya [6], Modernity, is a period of significant decline in the social significance of motherhood and fatherhood. It is not by chance that modern psychologists, sociologists, educators, etc. they write with anxiety about the weakening of parental attention to children in recent years, which is defined as the "lack of parental love". A modern woman, actively realizing herself in the sphere of professional activity and, as a result, is forced to appropriate herself to such traditionally masculine qualities as strong-willed character traits, hardness, desire for leadership, career growth, etc., which allow this professional and career growth to provide for her, often this imperious style of female behavior transfers to family relationships, which leads to dominance in the family of authority not of the husband, but of the wife. Employed at work, and often immersed in work problems and at home, a woman is forced to pay less attention to children and family. The father, by his biological nature, cannot, is not ready to completely replace the mother to the child. It is not by chance that many researchers, paying attention to the low level of psychological and pedagogical culture of many modern parents, their inability, and sometimes unwillingness, to seriously and thoughtfully engage in raising their own children, as relevant and promising talk about research in the field of motherhood and fatherhood.

What are these phenomena? What are characterized as manifestations of parenthood as a social function? Our analysis of the research (by B. Burns, D. V. Winnicott, M. Mead, F. Horvat; N. V. Bogacheva, O. Glezdeneva, A. V. Gumniiskaya, S. Yu. Deyvatych, M. O. Yermihina, N. P. Matlinnikova, E. A. Nesterova, R. V. Ovcharova, E. G. Smirnova, and others) suggest that the phenomenon of motherhood is studied in the course of various sciences. Wherein
- within cultural studies, motherhood is considered as a cultural phenomenon;
- in ethology - as a biologically fixed behavior;
- in sociology - as a specific type of behavior, etc.

If we turn to the works of psychologists, it should be noted that motherhood is considered by them as one of the social roles of a woman (the works of R. V. Ovcharova [11] and G. G. Filippova [14]). At the same time, as G. Filippova [14] notes, even if the need to be a mother is inherent in the female nature, then social norms and values have a determining influence on the manifestations of the maternal attitude towards the child. According to the researcher, there is no constant "norm of maternal relation". According to G. G. Filippova [14], in accordance with the changes in society from epoch to epoch, the content of maternal attitudes is also changing. Considering motherhood as a part of a woman’s personal sphere, the researcher as the most important maternal functions highlights the provision of the objective environment and conditions of the child’s sensual-practical, play and communication activities that contribute to the full development of his cognitive and emotional spheres, as well as motor skills.

Psychologists are particularly interested in studying the types of maternal attitudes towards children, styles of parent-child interaction, parent positions, and others. (Research by E. B. Ayvazyan, E. I. Isenina, E. Kaplan S. Yu. Meshcheryakovka, V. S. Muhina, etc.); optimization of parental attitudes towards children in the course of family psychotherapy and counseling for problem children and parents (works by A. Ya. Varg, A. D. Kosheleva, A. S. Spivakovskaya, etc.).

Conducted research on the problems of the psychology of pregnancy, childbirth, the postpartum period (works of O. S. Vasilyeva, I. V. Dobryakovka, E. V. Mogilevskaya, E. Yu. Pechnikova, G. G. Filippova, etc.) as well as revealing the problems of deviant motherhood (works by V. I. Brutman, A. Ya. Varg, M. E. Lanzburg, I. Yu. Khamitova, etc.).
Scientists are also interested in paternity (works by D.S. Akivis, D. Blankenhorn, J. Gilder, C. Flake-Hobson, J. Hess; T. B. Belyaeva, V. N. Druzhinin, Yu. V. Evsenkova, E. V. Kirichevskaya, I. Kona, I. V. Rybalko, and others), which is objectively related to the father’s role in the upbringing of children, which has been proven by the research of many scientists. So,

- K. Flake-Hobson [15] with her research tries to prove that the father’s participation in the processes of birth and upbringing of the child has a significant impact on both the spouses and the baby;
- J. Hess [17] notes that the father, just like the mother, is necessary for the child for the fullness of his sociocultural development. At the same time, scientists focus on the social status of a child raised in a full family;
- according to D. Blankenhorn [22] and J. Gilder [25] marriage and paternity arising from it are the primary mechanisms that form the male significance. Considering paternity as a part of a person’s personal sphere, researchers speak of him as a necessary condition for the full development of personality;
- D.S. Akivis [2], on the other hand, believes that only in contact with a child male personality traits fully ripen - the need and ability to protect, to take responsibility, energy, mental strength. The researcher argues that it is fatherhood that forms the basis of the most pressing demands of society - the socialization of men, linking their obligations with their children.

Particular attention to the study of the phenomenon of "fatherhood" is shown by modern domestic researchers. So, V. N. Druzhinin [4] argues that the problem of fatherhood in our society is very acute. Despite the fact that the Marriage and Family Code of the Russian Federation, the equality of rights of both parents to the child, in reality, numerous social and economic transformations occurring in our society, objectively led not only to weakening the family as a social institution, but also to deformations gender stereotypes, a certain infantilism of men and, as a result, leveling their needs to support the family and be responsible both for it as a whole and for their children in particular. At the same time, a father is not only a breadwinner, but also a disciplinary discipline, an example to follow, and a direct mentor (works by I. S. Kon [9]).

Of particular interest, from our point of view, is the paternity model developed by Yu. V. Evseenkova [5]. Considering paternity as a complex education, the author identifies the need-emotional component, including its feelings towards the child, emotional reactions, experiences, the need for contact with the child, emotional intimacy as its structural components; operational component, which, in her opinion, is manifested in specific paternal practices, actions and skills for child care, perceptions of his needs, ability to communicate with the child, behavior of the father with the child; value-semantic component, revealing the father's attitude to the child (for example, value attitude towards him) and his existential experiences, as well as the evaluative component, which includes, firstly, self-esteem of the man, acceptance - non-acceptance of the father’s role, rational and emotional evaluation both himself as a father and his child's assessment, and, secondly, his social assessment by those around him, based on social stereotypes and prescriptions for fulfilling the role, requirements that must be met to comply with the status of the father, etc., nyatyh in particular society.

Based on the analysis of research carried out in the field of maternity and paternity problems, we are inclined to conclude that both of these phenomena can be attributed to the main socio-biological functions of a person as a living organism. However, neither motherhood nor fatherhood can be reduced only to the birth of a child. Both mother and father are the most important socio-cultural condition for the full development and socialization of the child. However, not all parents are ready to provide these conditions necessary for the child for socialization and full development.

It is not by chance that the third direction in the study of the phenomenon of “parenthood” we highlight the work of scientists focused on the study of readiness for parenting (research by T. P. Avdulova, K. N. Belogay, E. I. Zakharova, I. Zemzyulina, S. Y. Mescheryakova, O. G. Prokhorova, O. K. Trukhacheva, G. G. Filippova, T. Yu. Yarygina, etc.).

Summarizing the approaches of researchers to the interpretation of the concept of “psychological readiness for parenthood”, we consider this phenomenon as an integral personal education, suggesting a special state of mobilization of the psychological and psychophysiological systems of a person, including a set of parent orientations, attitudes and expectations, attitudes, attitudes and beliefs regarding as a parent, focused on providing full-fledged conditions for the effective development and socialization of the child, based on a steady positive attitude towards him.
Of particular importance for the manifestation of psychological readiness for parenting, in our opinion, is the subject’s motivation to parenthood [12], ensuring not only the effective realization of parental functions, but also the psychological well-being of the subject in this process [13].

Based on the above, the purpose of our experimental study was to study the motivation of parenthood as the most important component of the subject’s readiness to implement its parental functions.

3. Research Methods

The following methods were included in the program of our study:

- The method “Meaning-life orientations” (adaptation by D. Leontiev), which allows to identify the presence / absence / life goals oriented to the future; life satisfaction; the level of development of self-control and the ability to make independent decisions, the implementation of which, we believe, allows us to draw a conclusion about the degree of meaningfulness and motivation of parenthood.
- Techniques “Social Family Roles” (variant “My Future Parental Roles” by E. N. Vasilyeva, A. V. Orlova) and “Social Roles of a Child” (variant “Roles of My Unborn Child” by E. N. Vasilyeva, A. V. Orlov), the use of which allowed us not only to determine the attitude of the respondents to their future parental roles and the roles of their unborn child, but also to identify the expectations of parent-child expositions.
- Drawing projective test “My baby” (modification of the projective technique “Drawing of my family” by L. Corman, R. Burns, S. Kaufman, A. I. Zakharov, V. V. Stolin), aimed at studying the emotional aspects of parenting motivation, in particular, the modality of the feelings and perceptions of respondents in relation to their unborn child. As part of our research, the implementation of this technique allows us to identify the significance of the children at the moment in the life of the respondents, as well as the motives for having children.

As respondents, 90 girls and women aged 16 to 42 took part in our study.

4. Results and Discussion

The detailed qualitative analysis of the data obtained as a result of the use of the test “Meaning-life orientations” (adaptation by D. A. Leontiev), allows us to talk about the following:

- according to the “Goals in Life” scale, the majority of respondents (96%) who took part in our study have high (53%) and average (43%) values, which indicates the development of such personal qualities as purposefulness. These respondents represent their lives as meaningful, they are able to set realistic goals and objectives, to present in detail the results of their lives and activities, to clearly plan “steps” leading to the achievement of their goals and objectives and the implementation of their plans, including plans in the field of parenting.
- According to the scale “Life process (interest and emotional intensity of life)” 30% of respondents showed high results. Based on the key to interpreting the data, these respondents perceive their life process as emotionally rich and interesting, while giving priority (high meaning) to the “here and now” moment - that is, real life.
- 63% of respondents on this scale show average indicators, which indicates an equal importance for them both of life in the past and the present, and even the future. The equal importance for these respondents of all aspects of their life also indicates their satisfaction with each of the indicated intervals of their lives;
- only 7% of respondents who have scored low values express dissatisfaction with their lives at a given time, focusing their attention on the past or the future.

Evaluating the data obtained from the standpoint of assessing the prospects for the respondents to realize their parental roles and functions, it can be said that the majority of participants in our pilot study look to their future with a positive and prospective, which, given that many of our youth respondents, will including, and with the birth of children.

- The data of the “Efficiency of life (satisfaction with self-realization)” scale indicate that
  - more than half of the respondents (54%) consider the lived part of their lives to be very productive and are completely satisfied with the results achieved (this is confirmed by their high scores on this scale)
  - 41% of respondents showed average scores on this scale, which may indicate their partial satisfaction with their own achievements in life and work
  - 5% of the subjects scored the minimum values, which is evidence of their dissatisfaction with that part of life that they have already lived.
Interpretation of the results obtained on this scale from the standpoint of parenthood allows us to assume that the majority of respondents have the qualities and resources necessary to carry out the process of raising their children, caring for them and, as a result, productive implementation of parental functions.

If we refer to the data on the scale “Locus of control-I (I am the master of life)”, we also see that
- the majority of respondents (53%) scored high points, which indicates their conviction that they can independently lead, manage their life, “direct the course” of their life in accordance with their plans and life goals
- 44% of respondents who have scored an average score on a given scale, also believe that they are able to build their own lives. At the same time, these respondents note that they do not have sufficient resources to “control the events of their own lives”
- low scores on this scale scored 3% of subjects, which is an indicator of their lack of faith in their strength. The responses of these respondents indicate that they are not able to effectively build and realize their own lives, including the “parent” social role.
  ✓ According to the scale “Locus of control-life (manageability of life)”
  - 38% of respondents showed high results. Based on the key to the interpretation of the data, these respondents are convinced that they have enough resources to control their lives and are able to make decisions in various life situations.
  - 57% of respondents on this scale recorded average, which also indicates a certain confidence in their abilities and capabilities, including - and the ability to independently direct the “flow” of their lives
  - only 5% of respondents who score low values are convinced that it is impossible to have complete control over the processes taking place in life. Interpretation of their answers (according to the proposed key) testifies to their conviction and senselessness of planning their lives and activities.

The results of the application of the “Social Family Roles” methodology (variant “My future parental roles” by E. N. Vasilyeva, A. V. Orlova) indicate that the majority of girls and women who took part in our study determine the most desirable parental roles for themselves “Friend” (70% of respondents), “Educator” (50% of respondents) and “Inspirer” (43% of respondents). In other words, both future mothers and real mothers strive for their children to be a person, whom they can trust, who will help the child to feel more confident in society, will form the necessary norms and rules of behavior, will provide the child with a positive emotional attitude in any sphere and life and activities.

If, however, we assess the willingness of respondents to fulfill these roles in the future, it should be noted that the majority of the participants have parental motivation with a positive direction and is characterized by a positive perception of their potential children and attitude towards them.

We also drew attention to those parental roles, to which respondents gave minimal importance.

Based on the data shown in Fig. 3, we can see that girls and women who took part in our study would least like for their children to fulfill the role
- “Opponent” (61% of respondents)
- “Dependent” on your child (52% of respondents) and the role
- “Disciplineator” (32% of respondents), regarding it as fatherly.

Within the framework of the problem of parenting motivation as a personal education that interests us, the findings reflect the desire of future parents to have a harmonious relationship with their child, who do not have increased conflict, custody and dependence.

Summarizing the data obtained by us through the implementation of this methodology, we can talk about the relevance of our respondents' value systems with the motives of having children, which is expressed in the desire to fulfill a particular role as a parent in the future.

A more concise and substantiated confirmation of this our conclusion can be given by analyzing the motives of parenting, manifested through the expectations of girls and women of what their unborn child can provide them, that is, qualitatively analyzing the results of the “Social Roles of a Child” methodology (the option “Roles of my future child » E. N. Vasilyeva, A. V. Orlova):

For the majority of respondents (57%), the most anticipated child's role of the unborn child is that it will allow “to take care, to feel like a necessary person”
✓ 29% of respondents define for themselves “get support, help” from their unborn child. AND
✓ 28% of girls and women who took part in our study give special importance to the fact that the child allows “to be proud of himself”.

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Based on the specifics of parenting motivation as a personal education, we believe that if the motive of giving birth to a child, expressed in the desire to take care of him, can be considered as a motive-value, then getting help and finding a way to be proud of yourself is nothing but a motive. The means, since in this case, first of all, the parent is trying through the child to realize what he cannot / could not with the help of his own forces and resources in childhood.

Least of all, respondents who took part in our study, evaluate in future relationships with their children such a role as obtaining the opportunity to “exercise power and assert themselves” through their child (71% of respondents).

Also, girls and women in our sample are considered unacceptable for themselves to consider roles in which the child will allow “to dump negative energy, to show aggression” (32% of respondents).

In our opinion, these results suggest that potential mothers do not correlate their negative and aggressive behavioral manifestations with children, which allows us to presumably talk about their (including potential) emotionally warm attitude towards the child.

38% of respondents noted as insignificant the role of the child, which allows “to get away from solving everyday problems”, which, it seems to us, may well say that these subjects want to devote themselves to a certain extent to the family, to be “inside it”, to actively solve the emerging family problems.

The results of the application of the drawing projective test “My Baby” (a modification of the projective methodology “The Drawing of My Family” by L. Corman, R. Burns, S. Kaufman, Al Zakharov, VV Stolin) showed that

- 90% of respondents are characterized by a positive emotional attitude towards their unborn child. These respondents depicted children with a smile on their face, chose pleasant, warm shades when drawing (pink, lilac, light yellow, peach, etc.), used more than three colors, etc.
- 62% of the subjects paid much attention to decorating their designs. They depicted the details of his clothes (collars, hats, caps, buttons, prints, bows, beads, etc.), which may indicate a rather distinct idea of his unborn child.

At the same time, an analysis of the size of the child’s depicted figure suggests that only for 42% of girls and women in our sample are children of high significance. These respondents portrayed the child as large, on almost the whole sheet.
- 22% of subjects in their drawings depicted the figure of a child of medium size
- 36% of respondents depicted a small child’s figure, which, based on the key to interpretation, is evidence of the insignificance of children at the moment of the respondent’s life.

It is also worth noting that 10% of respondents did not draw hands on the unborn child.

11% of respondents did not draw their legs, which, again, according to the key to data processing, may indicate the desire of the subjects to restrict their child’s freedom and activity.

It is also very important, when analyzing the drawings from the standpoint of parenting motivation, that more than half of the girls and women in our sample (54% of respondents) draw their unborn child in infancy or early childhood, which, according to the key to processing and interpretation of the data, allows us to talk about their high positive motivation to have a baby in the near future.

However, with regard to the remaining 46% of respondents, we can talk about their low motivation for parenting and having children:
- 38% of subjects depict their unborn child in adolescence and even at an older age. Based on the proposed in the method of interpreting the figures, these results indicate the desire of respondents to a certain detachment from a small child.

The low motivation for the appearance of a child, unreadiness for this at this stage of life is also evidenced by the image
- baby in an envelope or stroller (11% of respondents)
- drawing only the upper body, to the chest (16% of respondents)
- 8% of the subjects depicted children of different ages, and the eldest child appears as an adolescent or more adult person, which also allows us to assume that the data of the subjects to parenthood as a distant, delayed part of their lives.

For us, we also consider significant the representation by the respondents of the number of children in their future:
- the majority of respondents (75% of the total sample) in their future life are motivated to have only one child
- 22% of respondents are motivated to have two children
- only 3% of subjects plan the birth of three children.
At the same time, this is the data obtained by us from the analysis of the results of the total sample, in which girls / women are already mothers.
If the factor of the number of children in the future is considered only on respondents who have no children, the results are almost identical - 70% of female representatives see themselves as the parents of only one child.
The data obtained allow us to conclude that the low level of motivation of girls and women who took part in our study for the birth of several children and the creation of a large family.
The generalization of the obtained empirical data for all diagnostic methods allows us to say that
- A high level of development of parenting motivation is recorded in 33% of respondents who are characterized by the meaningfulness of their life and work, the ability to make plans for the future and achieve the desired result; high family value, focus on family well-being; willingness to become a parent in the near term. The motives of parenting in these respondents are focused exclusively on children, representing high importance and value for the respondents.
- The average level of development of parenting motivation, as shown by our study, is typical for 39% of respondents. They are characterized by a certain meaningfulness of their lives and activities and the ability to plan their future. In general, showing the direction of parenting motivation for a child, these respondents, although they consider the family as significant, but do not give it priority, which allows us to say that they do not show readiness for parenthood.
- Low level of development of parenting motivation according to the results of our research is typical for 28% of respondents. These respondents are characterized by a minimum meaningfulness of their lives, lack of clear plans for life, which is also manifested in the field of parenthood: they are not ready for children, do not plan to take care of them, both children and the family are not significant for these respondents.

5. Conclusion
The results of empirical research that we obtained confirm the idea of many scientists about the need to organize purposeful work with future parents, aimed at increasing their level of parental motivation as a personal education.
As the main objectives of such a family counseling program, we highlight:
- formation of a system of knowledge on the problem of parenthood (its types, structural components, ethnocultural characteristics, etc.);
- development of ideas about responsible parenthood;
- formation of the ability to analyze the personal qualities necessary to achieve the stated expectations of yourself as a parent.
We believe that the implementation of this program will not only optimize the process of becoming a parenting motivation, but will also contribute to increasing the psychological and pedagogical culture of future parents, including in creating optimal conditions for the full development of their children at all, including - and at the crisis stages of their development.

References


The Title of the Article: Writing Techniques Used in Language Teaching: Narrative Writing and Creative Writing

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Abstract

Language teaching is a process carried out for gaining listening, reading, speaking and writing skills related to the target language. Within this process, writing teaching acknowledged to be one of the narrative skills is a discipline enabling the students to communicate their feelings, thoughts, dreams and wishes in an efficient way by writing. Grammatical characteristics, meaning units, rules related to writing and punctuation of the target language are given within a complex structure by writing teaching. Therefore, it can be mentioned that writing skill develops more difficult and later than other skills in foreign language teaching. Language levels, interests, wishes and attitudes towards the target language of the students are important in writing teaching. Within this process, the teacher is supposed to be in the position of a guide and to apply the writing methods and techniques motivating the student, attaching the interest of the student to the lesson and making the student active within the class. Narrative and creative writing techniques, which are from modern writing techniques, provide that the students in basic, intermediate and advanced level express themselves correctly and fluently in target language and they provide reflective and creative ideas. The purpose of this study is to provide information about narrative and creative writing techniques and to reveal that the usage of these techniques makes the students productive, creative and gain them efficient writing skills.

Keywords: Language teaching, Writing skill, Narrative writing, Creative writing

4. Introduction

Language is the most important tool between the individuals providing feeling, idea and news flows. “It contributes people to express their feelings, ideas and observations, to communicate, to interact with their surroundings, to integrate with the world and to transfer the culture into the next generations.” (Güneş, 2017: 1). Basic element of communicating in national and international platforms and achieving information in any field in our modern world, in which science and technology rapidly proceeds, is the language. Language, which is a culture carrier, also provides developing expression power and mental skills, understanding, learning, questioning, critical approaching and adopting different points of view. The needs of interacting with different cultures and learning the language of the country they are living in occur for the people, who are supposed to live in different countries temporarily or permanently, due to reasons such as trade, economy, health, sports, education, tourism etc. In this respect, a demand towards learning second and third languages occur by taking in consideration the position and importance of the languages recently around the world within popular world culture and important studies on language teaching are performed by language experts. Many principles, methods and techniques are revealed related to language teaching as a result of the needs of our day.

Language teaching is the whole of activities providing systematic transfer of information and skills belonging to speaking, reading, writing, listening and grammar fields of the target language. In this respect, firstly teaching purposes within the framework of basic teaching principles are determined and afterwards appropriate content, methods and techniques are applied. “The method of language teaching, the points to pay attention about transferring theory to practice during the education period are determined by fundamental principles of foreign language teaching” (İnce, 2013:150). Positive results of the studies in relation to language teaching are carried out depending on application of fundamental principles within the class. Fundamental principles related to language teaching are classified as follows in the masterpiece of Özcan Demirel called “Yabancı Dil Öğretimi” (Foreign Language Teaching):

- Developing four fundamental skills (listening, speaking, reading and writing)
- Pre-planning the education activities
- Teaching from simple to complex, from concrete to abstract
- Using visual and audio instruments
• Using native language in required cases
• Presenting a single structure at a time
• Providing transfer of information provided to daily life
• Providing attendance of the students in the lessons more efficiently
• Taking individual differences into account
• Motivating and encouraging the students (Demirel, 2014: 29-32).

Modern methods and techniques are adopted in language teaching field in our days. “The method describes the way of transforming theoretical ideas about the nature of the language and language learning into application plans during teaching target language in the classroom” (Durmuş, 2013: 32). While determining the method in language teaching, the facts such as the purposes and the principles for the best learning and which techniques and activities they will be used together within the process should be paid attention. Technique in language teaching is used “to meet a large number of exercises, activities and duties applied in order to realize the targets determined by the lesson in the classrooms of language teaching” (Durmuş, 2013: 36). “Method in foreign language teaching are the whole of procedures revealing the way of teaching a language by using teaching techniques and instruments in terms of achieving the targets determined. Technique can be described as application way of a teaching method or a whole of the procedures performed within the classroom.” (Demirel, 2014: 63). Which skills of the students are developed and which are not developed by the techniques benefitted during presentation of the method determined in target language teaching; whether they are appropriate in terms of teaching, subjects, time, costs and physical opportunities should be paid attention. Moreover, techniques suitable for visual, audio and kinesthetic learning styles of the students should be selected and information about learning motives, readiness levels, psychological and social statuses of the students should be obtained before applying the techniques.

5. Literature Review

5.2 Writing Teaching

The act of writing is to transfer any feelings, ideas or information configured within the minds of the individuals into writing within the framework of certain rules. Writing, which is one of fundamental language skills, “Is a narration skill describing the thoughts by benefiting from data such as examples, evidence; aspiring to provide fundamental written communication of daily life in some examples and to use an efficient language in some examples; while doing it, revealing depending on strict writing and punctuation rules of a standard language and complex and various structures of grammar” (Durmuş, 2013: 206).

Writing teaching “aims at achieving to allow the students to carry a certain level and quality of stylistics and syntax rules, vocabulary to their writing narration and to include their ideas sufficiently and also efficiently arranged as their sufficiency levels increase in target language” (Durmuş, 2013: 208). İsmail Çakır mentions that “writing skills support to achieve the targets below,

• To control learning process,
• To determine the levels of the students,
• To improve the structures or words taught,
• To observe language mistakes,
• To teach punctuation marks,
• To learn other skills better,
• To develop language competence of the students,
• To make the students think creatively,
• To transfer the subjects learnt from short-term memory to long-term memory,
• To make the students transform their competence to performance” (Çakır, 2010: 167).

Writing teaching is an important process, in which learning and comprehension, communicating, mental and social skills related to the target language are taught in an organic integrity. Writing firstly requires a mental activity. After mental preliminary preparation process, the ideas in memory transform into writing as letters, words and sentences. In addition to it, before starting the writing, the purpose, the content, the style and the characteristics of target group it will be presented to also have importance. T. Hedge generally describes writing process stages in three groups:

• Preparation: In this process, reader group is taken in consideration and content and method in
accordance with it are determined.

- Drafting: Ideas requested to be written are provided as a draft. A general outline is determined here by using techniques as listing and brain storming.
- Editing and rewriting: Text is written for a couple of times; it is reviewed and required changes are made, if required, someone else is made read and the text is finalized (T. Hedge, 1988: 21).

After the writing process ends, it is very important in terms of carrying out an efficient writing teaching that that writing products revealed concretely are controlled by foreign language teacher, the mistakes are determined and the students are guided. Özcan Demirel expressing that writing skill is required to be perceived as a critical thinking process not as a mechanical process classifies the order to be followed in writing teaching process as follows:

Activities Before Writing

a. In Terms Of The Student
   - Thinking about which subject he/she will write,
   - Deciding on to whom the subject will be addressing,
   - Searching about what kind of things he/she knows,
   - While conveying the subject, deciding on what kind of grammar structures he/she will include,

b. In Terms Of The Teacher
   - Determining the subject,
   - Conveying the words and patterns related to the subject,
   - Making explanations about the words and language structures given related to the subject,
   - Writing the paragraph related to the subject on the class board by the contribution of the students.

Activities During Writing

a. In Terms Of The Student
   - Using the words and language structures given in a paragraph,
   - Benefitting from the words,

b. In Terms Of The Teacher
   - Helping students to think about the subject by asking questions,
   - Helping the students by wandering around them while they are writing.

Activities After Writing

a. In Terms Of The Student
   - Questioning about him/her whether he/she writes anything about the subject he/she wants to write,
   - While conveying the subject, controlling himself/herself about whether the ideas are consistent,
   - Reviewing about whether he/she completely conveys what he/she knows about the subject,
   - Being able to use language structures in accordance with the subject,
   - Paying attention that the composition written is decent and clean.

b. In Terms Of The Teacher
   - Sampling the second paragraph created by the students of the subjects of the first paragraph on the class board (Demirel, 2014: 117-118).

Writing skill in foreign language teaching is considered as the skill, which is the most difficult one to learn, since it required knowing grammatical characteristics, meaning incidents, the rules of writing and punctuation of the target language. This circumstance can cause problems such as unwillingness, anxiety in writing teaching in terms of the students. Therefore, the teacher, who is the guide in writing teaching, has a great duty. The teacher should plan writing exercises in accordance with the levels of the students and motivating them, and should control each level of writing process. He/she should apply various writing activities to eliminate anxiety and unwillingness of the students in the class against writing and to make them active in order to develop their skills of writing. “The important fact in terms of writing teaching is to show the students that there are various writing techniques and to make them gain the habit of consciously selecting-using them” (Güneş, 2017: 173). In this respect, the students should be supported to select techniques in accordance with writing purposes.

5.3 Techniques used in writing teaching

Writing skill is consciously a quite difficult skill to make the students gain as well as it is an important step of
language teaching. “The person writing is supposed to know by which words he/she will express the message, how to arrange the sentence and how to write in accordance with spelling rules in order that the message given by the writing is correctly and completely understood by the reader” (Barın, 2009: 22). Hence, applying appropriate writing techniques within the classroom has a great deal of importance in terms of making the students gain writing skills. Narrative writing and creating writing are writing techniques, which are motivating, making the students active and mostly preferred.

5.3.1 Narrative writing

Telling an incident, memory or condition through place, time and people group is referred to as narration. A consistent, predictable structure based on cause effect relationship is created in a narrative text. The characters come up with a reasonable solution for the incident or a problem in accompany with place and time factors within this structure. The incidents experienced by the characters are given according to occurrence order paying regard for dynamism. In narrative texts, there is the structure called “introduction, body, conclusion” in narrative texts. Introduction section is the part, in which place, time, people and means of the event are introduced and information related to the incident and subject is given. Body section is the part, in which the incident proceeds, sense of wonder of the reader or the listener increases, feelings and thoughts of the people are included. Conclusion or analysis section is the part, in which an incident is concluded and main idea is given.

Narration is an expression and writing technique, which is frequently used by the individuals in daily lives. Activity examples to be applied within the classroom related to narration writing, which has an important role in terms of development of writing skills of the students in basic, intermediate and advanced levels in language teaching, can be classified as follows within the framework of achievements in European Languages Joint Application Text:

For Students in A1 Level;

- The students in this level can fill ready forms, in which personal information is requested. (For example; forms required to be filled for school or dorm registration, hotel reservation.)
- They can write a personal background introducing them. (Writings, in which there is information about the name, surname, age, hometown and education life of the student.)
- The students can write writings describing fundamental information related to their families. (Writings including ages, professions of the individuals of the family.)
- Simple paragraph writings describing the activities they have done or will do in a school, work or vacation day. (They use basic concepts related to time and hour.)
- They can write writings describing where and when an incident or activity takes place by simple sentences.
- They can write simple paragraphs describing social and physical environments.
- They can complete the story by adding words or word groups in empty parts of the story in accordance with structure and wording characteristics of the text. (They fill a story, which has gaps as words or sentence within it, by appropriate phrases without ruining content integrity and grammatical structure.)

For Students in A2 Level;

- They can express a memory by simple sentences. (They write by using past tense affixes, conjunctions and sentence structures.)
- They can write short noted or messages specifying the conditions such as wishes, requests, warnings related to any subject or incident. (They learn expression patterns of subjective feelings)
- They can write a story selected according to their levels in accordance with the plot. (They perceive story, story factors, sentence structures and structures of grammar.)
- They can write short texts describing spare time activities, hobbies. (Writings including information about activities such as relaxation, entertainment, travel, holiday etc.)
- They can express the incidents they have, the activities they make by simple sentences; they can write the time, the place of incidents. (They can express words and sentence structures of daily speaking in narration.)
- They can write short stories consisted of the sentences including cause and effect meanings. (They learn sentence patterns expressing justifications of the incidents.)
• They can write short incident writings by using words and structures demonstrating the chronologic order of the incidents. (They use the patterns including time meaning.)

For Students in B1 Level;
• They can write texts by emphasizing important points of experience about any issue. (They write texts, in which they apply rules of grammatical structure.)
• They can write simple letters or e-mails to mates, friends or colleagues about the professional life or general issues (They comprehend the issues related to characteristics of letter type and professions.)
• They can write writings expressing main idea of a book they read or a movie they watch. (They use sentences and sentence patterns reflecting interest fields.)
• They can write incident writings including introduction, body and conclusion parts. (They write writings appropriate for composition rules.)

For Students in B2 Level;
• They can write short stories with key words given. (They write fictional texts.)
• They can summarize information received from various sources or media by selecting unnecessary details and repetitions. (They notice the expressions ruining grammatical structure of the text.)
• They can summarize a book they read or a movie they watch. (They can summarize a text by paying attention to its grammatical structure.)
• They can write texts in detail expressing the incidents they have and their experience. (They express the incidents reflecting their lives in detail.)
• They can write job application texts by filling necessary forms for job application. (They comprehend the grammatical structure required to be used in job application texts.)

For Students in C1 Level;
• They can fill application form in order to attend a scientific symposium. (They comprehend grammatical structure and text plot used in scientific writings.)
• They can express their ideas in a comment made on an issue or an incident, they can emphasize main idea and write texts supporting main idea by appropriate examples. (They express main idea of the text given by reflecting their ideas.)
• They can write writings describing experience, observations or incidents in detail (They can write writings expressing their ideas and impressions.)
• They can complete a story left unfinished by not ruining its meaning integrity. (They express the sentences reflecting their imaginary world without ruining text meaning structure.)

For Students in C2 Level;
• They can write the text by wording in accordance with the characteristics of the subject, the narration type or form. (They write writings in accordance with the subject, text and narration type selected.)
• They can write correct texts in terms of grammar by diversifying word selection and wording depending on the group addressed, text type and the issue. (They write texts in accordance with grammatical structure of target language based on the subject and text type selected.)
• They can write their opinions of a text read in a critical way. (They express their ideas in a critical wording.)

5.3.2 Creative writing
The writing technique providing individuals to express their feelings, ideas, observations and dreams by a unique point of view and wording is referred to as creative writing. According to Güleryüz, “Creative writing is referred to as an activity revealing a new composition, poem, story, essay or novel by re-fictionalizing and associating present information, comprehensions, incidents, voices and images in memory and dreams with one another” (Güleryüz, 2006: 126).

The purpose of creative writing is not to inform the readers, but to make them gain aesthetic points of view against incidents, conditions or feelings through different association of ideas. Creative writing may be written in poem, novel, story, fairy tale or essay types. The students are left free in terms of selection of the type and the subject of the text. The insights and creativity of the students are trusted by paying attention to applying writing and punctuation rules of target language in language teaching. “Hence, the creativity of the students is encouraged” (Güneş, 2017: 182).
“Ambient should be prepared for describing by paying attention to composition writing techniques taught but also without stereotyping their feelings and ideas into an overall understanding, the pieces produced by the students should be complimented. This approach will enable them to produce more quality texts each passing day as well as it will make them more enthusiastic about writing.” (Göçer, 2010: 189). Creative writing is techniques requiring the students to have a certain accumulation of knowledge and to observe the incidents from different points of view. The advantages provided by creative writing within in-class practices in terms of the students may be expressed as follows in general terms:

- Enriches imaginary world of the students by making them think freely and reveals their creative writing powers.
- Develops communication skills of the students.
- Develops critical thinking, empathizing and persuasion skills of the students.
- Provides students to use grammatical structure of the target language in an accurate, nice and efficient way.
- Affects development of listening, reading and speaking skills of the target language teaching in appositive way.
- Provides students to be active in language teaching process and to make sharing within the class environment.

Activity examples to be applied within the class relate to creative writing technique, which has an important role in developing writing skills of the students in basic, intermediate and advanced levels in language teaching may be classified as follows within the framework of achievements in European Languages Joint Application Text:

For Students in A1 Level;
- They can write texts including their plans about any event. (They express their feelings and thoughts about birthdays, picnics, new year celebrations, festivals etc.)
- They can write their plans related to near future. (They write writings, in which draft sentences about near future depending on grammatical structure related to target language.)

For Students in A2 Level;
- The students can write letters about thanking or apologizing about any subject. (They write writings expressing their feelings and ideas.)
- They can write a new text by selecting key words and sentences from a simple written sentence or text. (They write creative texts, in which key expressions are included.)
- They can write writings, in which they can submit unique ideas about the rules required by the social-cultural environment they are in. (They write idea writings reflecting societal and cultural structure of the target language.)
- The students can write writings, in which they can express their feelings and ideas freely, by means of a picture, postcard or caricature. (They write writings reflecting their feelings and ideas by means of visual materials.)

For Students in B1 Level;
- They can write the information obtained about a subject, which is searched or observed, in detail. (They express the data achieved as a result of the searches and observations through logical order.)
- They can complete a text or a dialogue, whose introduction part is given. (They write texts reflecting their imaginary world depending on grammatical structure and subject of the text provided.)
- They can write texts such as announcements, brochures and notifications. (They write notification and advertisement writings about a subject given.)
- They can write texts by using patterns expressing their feelings and ideas. (They write writings appropriate for grammatical structure of the target language, including subjectivity.)
- They can write texts reflecting personal ideas and points of view for the subjects of field of interest. (They write writings expressing their feelings and ideas by choosing a subject.)
- They can comment on movies, theatres or a video they watch and they can express in written. (They write feelings and association of ideas by any visual presentation.)

For Students in B2 Level;
- They express their ideas about a subject in written by demonstrating examples, evidence and
justifications, emphasizing on important points and mentioning about the details. (They write writings, in which they explain their ideas about a subject given by the justifications.)

- They can express their positive or negative ideas related to a subject as a composition within the framework of cause and effect relation. (They write writings, in which critical ideas about a subject are included.)
- They can express feelings, ideas and dreams about the future in written. (They write idea writings, in which they address their ideas related to the future.)
- They can express their feelings, ideas and conditions by using expressions and patterns notifying personal comment. (They write writings mentioning their ideas about any subject by using patterns appropriate for grammatical structure of the target language.)

For Students in C1 Level;

- They can write texts with content integrity by bringing different information and data of a main subject together. (They write unique texts in the light of this information by making preliminary searches about a subject chosen.)
- They can write writings expressing that they are against an idea or a party to an idea. (They write critical texts, in which they present their ideas about any subject.)
- They can write and express well-developed composition or a report of a subject by mentioning about important points as main lines are emphasized. (They write texts emphasizing to important lines related to a subject given.)
- They can write texts expressing their feelings and ideas related to different languages. (They write idea writings about the importance of language, which is basic factor of communication, and the languages spoken.)
- They can write an idea writing, whose introduction part is provided, in accordance with the subject. (They write texts reflecting their ideas by depending on the grammatical structure and subject of the text given.)
- They can write detailed and well-structured texts by using wording, words, concepts and terms in accordance with the characteristics of the subject and the type. (They can write authentic texts by using term meaning phrases with reference to the theme given.)
- They can mention their comments related to a text they read or listen in written. (They write texts, in which personal ideas are included, with reference to a text.)

For Students in C2 Level;

- They can express their feelings, ideas, experience and impressions by different narration techniques and types. (They write their feelings and ideas about a subject by using different narration techniques.)
- They can express their general and professional ideas by writing texts in detailed, express and understandable way. (They write unique texts describing their ideas related to professions and carrier planning.)
- They can write an express and well-developed composition or a report by emphasizing a complicated subject by its main lines. (They write a complex subject in a unique point of view again.)
- They can write critical writings related to a literary work given. (They can write their ideas about any literary masterpiece in a critical way.)
- They can write texts, by which they can assert unique ideas, with reference to a subject including assumption patterns of future. (For example; they write unique texts in accordance with utopic themes such as “what would change in your life if you live a hundred years later than the century we live in, what would you change in the world if you had sufficient power and opportunity?)

3. Result
Language teaching is an important discipline performed on skills such as listening, reading, speaking and writing. Writing teaching within this discipline is the process, in which the teachers and the students are challenged the most, as well as writing skill is also a competence, which can be gained by the students at the last stage of language teaching. Feelings and ideas structured in the mind during writing teaching are transferred into writing by paying regard to grammatical structure in target language. Problems such as unwillingness, insecurity and stress against teaching writing are revealed in the students since teaching
writing requires comprehension of language skills belonging to target language as a whole. In this sense, great responsibilities are undertaken by the teacher, who is in guide position in terms of teaching writing. The teacher should apply writing techniques appropriate for student levels and motivating the students and he/she should control every stage of writing process by feedbacks and corrections.

Narration writing and creative writing are among common teaching techniques, which motivate the students, encourage about writing and make them active. An incident in a narrative text is presented to the readers within a consistent, predictable structure by being dependent on cause and effect relationship through place, time, people staff. In terms of creative text, writing activities are performed within the framework of the subjects developing imaginaries of the students and providing them to reveal their secret writing skills. Application of narrative and creative writing techniques, which are from modern writing techniques, within the class provides reaching to below-mentioned targets:

- Language competence of the students develops.
- The patterns of grammar and meaning knowledge of the target language are comprehended in an organic integrity.
- Good learning of writing skill provides better learning of listening, reading and speaking skills.
- They provide that the students can produce reflective and unique ideas and express their ideas independently.
- They develop critical thinking, empathizing and persuasive competences of the students.
- They develop communication skills within the class and in social contexts.
- They provide that the students are active in the process of language teaching and make sharing in class environment.
- They provide that the students use the time in a planned and efficient way.

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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 children 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 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 acculturation 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). 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 (Rahkovskaya, 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” (Rockeach, 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; Rockeach, 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 concretely 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
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


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” (Kozyrey, 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. Maltsya, N.S. Pryazhnikova, V.P. Pugacheva, T.A. Roder, V.A. Semykina, S.N. Stepanova, N.E. Taraśova and others), and foreign scientists (M. Armstrong, B. Wojcichke, A. Kolynychik, 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. Bozhiya-Volya, D. Bolchovker, A. A. Kozyrey, 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 Gzhelyak 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 (Brushlinsky, 2003; Losev, 1991; Nalimov, 1989; Petrovsky, 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. Chisentmilha, the theory of the hierarchical structure of personal dispositions by V.A. Poison et al. (Pryazhnikov, 2016). And even more, there are many different interpretations and views on motivation (Heckhausen, 1986; Gordeeva, 2006; Kokurina, 1990; Leontiev, 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 which 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. Leontiev). 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 (Leontiev, 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>
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<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>
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</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. Litvinuk 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>
<thead>
<tr>
<th>The name of the motives</th>
<th>Correlation coefficient 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>
</tr>
<tr>
<td>Motives of satisfaction (ME)</td>
<td>0.098</td>
<td>Weak</td>
</tr>
<tr>
<td>Motives of security (MS)</td>
<td>0.215</td>
<td>Weak</td>
</tr>
<tr>
<td>Motives of submission (MD)</td>
<td>-0.372</td>
<td>Moderate</td>
</tr>
<tr>
<td>Motives for energy saving (MP)</td>
<td>0.204</td>
<td>Weak</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>
<thead>
<tr>
<th>Motive designation</th>
<th>Motive power of generally</th>
<th>Motive power of women</th>
<th>Motive power of men</th>
</tr>
</thead>
<tbody>
<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.

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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.
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).

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 “falsification” 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 “falsification” 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 4 - Possible directions of strengthening the force of action of motives of submission and weakening the force of action of security motives

<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 motifs 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.

References
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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 (by type) produced 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 №011-30/15 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. 011-215/16 ‘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 26.06.2006 ‘On Protection of Competition’, regarding ‘preventing, limiting, eliminating competition by federal executive bodies’.

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.

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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. Kömensky, 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 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 sgruppirovany 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 ernengarde Sereno sentencesand, "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.Egitzaev, B.A. Kadyrbayeva'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; 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 behere 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 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 (Işık, 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

6. 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.

7. 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) (Ballı, 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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On the need for the unification of legal categories of public and private law in Russia, the EU, and the US: debating points

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Abstract

The article argues that there are significant differences between Russian, the EU, and the US terminology for a large number of issues of private and public law, which impedes the flow of capital and international cooperation required to address current global challenges. In this regard, the authors believe it is necessary to create a common legal space of the European Union and Russia. However, this does not mean that all legal procedures and the terms denoting them in the EU and Russia shall be the same. It is necessary to take into consideration the specifics of national legal systems and to preserve relevant statutory concepts. Whereas elimination of some archaic legal categories and a constructive dialogue on new environmental law terms are entirely appropriate. In turn, the EU and the US may be interested in the latest ideas of Russian scientists and experts on the differentiation between environmental terrorism, ecoterrorism, and eco-extremism, which could increase the effectiveness of fighting them.

Keywords

Unification; real rights; wilderness; ecoterrorism

Introduction

In the modern era of globalization, many pressing problems can only be solved by the joint efforts of all (or most of) the world’s countries. This requires first the political will of the governments of these countries, which can often be problematic as, for example, in the field of cooperation in mitigating the effects of global climate change. However, even when the political leaders attempt to build a constructive dialogue in good faith, it is often severely hampered by the discrepancy between the terminology and legal procedures denoted by this terminology in different legal systems.

Undoubtedly, the absolute global unification of legal terminology is impossible and unnecessary. However, a range of levels lies between the two poles of absolute unification and absolute "national originality". Thus, each country needs to strike a balance between the two extremes of dissolving in international law or the law of major international organizations such as the European Union and keeping their national legal terminology. We believe that there is no need for the unification of all the terms and legal procedures, especially in private law. For example, there are no grounds to make the stages the conclusion of land lease agreement after the bidding identical in all the countries. However, in order to attract investments and increase the effectiveness of cooperation between law enforcement and at least nature protection bodies, it is essential to understand the subject of this cooperation properly. Otherwise, if the terminology and legal procedures indicated by it do not match, even if there is political will, this cooperation will be problematic.

The standardization of terminology would allow avoiding a significant number of difficulties in the international negotiations, as well as challenges for overseas companies in the sphere of protection of the rights of entrepreneurs.

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Therefore, it is necessary to bring the legislation of the advanced countries "to a common denominator", adopting the best regulatory practices to the law of other countries taking into account their national mentality and legal culture. That is when the legal science becomes particularly important. It facilitates the preparation of drafts for public discussion that can later become the subject of parliamentary hearings and then draft statutes or alternatively provide a basis for international agreements.

We have been observing the processes of the unification of European and Russian legislation. The Russian law has been changing since the accession of the Russian Federation to the European Convention on Human Rights of 1950, to the WTO, etc. The frequent references made by the Constitutional Court of the Russian Federation to the decisions of the European Court of Human Rights is an exemplary evidence of this process, not to mention the borrowing of European legal concepts lacking in the USSR, e.g. servitude (Yemelkina 2010, 30-32). This trend should persist. During this discussion, it is well to bear in mind the complexity of intercultural communication, the issue of the translation accuracy and the unification of the meaning of terms used in different countries and different legal families.

We suggest focusing on the comparative analysis of the terminology denoting the limited real rights to land within the framework of private law, as well as on the unification of terminology in the field of environmental activities (public law) exemplified by ecoterrorism and the protection of wilderness areas.

Of course, a limited number of the following examples cannot exhaust such a complex problem but we hope to continue the discussion with international legal experts and scientists and to develop a common approach to the problems of the terminology unification.

Materials And Methods

The article used the method of system analysis, comparative legal method, logical method, method of analysis and synthesis.

Results And Discussion

Why is the unification of terminology so important?

A legal term is a verbal denotation of a concept presenting the content of a law or another normative act, a generic name for legal concepts having an exact and definite meaning characterized by semantic uniqueness and functional stability. Correct perception and understanding of the subject of law enforcement depend on the accurate use of terminology by a legislator. However, one of the problems of translating legal texts, which still has no comprehensive solution, is the choice of an appropriate counterpart for a term.

Quite often, an accurate translation is impossible since there are no equivalents in Russian or English for some categories or terms. This necessitates the unification of legal terminology, defined as "the kind of terminology work and the activities of the competent entities aimed at the standardization and uniformity of legal acts terms, and ensuring their compliance with all the requirements for the terms..." (Fomina 2006, 135). The scientific literature distinguishes between three stages of legal terminology unification: the preliminary stage, when the terms to be unified are being chosen and their meaning is being clarified; the main stage, when they are actually unified; and the control stage, when the effectiveness of unified terminology is being assessed (Kryukova 2003, 50).

This article focuses on the first stage of unification, dealing with the selection of terms requiring harmonization, and proves the immediate need for it.

The unification of terminology can be on both national and international, or interlingual, levels, that is the normalization of national and international terminology. In the scientific literature, this type of unification is sometimes referred to as harmonization. The expected increase in cooperation between Russia and the EU in the spheres of ecology and economy requires preliminary work on harmonization of terminology on the most urgent problems of private and public law. An integral part of the harmonization of the terminology should be the harmonization of the meanings of multilingual terms that are similar in form and the establishment of clear correspondence between them, as well as the selection of international terms from the synonyms list.

1 Cf. for example, the Ruling No. 16-P of the Constitutional Court of the Russian Federation dated December 13, 2001 on the case on the constitutionality test of the second part of Article 16 of the Law of the City of Moscow "On the fundamentals of Paid Land Use in the City of Moscow" in response to a complaint by a citizen T.V. Blizinskaia. Corpus of legislative acts of the Russian Federation. 2001. No. 52 (Part II). Article 5014.

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The implementation of the stages 1 and 2 of the harmonization of the legal terminology of Russia and the EU should consist of the following phases: systemic comparison of national terminology; compilation of a classification scheme of concepts covering all the national terms of the compared terminologies; reaching an agreement on the unambiguous use of equivalent national legal terms; internationalization involving the mutual borrowing of national terms to fill existing gaps.

Thus, the harmonization of national and international categories and the terminological systems reflecting them aims at the development of a unified language in a specific area of standardization including the legal sphere. This will allow for a uniform description of the object of standardization in national and international normative documents (Pashaeva 2015, 142-143).

We should emphasize that the unification of legal terminology of different countries and different legal systems does not imply the perfect accuracy of the translation after its completion, since, as N.K. Garbovsky notes, the demand for preserving a certain 'accuracy' of translation, a certain equivalence of information is questionable. This idealistic aspiration does not hold up to the ideas of asymmetry of linguistic world-images, diverse ways of articulation of reality by languages of translation, semantic and functional asymmetry, various trends in language communication showing specifically in the tendency to use more specific names where another language uses more common names, and vice versa” (Garbovsky 2010, 100).

For example, the scientific literature focused on the translation complexity of modifications of the term ‘ownership’ (Rus. "vladenie") in the real law of Russia and European countries in connection with the ambiguity of this concept in European law and the absence of its terminological equivalents in Russian law (Vlasenko 2015, 226-230). The term "ownership", despite its external capacity, has a rather ambiguous scope, because in different legal systems it determines in either the actual dominion of a person over a thing or his/her legal title. The latter can be understood as a separate legal phenomenon (right of ownership) or as a constituent element (power) of more complex rights on a particular object (proprietary rights, the right of tenancy, etc.). This reflects, on the one hand, the classics of the philosophical approach of Roman lawyers to legal terms, which should be formulated as "leave no room between the letters but give full play to legal meanings." However, on the other hand, in the context of economic globalization, this complicates the legal provision of civil transactions due to the discrepancies in the substance of national legal concepts.

Given these and many other difficulties related to the quality of translation of legal terminology, we would like to focus on other aspects of the issue - not on the linguistic aspect, but on the meaning of legal terminology. We will address the problem of harmonization through the comparison of national terminologies and formulation of proposals on the unified system of legal concepts in the framework of several local legal terminological systems relevant to private and public international law of Russia, Europe, and the United States.

Problems of unification of the legal terminology of Russia and the EU in private law (on the example of limited real rights)

The preparation of European Civil Code (Study Group established in 1998) and the work of research groups on European private law (Acquis Group operating since 2002) set a trend for unification and harmonization of European civil law, while the remaining lack of harmony is of particular interest for researchers, because the analysis can result in hybrid legal terms linked with English legal tradition but preserving the elements native to the countries of continental law.

The developers of Draft Common Frame of Reference, Christian von Bar, Eric Clive, and Paul Varul, believe that the DCFR as mostly an academic text expresses the evolution of civil thought in Europe and throughout the world. In their opinion, the text is a good model for the improvement of national legislation in the sphere of private law, regardless of whether the state is a member of the European Union or not (Model rules of European private law 2013, 17-48).

The Model Rules of European Private Law are a new milestone in the elimination of the differences between national private law traditions enabling countries to formulate harmonious legal concepts. In the era of globalization, a private capital enters countries with different legal systems everywhere. Of course, the legislation of such a country and the effectiveness of its judicial system are of great importance to foreign investors. Another equally important indicator of a country’s attractiveness is its system of real rights to the property. The most evident example is the case of Russia.
The right of permanent (perpetual) land use and the right to heritable lifelong title to land as an illustration of great yearning for legal eccentricity in Russia

Before the Bolsheviks committed the Socialist Revolution on October 25, 1917, in the Russian Empire there was a European-type system of titles to real estate strikingly similar to German legal system (Kopylov 2000, 79-154). Having made the transition to a new tenor of life, the Soviet government announced the construction of a state of a new type - without any exploitation or private property. For that, the Decree on Land of October 26, 1917, abolished the private property and introduced the exclusive state ownership of land in the USSR that has remained dominating for years. However, the state itself represented by its officials cannot cultivate the land. In the absence of farmers and private businesses, land in the USSR has been administratively transferred to kolkhozes and sovkhozes 1 on the title unknown to the rest of the world - the right of permanent (perpetual) use, which was later classified as a real (proprietary) right.

The Land Code of the RSFSR of 1922 has already introduced detailed regulations on the land use by kolkhozes, agricultural artels (cooperatives) and communes, and partnerships for the communal cultivation of land. The right of perpetual use took its final form in the Decree of the Presidium of the Supreme Soviet of the USSR of August 26, 1948 “On the right of citizens to purchase and build private dwelling houses”. The Fundamentals of Land Legislation of the USSR and the Union Republics of 1968 and the Land Code of the RSFSR of 1970 being subordinate to it has enshrined the principle of free land use by kolkhozes, sovkhozes, and other agricultural enterprises, organizations, institutions, and citizens of the USSR. They differentiated between a perpetual (permanent) use and a temporary use (shorthold of up to three years and long-term of three to ten years). The decision of the Council of Ministers of the USSR of March 6, 1975, established a single form of a state certificate to be registered in the Registry Book for the state land use certificates 2. Even then, the law enforcement practice consolidated the rule that the legal regime of lands granted for perpetual (permanent) use implies the lack of the right to dispose of such land plots.

The reason to establish this unconventional type of land rights was not economic, but purely political and ideological, intending to show the peoples of the whole world the “progress” in the socialist land use and the absence of “exploitation of man by man”. Without deepening into political and historical details, we would like to point out that in 1991, when the USSR collapsed, and the idea of building communism disappeared by itself, the right to permanent (perpetual) land use, being an ideological kind of rights that appeared in the early years of the Soviet rule, was not abolished and it still exists.

In 1990, another land right of an ideological kind was established, this time it was generated by different political ideology, Perestroika. It was the heritable lifelong title to land. Its introduction was a compromise between the right to private property and the right of permanent (unlimited) land use. Although the transition period has long ended, this peculiar kind of real rights to land remained.

As S.G. Pevnitsky notes, nowadays there is no need in the right of heritable lifelong title to land, as the obligation rights are rising in importance. The right of heritable lifelong title to land can only exist in the “transitional” land code, and this dubious preposterous right should be abolished in the future (Pevnitskiy 2004, 23-28). S.P. Grishaev agrees with this pointing out that the heritable lifelong title to land is artificial, as it was not inherent in Soviet land law or pre-revolutionary Russian law. Nor did it solve any economic problems. Therefore, since land plots are widely granted to the citizens of the country, the necessity of this type of land rights raises doubts (Grishaev 2017).

However, other scholars have a different outlook saying that heritable permanent title to land “is one of the alternative land-use titles that can properly regulate the relevant area” (Pandakov, Chernomorets 2004, 281). The supporters of this idea often refer to the works of the pre-revolutionary Russian civilian I.A. Pokrovsky,
who noted that right to property alone could be enough only for the most primitive economic life (Pokrovskiy 2003, 206).

We will present our viewpoint on the matter. So, what makes these two sui generis limited real rights to land with no exact equivalents in any other language so peculiar? And why should Russia abandon such "legal eccentricity" and adopt the European real right standards?

In our opinion, the list of real rights established by the Civil Code of Russia is far from being complete, and that significantly hinders the turnover of property. In this list, there are no such conventional real rights recognized by developed legal systems, as building tenancy, usufruct, emphyteusis and many others. The Civil Code of the Russian Federation and the Land Code of the Russian Federation contain the following set of limited real rights to land: the right of permanent (perpetual) use for state and municipal institutions, state enterprises, centers of historical heritage of the presidents of the Russian Federation who have ceased to exercise their powers (the latter has the organizational and legal form of the fund), state and local government bodies (Article 39.9 of the Land Code of the Russian Federation); the heritable lifelong title for citizens (for the first time it is not granted); the easement.

The range of subjects of the right of permanent (perpetual) land use received a barrage of criticism, but with the reference to the aims and objectives of this article, we would like to focus attention on the following issue. The state and local government bodies as a subject of the right of permanent (perpetual) land use receive negative reviews in the scientific literature, "since no law establishes such an organizational form of a legal entity" (Kosolapov 2008, 14). The public authorities appear even stranger in the list of land users, as these entities do not directly run their own land, therefore it is impossible to allocate a specific land plot to them.

It is important to note that the subjects of the land relations stated in the Article 5 of the Land Code are the subjects of the Russian Federation and municipalities, but not their bodies. This leads us to two conclusions. Firstly, in different articles of the Law of the RF, the legislators adhered to different ideas of public entities as a subject of law that had long been discussed in the civil literature. Since the discussion of these theories as such goes beyond the scope of our study (Zhabreev 2001, 177; Golubtsov 2008, 34), we would only note that it centers on the subject of civil rights - whether it is a public entity itself or its bodies. In our case, the developers of the Land Code of Russia took both concepts.

Secondly, both in the Soviet Union and in modern Russia land cultivation or development functions can be performed by state or municipal enterprises and institutions stated in the Article 39.9 of the LC of the RF. Furthermore, according to its current version, it turns out that the Russian Federation, its subjects, and municipalities, being the owners of certain land plots, grant themselves the permanent (perpetual) use of these plots. The assumption that public owners grant land plots to themselves and to each other, appears equally devoid of common sense and does not arise from the Article 39.9 of the LC of the RF. Thus, it turns out that the public owner and the holder of the limited real right are the same. In the eyes of Russian civil law and from the perspective of European real right theories, such a situation is absurd.

What is the right of permanent (perpetual) land use? As its name indicates, it is the ability to use land, i.e. to benefit from the land in accordance with its designated use, without any limitation to the period of such use. This is how it differs from the temporary free use of land although perpetual use is also gratuitous, and for this reason, some academics suggested to call it the right of "permanent gratuitous use" (Khatuntsev 2006, 127). Its gratuitous nature makes it possible to distinguish it from a land lease contract. Moreover, the right of permanent (indefinite) use is exercised not on a contractual basis, unlike the leasehold. The right of permanent (perpetual) land use cannot be used as an authorized (share) capital of commercial and non-commercial organizations. Only state executive bodies or local government bodies can grant the right of permanent (perpetual) land use. While the private owner cannot transfer his/her land to another person under this right. The right of permanent (perpetual) use and the right of lifelong heritable title do not give their holders the power to dispose of the land, except for the transfer of the heritable lifelong title through inheritance. In other republics of the former USSR, the situation is somewhat different. For example, under paragraph 4 of the Article 35 of the Land Code of the Republic of Kyrgyzstan, a land plot in use can be transferred through a civil transaction. This way a land in perpetual (unlimited) use can be transferred into either perpetual use or temporary (limited) use, and a land plot in temporary use into use for the remainder of the term.

Unlike the legislators of the Republic of Kyrgyzstan, Russian lawmakers offer only one way of the limited real rights' development, it is the re-registration of title, as only a limited number of entities or people can gain the initial right of land use, and the title to land can be gained only by citizens through inheritance. And this brings
up another insoluble terminological question. The European legal systems have no such terms as "grant of land" or "re-registration of land". The only similar EU term is the privatization of land. The Russian Federation also uses the term, specifically in relation to land, and this creates even greater terminological chaos. Thus, the existing set of limited real rights to land is obviously outdated and does not meet the needs of Russian civil turnover. It is not geared to cope with a significant number of relations connected with the use of state or municipal land for development by most entities and does not cover the relations with the private owner of the land, except for the easements that grants not the title to land, but only the right of limited use (The concept of real right legislation development 2009, 84-88).

Furthermore, the right of permanent (perpetual) use and heritable lifelong title exist only in relation to state and municipal lands, and they are very limited in the range of subjects that can have such a right in land. The majority of private owners of buildings, constructions and other real estate objects are completely deprived of the opportunity to purchase land under these limited real rights, that is not normal for a developed civil turnover.

Finally, these terms do not fit into the global civil practice, they cannot be accurately translated into most world languages (due to the absence of legal equivalents in these countries), and therefore, it is essential to abandon their use in Russia.

European types of limited real rights to land and the need for their implementation in Russia

One of the main functions of the civil law is the objective reflection and regulation of economic processes in a particular state. If a state seeks to build communism, then ideologically driven types of property rights and names of legal entities (kolkhozes) seem perfectly logical. However, if the country's constitution proclaims the development of a market economy, the types of real rights to property including land shall be different. This very fact brings us to the conclusion that Russia and other post-Soviet countries are in need of transformation of the terminology and legal processes and procedures it describes. The experience of the EU countries, traditionally encompassing a fairly wide range of limited real rights, suits this need perfectly.

E.A. Sukhanov says that choosing the path of development of Russian civil law, its individual institutions, and sub-sectors requires knowledge and understanding of the bases of their legal registration in various legal systems, that allow drawing objective conclusions on the expediency of specific approaches. The comparative legal analysis seems necessary in the current conditions when due to various reasons the national legal system cannot develop in isolation, as it did before under the previous legal system (Sukhanov 2017, 8-14).

In many European countries, governing real rights to land are emphyteusis and superficies, but it is noteworthy that these legal categories do not always have the meaning assigned to them in ancient Rome. The legal model of superficies is relevant for much modern law and order, for example, heritable building rights in Germany (Erbbaurecht), France (Droit de superficier), building right in Austria (Erbaurecht) and Switzerland (Nutzungsrechte) (Kruglova 2012, 132). As for the legislation of the former USSR countries, the rules on the right to develop land can be found in the Civil Codes of Moldova, Ukraine, Lithuania, Georgia, Turkmenistan, and in the Law of Property Act of Estonia (Manko 2008, 154).

Emphyteusis is currently present in the legislation of France, Belgium, the Netherlands, Italy and a number of other countries. First of all, emphyteusis is a regime for agricultural land, but, for example, in Belgium, its subjects include buildings (Byshkov 2011, 90). This can create a conflict of the legal nature of emphyteusis and superficies.

The legislation of the Russian Empire recognized the right to build (superficies). It was regulated by a special law of 1912 and “chinshevoye” right, which was similar to emphyteusis. In the RSFSR the right to build was regulated by the Civil Code of 1922 (abolished in 1948). The current version of the Article 271 of the Civil Code of the RF governing the rights of owners of property located on foreign land in respect to the relevant land plot gives some reason to believe that, in certain cases, the Civil Code of the RF recognizes the right to land similar to superficies model, although it does not use this term (Inshakova 2017, 150).

The European experience of legal regulation of property rights is reflected in 5-part Conceptual Framework for Civil Law Development drawn up by the Presidential Council on codification and civil law development in accordance with the Decree No. 1108 of the President of the Russian Federation of July 18, 2008 "on the development of the Civil Code of the Russian Federation". One of its parts, the Conceptual Framework for Real Law Development (The concept of real right legislation development 2009, 84-89), contains a brief
analysis of the current legislation on superficies, emphyteusis, and usufruct, as well as a number of proposals on their legislative development.

As the authors of the Conceptual Framework note, they propose not to borrow European concepts and models, but rather to use them as prototypes, since they proved viable in the regulation of land relations in a market economy. Therefore they propose to consolidate the two basic models of real rights to land and other natural objects: the right of superficiary type entitling its holder to change the properties and qualities of a land plot, especially to erect various buildings; the right of lease type that gives its possessor a wide range of possibilities of using of the properties and qualities of the plot without its development.

The first one of these limited real rights can be granted if a person plans not to use a land for agriculture or to benefit from its natural resources in any other way but to use it for the erection and the subsequent use of various buildings on it.

Emphyteusis, the permanent land use and ownership right, can be applied primarily when the land is used for cultivation or agricultural production both for commercial and non-commercial purposes. Thus, this proprietary right is introduced to allocate a land plot for activities that involve using its natural resources, including the establishment of protected areas.

According to the Conceptual Framework, superficies is a real right to use land to erect on it various buildings and objects and to use them. While working on the text of the Project on the changes to the Civil Code of the Russian Federation, the reformers abandoned the term "superficies" and used only "building rights" category. This right shall be paid, with the fee established by the agreement of the parties, and the minimum fee possibly established by law, and temporary - up to 99 years, but not less than 50 years, the period shall be set by the parties, as a general rule, is not subject to extension. This real right can be transferred by singular or universal succession, and may also be subject to a covenant (real right in land and building right, being a single right, cannot be separated for the entire duration of superficies); it arises pursuant to an agreement with the owner; the right is subject to state registration.

We positively welcome this Conceptual Framework for the development of the Law of the Russian Federation aimed the unification of the limited real right terminology, although the draft law on amendments to the Civil Code of the RF, based on it, unfortunately, has never been adopted by the State Duma of the Russian Federation. However, being supporters of such unification, we still have to state that this model requires some correction as it does not take into account the legal context (tradition) in which the proposed limited proprietary rights are to be implemented. We will give just a few examples:

1) the Conceptual Framework indicates that superficies, the right that is temporary with the duration of up to 99 years but not less than 50 years (or 30 years as stated in one of the versions of the draft of the Civil Code of the RF). However, in Russian mentality and legal tradition, a term exceeding the life of a person is absolute nonsense. In the same way, legal entities are to undergo at least several reorganizations during the 50-year period. Thus, this a typical perpetual limited real right, which they propose to make artificially temporary. Therefore, we propose not to fix the terms of this real right.

2) According to the Conceptual Framework, the loss of the property built on the land plot is not the sufficient grounds for the termination of the building right, the only grounds for the termination is the expiry of its term; upon the expiry of the term the owner of a land plot retains the ownership of all the buildings and structures as well as the land without any compensation to a superficies holder. Such an approach leaves the question of the legal fate of the built property open. It turns out that the owner of the property built and functioning for 50 years or more can be deprived of the land after the expiry of the term. Such a proposal is perceived in Russia as facilitating the exercise of arbitrary power and corruption because in most cases the land plot will be state-owned. However, the experts discussed the possibility of not applying the right of superficies to the construction of blocks of flats, so as not to jeopardize the citizens' title to their residential property after the expiration of superficies. We consider that reasonable and fair.

To put this into perspective, we shall note that the German Civil Code and the Swiss Civil Code also stipulate that with the termination of the building right all the constructions go over to the land-owner, but the usual requirement is the obligation of the land-owner to pay the developer the equitable remuneration for such constructions (Leontieva, Markus 2011, 30-61; Central civil law institutions in foreign countries 2009, 216-253).

3) A superficies holder can erect buildings, modify, demolish them, and erect new ones. Such activities are limited only by the provisions of the agreement with the land-owner. This will violate the requirements of the Town Planning Code of Russia, according to which the definition (change) of parameters and types of permitted
construction is governed by town-planning regulations. The transfer of such functions to the landowner will paralyze the urban management system.

In conclusion, we shall note that the authors of the Conceptual Framework believe that the existing rights of heritable lifelong title and permanent (perpetual) use should be preserved for an indefinite period with no changes to their content, but they should not arise in the future. It is hard for us to agree with this point of view since legal terms and procedures of a market economy cannot coexist peacefully with the ideological constructions of the former USSR. However, the term for mandatory re-registration should not necessarily be short, so the transition period is inevitable. The measures implemented during this period should facilitate a rapid transition to new real rights.

Problems of unification of the legal terminology of Russia and the EU in public law (on the example of environmental law)

While in private law the possibilities for international cooperation are rather limited, in public law there are hundreds of international treaties on the overall strategy of human survival, including environmental issues. We should say that the situation with the terminology and legal procedures it denotes is rather ambiguous. Firstly, the international community has come to a consensus on a large number of issues concerning what objects of nature should be protected and in what ways. The Ramsar Convention is a representative example of this. Similarly, parties to the Paris Climate Agreement (which entered into force on November 4, 2016) discussed practical steps aimed at keeping global average temperature rise, rather than arguing what the climate is and whether it is really changing. Secondly, there are no agreements on numerous burning issues of environmental protection in modern international environmental law, because, besides the lack of political will, there are also no legal (terminological) prerequisites. For example, the lists of specially protected natural areas (PAs) in Russia and the EU countries differ. So, if we draw comparison between the types of PAs in Russia and the Republic of Slovakia, we find out that in Slovakia, there are ten types of PAs: a protected landscape area; a national park; a protected area; a nature reserve; a national nature reserve; a natural monument; a national natural monument; a protected landscape element; a protection area for birds; a protected site (See § 17 Law of the Republic of Slovakia No. 543/2002 Z. z. of June 25, 2002 “On nature and landscape protection). In Russia, there are seven types of PAs identified at the federal level: state nature reserves, national parks, natural parks, state nature reserves, monuments of nature, arboreta, botanical gardens (See art. 2 of the Law of the Russian Federation No. 33-FZ of March 14, 1995 (as amended on July 29, 2017) "On Specially Protected Natural Territories").

The Slovak system of PAs includes such a category as the "protection area for birds", which has no equivalents in Russia. The habitats of migratory bird species, particularly their nesting, breeding, wintering areas, as well as resting places on their migration routes and habitats of birds of European importance, can be declared protected areas in Slovakia in order to ensure their survival and reproduction. The Slovak environmental authorities develop a national list of proposed protected bird habitats, which is then approved by a decree of the Government of Slovakia. After its approval, this list of ornithological territories is sent to the European Commission. In Russia, there are no special laws on bird protection and there is no special type of protected areas (Saltykov A.V., Gugueva 2017). The last special document on this was adopted in 1979 (Resolution of the Council of Ministers of the RSFSR No. 196 of April 11, 1979 «On the Protection of Migratory Birds and their Habitat»). However, if the political leadership of Russia and Slovakia (or Russia and the EU) decide to conclude an international treaty on the protection of migratory birds, it will be very difficult because of the inconsistent terminology and legislative design of the PAs. A better illustration of this problem is the divergence of terminology on ecoterrorism and wildlife conservation and legal procedures it denotes.

Ecoterrorism: terminological problems

Nowadays, countering terrorism is a central problem to the political agenda of the countries of the European Union, Russia, and the United States. Continuous terrorist attacks causing fatalities allow us to speak of the ineffectiveness of the existing terrorist crime prevention system, as well as of the need to find new ways to combat terrorism, extremism, and radicalism, including their new types and forms associated with the environment. The growth of cities and the sophistication of technologies in many ways simplify it for modern
terrorists to commit serious and particularly serious crimes affecting natural objects, and thus there were only few successful ones (sarin gas attack by Aum Senriques in Tokyo metro) and numerous unsuccessful attempts (attack on the Baksansky HPP in the Republic of Kabardino-Balkaria (Russia) on July 21, 2010; deployment of an explosive mine with radioactive cesium-137 by Chechen terrorists in Izmailovo Park in Moscow in 1995, etc.). Meanwhile, successful international cooperation in combating environmental terrorism is hampered not only by the lack of proper political will and regulatory framework but also by the lack of consensus on the understanding of this category.

In Russia, “ekologicheskii terrorizm” ("environmental terrorism") means a kind of conventional terrorism associated with explosive and other devices, human losses, and property damage, aimed at intimidating the population and putting pressure on public authorities. Other countries also use the same term. Despite the fact that the majority of scientists or politicians do not doubt the existence of environmental terrorism, its concept and elements have not been clearly formulated yet. Terrorism is a well-developed and well-established notion in the international acts. There are numerous mentions of technological terrorism, biological terrorism, chemical, and nuclear terrorism there. However, generic characteristics of environmental terrorism in relation to the above categories have to be derived indirectly from a number of fragmentary references.

In our opinion, environmental terrorism is one of the types of crimes of a terrorist nature aimed at intimidating the population and exerting pressure on public authorities by attacking the environment to affect its quality in order to adversely affect the life, health, and property of citizens by destroying or damaging critical infrastructure, nuclear facilities including radioactive material storage facilities, as well as hazardous chemical or biological facilities.

One of the major differences between environmental and other types of terrorism is the targeted objects. In this case, it is the environment that suffers a rapid attack, the polluted environment in turn adversely affects the life and health of the population, as well as wild and domestic flora and fauna. Meanwhile the United States, Canada, European countries most often use the term "ecological terrorism", which refers to the actions of radical environmental groups and criminal gangs that destroy fur and leather products, uncaging experimental and farm animals, threatening "animal killers", exploding their machines, etc. In Russia this phenomenon also occurs (albeit on a smaller scale than in the United States), but it is not called "terrorism" because it does not aim to destabilize the authorities or to affect their decisions. Most often these radical actions are classified as hooliganism or as deliberate destruction or damage to someone else's property.

In this regard, we propose to discuss the theory and practice of Russian criminal law where there are several crimes referred to as "ecoterrorism" in the United States and other countries. We propose to call them "eco-radicalism". That is the negative attitude of individuals or groups to various phenomena and processes, which, in their view, are harmful to the environment. The expression of eco-radicalism is unlawful acts of violence against the culprits, including alleged ones, of environmental infringements and crimes. Representatives of eco-radicalism use extreme, drastic, and unlawful means to draw public attention to the most urgent and acute environmental problems.

The world's scientific literature has rather intensively studied both the composition of radical environmental groups and criminal associations, their ideology and the individual cases of arson, threats, destruction of or damage to other people's property, "release" of agricultural and experimental animals from cages, that is common in the EU, Russia and the United States, attacks on people wearing fur and leather, as well as other similar "acts". That would be impractical to list them in detail here since Donald Liddick has already carried out a thorough analysis of the structure, history, philosophy of environmental radicals, and a review of their environmental motivated crimes (Liddick 2006).

Eco-radicalism has a number of fundamental differences from other crimes of a terrorist nature, which allows us to assert that it is necessary to distinguish between them.

1) environmental protection activities of the green movement do not have all the characteristic features of environmental terrorism. It is commonly known that the activities of terrorists are aimed at causing harm to life and health of an unlimited number of individuals, indiscriminately, in order to spread fear and panic.

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1 See, for example, Council Framework Decision No. 2002/475 / EAP "On Combating Terrorism" (adopted in Luxembourg on June 13, 2002.) "Garant" Legal reference system (accessed 01.12.2017)
among the population. By contrast, the target of the environmental radicals is always specific people or organizations in their opinion guilty of offenses against animals or other natural objects. That is why they damage not randomly picked cars or other property but only those belonging to specific persons.

2) terrorists have taken thousands of innocent lives, they have severely harmed the health of tens of thousands of people. Environmental radicals cause considerable damage to businesses and individuals, but so far, no one has been killed or inflicted disability.

3) terrorists try not only to intimidate an indefinite range of people but also to manipulate public authorities. Environmental radicals do not attempt to exert pressure on public authorities. As a rule, they act against specific persons or particular commercial or non-profit organizations.

4) despite their unlawful methods, green activists do not attempt to destroy the environment, but, on the contrary, are struggling to preserve it.

It seems that equating eco-radicals and terrorists misleads the public, gives it a wrong object for criticism, hatred, and persecution, instead of concentrating its attention on countering real terrorism. Therefore, a state should not allocate its understandably limited resources to the prosecution of eco-radicals, whose activities pose a limited threat to the public (Fundamentals of national security theory 2012, 239-240). The fact that it became publicly acceptable to draw a comparison between the groups of animal activists and the Taliban means that the matter has gone too far (McCoy 2007, 67). Accordingly, until legal experts and academics are able to justify the need to distinguish between these two phenomena (ecological terrorism and radicalism), and are able to convince the political authorities interested in combating terrorism, the effective international cooperation will be difficult due to formal reasons not related to the lack of political will.

Wilderness as a legal category
Another illustrative example of the discrepancy in the terminology in the field of environmental protection is the “wildlife” category codified in the law of the United States and many other countries all over the world. In Russia, the term “wildlife” is used a lot only at the mundane level, with the exception to the protection of wildlife sites that is a part of international agreements.¹ For example, the subjects of wildlife smuggling are animals and plants, their parts and derivatives extracted from their natural environment illegally (poaching) for the purpose of illegal trafficking and sale. However, this raises the question if animals are wildlife objects, then what is the legal status of the territory where these animals live.

We have to turn to the experience of the United States to answer this question. There, in 1964, after several decades of discussions, the Congress adopted the Wilderness Act creating a National Wilderness Preservation System designating 9.1 million acres of federal land falling under the scope of the Act for Forest Service. Initially, the wilderness supporters considered it of prime importance to protect these lands from “unnecessary road construction” in order to preserve them in their natural condition. The Wilderness Act indicated that its objective is to secure for the American people of present and future generations the benefits of an enduring resource of wilderness. The law determines that only Congress may designate wilderness areas. According to this law, an area of wilderness is an area of undeveloped Federal land if it(1) generally appears to have been affected primarily by the forces of nature; with the imprint of man’s work substantially unnoticeable; (2) has outstanding opportunities for solitude or a primitive and unconfined type of recreation; (3) has at least five thousand acres of land or is of sufficient size as to make practicable its preservation and use in an unimpaired condition; and (4) may also contain ecological, geological, or other features of scientific, educational, scenic, or historical value. A number of prohibitions have been imposed on the wilderness areas defined by the Congress decisions.

The law prohibits any commercial enterprises there (for example, logging), use of motor vehicles, construction of roads or other structures. Furthermore, it prohibits the use of motorized equipment (including motorboats), aircraft landing, etc (Voicu 2010, 487-497). This general rule also establishes a number of exceptions related to the actions of the authorities in emergency situations, combating diseases and pests, etc. The prospects of wildlife there are also of great interest. The scientific community of the United States has recently grown more interested in the question of what we shall do with global natural processes, such as climate change or the loss of natural habitats of animals and plants (Lesly 2014, 44). The answer is yet to be found, also by Russia if the

country's legislators will adopt this legal category. In the meantime, Russian wildlife legislation does not include the wildlife or wilderness category, and therefore Russia cannot participate in bilateral or multilateral international environmental agreements on the subject. The only approximate equivalent in Russia is the category "natural ecological systems". While the US Congress adopts decisions on wilderness areas, and they have relevant environmental and legal regime, a list of prohibitions and restrictions, borders, etc., in Russia it is not clear where exactly such ecosystems are located and what their boundaries are. The most logical path of terminological development for Russian environmental law offering prospects for international cooperation is the development of categories of "wilderness area" in relation to the unique island ecosystems (e.g., Volga River basin), which formally attribute to different categories of lands, but have a number of unique features that require elevated security measures.

Conclusion
The article argues that there are significant terminological differences between Russian, the EU, and the US terminology on a large number of issues of private and public law impeding the flow of capital and international cooperation required to address current global challenges. In this regard, we believe it is practical to create a common legal space of the European Union and Russia. However, this does not mean that all legal procedures and the terms denoting them in the EU and Russia shall be exactly the same. It is necessary to take into consideration the specifics of national legal systems and to preserve relevant statutory concepts. Whereas elimination of some archaic legal categories, as well as a constructive dialogue on new environmental law terms, are entirely appropriate. In turn, the EU and the US may be interested in the latest ideas of Russian scientists and experts on the differentiation between ectorrorism and radicalism, which could increase the effectiveness of fighting them.

References
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Metapragmatics and Metahospitality: Their Role in the Students’ Exchange Program and Sustainable Tourism

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Abstract
The purpose of the study is to explore the students exchange who stay in non commercial homestays attending the education and social culture activities within Indonesia through international organization program. The writer as the volunteer explored the students attitudes in expressing gratitude to the host, the process of instrumental transaction into emotional transaction, and the attitude and behavior of the students. This study is phenomenology of life experiences which is adopted from Groenewald (2004) and the data was collected based on the students’ comment on expressing. The data of the students’ behavior and student’s activity in tourism was taken by the interview. The finding revealed that the students say ‘thank you’ in a good manner based on their culture, the instrumental transaction starts from simple things in the everyday life which leads to emotional transaction of host-guest students which leads to the learning and the real human relationship. There is a problem which encounters the host-guest relationship and the tourism activity behavior. The writer recommends the teachers to give more attention on attitude education by inserting ‘thank you’ in writing and speaking, to learn nice story, fun games and other activities which lead to emotional transaction, to understand ‘the domestic rules’ for comfortness, friendship, and sustainable tourism so that there will be many more people host the international students.

Key words: metapragmatics, metahospitality, host-guest, sustainable tourism,

1. Introduction
Indonesia has many cooperations with other countries concerning international exchange activities. Three of them are Friendship Force International (FF) for adults, AIESEC for university students and The American Field Service (AFS) for high school students in which I was involved. The three organizations have the same purpose: exchanging culture, friendship, learning languages and while having the programs at school, universities or socio-cultural program which is arranged by the international organization. In between their activities they have opportunities to see and to enjoy tourism places in Indonesia.

These three organizations are considered ‘senior’, experienced, still exist until now and is sustainable. This is due to the benefits that the stake holders; the international organization, the students and the host family get. AFS was founded in 1914 in which in Indonesia is now developing the Indonesian Foundation for Intercultural Learning which was founded in 1985 by Taufiq Ismail, Tanri Abeng, Irid Agoes, Kartono Mohammad and Gunawan Satari, (Bina Antar Budaya, n.d)), AIESEC was founded by Jaroslav Zich, Jean Choplin, Stanislas Callens. This was the predecessor of AIESEC which was officially founded in 1948 (AIESEC, 2016), and FF was founded in 1977 by Wayne Smith and Jimmy Carter (Friendship Force International, 2018). Since the purpose of these organizations is similar the rule is also similar which include rules of the organization rules at home and outside activities.

AIESEC and FF has the short stay program (1-8 weeks) while AFS has short and long stay program, 2 weeks to one year (AIESEC Indonesia, n.d, Frienship Force Guideline, n.d, AFS host family program, n.d). During the students stay program there is an intensive relationship between family members and the students. There is a communication, discussion, sharing culture and other family activities that can make the relation closer. This behavior is the area of metalinguistic which is enclosing life history of ethnic group with a situation of learning circumstance in the people communication including changes in diverse cultures in a period of time (Bakhtin, 1975).

The data of the exchange students of the three organizations specifically in Malang is 2 students every year from the year of 2012 to 2017 is (12) for AFS (Hosting Department of AFS-Intercultural Learning, Malang, 2017). AIESEC has more students with the average number of 10 to 12 students every year (Incoming Department of AIESEC, Malang, 2017), and 6-10 ambassadors (Frienship Force International Malang, 2017). In this study the term student is used.
In relation with metahospitality the host family provides shelter, food, family activities such as going around cities or other regions which is facilitated by the organization. This is in line with Lugosi’s statement (2008) in the provision of the food, shelter and entertainment which stars with commercial transaction then develops into the social and political purpose. However for AFS, AIESEC and FF it is more on social purpose. Most participants of the exchange program are students and based on the research findings of Camargo and Gretzel (2016) about sustainable tourism, out of 175 students 19.9% stated that community is responsible for sustainable tourism and 4.7% is the responsibility of the tourists in which in this case is the students as tourists. This means that the community in which host family is included has a role in sustainable tourism. Another research finding shows that the travel pattern of students in Australia of the 219 respondents, 141 (64.4 per cent) travelled within Australia during the course of their study, while 71 students did not (Michael, Armstrong & King, 2003).

Research questions:
1. How do the students write the expression of gratitude to the host family?
2. What is the process of the instrumental transaction into emotional transaction?
3. How do the students behave during their stay in the host family?
4. What are the students’ impressions on the tourism activity?

2. Literature Review
The Relation between Host and Guest in Non Commercial Homestay
Non Commercial Homestay(NHS will be used interchangeably with our house) is a comfortable home-based which is different from the relation between managers and customers, and as a human phenomenon NHS plays an important role in host-guest relationship (Lashley, 2000, Lashley, Lynch & Morrison, 2007). In the concept of pure hospitality there is a dimension of emotional feeling, social feeling, subjective, and personal feeling of many delivery service aspects (Jamal and Othman, 2009). In the similar way Hemington (2007) states that there is an emotional value which concerns with monetary worth of feelings and social value which concerns with interactive experiences.

Another study found that homestay hosting is fruitful to host families as it provides social interconnection and protection of local custom, a sense of local importance, earnings work, and learning chances. However there exists culture disorientation, occasional homestay market, anxiety and postponed cost. Therefore the implications of understanding both the positive and negative aspects of hosting international has to be taken into consideration (Agyeiwaah, E, Akyeampong, O, Boakye, K, Adu, AB-Gyamfi, 2014).

In relation with guest-host relation in our house Islam encourages to receive the guest as this deed is one of the obediences to God. This relation is considered as hospitality which has the position of ethical value and has the strategic position in implementing the relationship of host, guest and God (Stacey, A, 2014). There are several verses in the Quran that mentions of the importance of honouring guests. The Prophet Abraham presents a fatty roasted calf to show the hospitality and generosity when there are guests who are actually angels and visit his house to inform that he was going to be a father of son (Al Qur’an 54, 24-28). The host has to welcome, gives the appropriate room and serve refreshment quickly to the guest, and has to take interest in the conversation. However when the guest is not polite the host has the right to remind and stop doing so (Al Qur’an 51:24-27).

Metapragmatics in Relation with the Attitudes and Behavior in the Social Context
Metalinguistics development has five fields, metaphonological: the mastery growth of the sounds that build words, metalexical/metasemantic: the process of mastery growth of structures and word meanings, metasyntactic: the process of mastery growth of expanding the potential to logic of having something consciously about syntax and purposely direct, metapragmatic: the process of mastery growth of how to use the language in social context, metatextual: the process of mastery growth of comprehending of text structure including cohesion and coherence (Gombert, 1992, Gombert 2006). In this study the focus is on the metapragmatics.

Mey explains metapragmatics in this way: . . . what we are looking for in metapragmatics is, in Calfi’s [1984] words, those “units of action which are constitutive of a given interaction” (p. 464). That is, the whole structure of discourse refersto both on the universal and individual level of a story, an argument, a report etc, all within the restriction of the persons who interact and the agreement in the same mind on between them.
Metaphragnamatics has two important roles: interpreting the messages of the speaker and the performing pragmatic act of the speaker (Lee, 2007). One of the practices of metaphragnamatics is pragmatics which is expressed in thanking. That ‘thanking’, ‘positive feeling’ and ‘appreciation’ were the most frequently used strategies. About the gender of participants ‘thanking’, ‘positive feeling’ and ‘appreciation’ were most frequently strategies among the male subjects and ‘thanking’ and ‘positive feeling’ were the general tendency of females(Yusefi, Gowhary, Azizifar & Esmaeli, 2015).

Thanks and apologies used in numerous conditions, and serving a variety of purpose beyond outside limits of creativeness, are not stereotyped with no real message. They connect and serve debt and credit between parties which convey a sense of moral indebtedness features of social relationships in any community(Taras, 2007). Thanking which is included in corpus(Cheng, 2010) and can also be considered as a corpus method is still new in Indonesia. The research methods in ESP which is mostly used are needs analysis and lingua franca (Aniroh, 2017)

Metaphospitality and Sustaining Hospitality
Metaphospitality starts from hospitality transactions in the form of basic physiological, economic, social or political needs and develops into hospitable interaction in the form of gratitude. From gratitude hospitality changes strangers into families, enemies into friends, friends into better friends, outsiders into insiders and non-relatives into relatives (Selwyn, 2019). After having better relation it appears hospitality which is inherently emotional then it also appears hospitality which is opennes and acceptance towards the other. Finally the last manifestation is metaphospitality which is uncommon, realistic and emotional in keeping the spirit (Lugosi, 2008).

In Islam treating the guests in a good way is a part of human obedient to God and is an obligatory. Those who treat the guest well as reminded by Prophet Muhammad means believe in God and believe in the Day of Judgement as the hospitality in Islam consists of host, guest and God (Stacey, 2014). Another good deed of hospitality in Islam is building friendship and building good relationship (silaturahmi) as those who want to be wealthy and long life is suggested to build relationship with others (HR Bukhari, n.d). There are the advantages of silaturahmi:

1) introducing our children and relatives to know each other and how to call each other based on family tree diagram, 2) avoiding unknown relatives within a big family, 3) when meeting each other they talk, have fun, memorize old fun days, that can influence the body and soul health and can prolong the life, 4) opportunity in job, study and other good opportunities possibly comes due to the information from the member of other relatives (Cholik, A, 2016).

Another example of sustaining hospitality is fellowship in France and Germany where young adults based on the ethnographic study by Giada Danesiby gives examples of hospitality event of the aperitif dinatoire, brunch, picnic and barbecue as the media for coming together as a social group and food provides the excuse or apparent reason for gathering (Lashley, and Lugosi, 2011).

Tourism and Sustainable Tourism
That the needs for tourism activity is for all human beings. In the Samin community in Central Java there is a philosophy that the needs start from food, clothing, housing, healthy soul, social activities, self actualization, love and affection, television, radio, communication tools and tourism activity (Sejarah dan Pengembangan Kampung Samin Klopoduwar, n.d). In order to tourism is sustainable many parties including parents, society and tourism experts have to be involved due to its long process (Aniroh, 2014). Tourists who were more motivated to visit the site for cultural, learning experiences were also ready to perceive both positive and negative tourism impacts (Prayag, Suntikul, Agyewiaah, 2018).

One of tourism activities which is included in sustainable tourism is volunteer tourism which appears against mass tourism. The volunteers who participate are motivated by the desire of giving something different as the tourists are from developed countries to developing countries (Gilfillan, 2015). Therefore the design for volunteer tourism projects is suggested to meet the four criteria: volunteers bringing useful skills; projects forming part of a larger development program; project design prioritizing benefits to the host community; and projects being community driven (Gilfillan, 2015).

Another purpose for sustainable tourism of exchange students has been determined as a part of the global student business that has remarkable development. The results suggest that travel occasion are significant
to students’ option of destination and that the psychological feature of their trip is therefore, travelling and meeting people from different cultures which are not the same as their own countries’ culture (Brown and Aktas, 2012).

Method
The researcher uses phenomenology descriptive method. The students’ comment (15) of saying gratitude is used, and it is also used to search the information of instrumental transaction and emotional transaction. The host families are selected and to be interviewed (15) to inform the students’ problem based on the Indonesian value. The students are interviewed (20) in the activity of tourism based on their points of view when they are invited at school/universities, courtesy call and when they visit tourist attraction.

Instrument of the Study
In order to meet the goals of the study the researcher adopted Groenewald study of phenomenology (2000) for taking the data of life experiences of students’ exchange program on saying gratitude, instrumental transaction, and emotional transaction from the comments of the students in guest comments book. The instrument for the attitudes and behavior of the students was the open questionnaire distributed to the host family (20), and the instrument for the tourism program was the open questionnaire distributed to the students concerning school visit, courtesy call, and nature tourism (20).

3. Procedure
The researcher implements the following steps in collecting the data:
1. Determining the sample of the study
   a. Selecting host family who has the experience of short hosting program hosting program from the year of 2012 to 2017
   b. Selecting the students who joined the international program
   c. Using students’ comments to classify in to the feeling of gratitude, instrumental and emotional transaction
   d. Distributing the questionnaire to the host family about the students’ problem based on the Indonesian culture value
   e. Distributing the questionnaire about the students’ experience in joining tourism program
2. Adopting Groenewald study (2004) and using the phenomenology of life experiences,
3. Analysing the students’ comments
4. Analysing the questionnaires
5. Analyzing the results research questions of the study;
6. Drawing conclusions and recommendations based on the results of the study.

Limitations of the Study
This study is limited to students who joined the international program at high schools and universities in Malang, Indonesia from 2012 to 2017. Therefore, the generalization of the results of the study is applicable to similar populations only.

4. Result

<p>| Table 1: Metapragmatics of Saying Gratitude in Students’ Writing Comments |
|-----------------------------|------------------|
| <strong>No.</strong> | <strong>Gratitude Writing Expression</strong> | <strong>Country</strong> |
| 1. | I wanted to tell you how much I appreciate everything you do. Thank you from all of us Guilford Grammar School we really enjoy our stay and have fun in Klandungan | Australia |
| 2. | I am Naoko Sugano. I am Kanako’s mother. Kanako is happy. I am indebted to your kindness. Japan is so cold. Please come to Japan | Japan |</p>
<table>
<thead>
<tr>
<th>Country</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Thank you so much for making us feel so comfortable in your home and welcome with your family and your host daughter Jeannie.</td>
</tr>
<tr>
<td>Malaysia</td>
<td>3. Met a very friendly houseowner. Thank you so much to let me stayed. Hope to see you in KL. Btw I like your house so much it gives me an inspiration to build my future house like yours.</td>
</tr>
<tr>
<td>Malaysia</td>
<td>5. God Bless and I pray for this to grow. Thank you for the amazing experience and also for the volunteers for their amazing work.</td>
</tr>
<tr>
<td>Italy</td>
<td>4. Thank you. Thank you so much. You have been a real family for these past months. You gave me what I needed and you made me grow as a person. You made me responsible and independent.</td>
</tr>
<tr>
<td>Germany</td>
<td>5. Thank you so much for giving me a nice home for 11 months. I had a great time in this great family who become my Indonesian family. Thanks for having me here, teaching about Indonesian way of life and for giving me my mistakes which I made. You made me my time in Indonesia amazing and unforgettable.</td>
</tr>
<tr>
<td>Korea</td>
<td>6. All my sentences become one as THANK YOU. You gave me the warmth of a fam here and you all help me a lot with my life, my work. I will keep contact and I will come back.</td>
</tr>
<tr>
<td>Vietnam</td>
<td>7. Thank you very much for great time in here. You and your family very amazing and special. I know more about culture of Indonesia. Thanks a lot for helping me. I hope that you and your family will be happy and success. I will miss you a lot.</td>
</tr>
<tr>
<td>Taiwan</td>
<td>8. I am very happy that everybody in this family is good. Everybody helps me. I like this family and hope that some day you can go to my house.</td>
</tr>
<tr>
<td>Boz nia</td>
<td>9. Thank you for opening your heart to me and showing me real Indonesia. Love it here. Hope one day to get back.</td>
</tr>
<tr>
<td>Finland</td>
<td>10. I will really miss my host family. Luckily we live in in formation age and have messenger, skype, facebook and e-mail to keep in touch with each other.</td>
</tr>
<tr>
<td>Myanmar</td>
<td>11. Thank you for taking care me a lot. I am very happy to spend wonderful time with everyone. Though now I work in Myanmar, Indonesia is not so from Myanmar so I can visit you someday again. And please let me know if you have a chance to come to Myanmar.</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>12. I feel like I have gained a family! Thank you for just being a host. I will never forget any of our late night talks and will never forget the laugh we share.</td>
</tr>
<tr>
<td>Austria</td>
<td>13. Thank you a lot for everything: the warm welcome, the nice conversation, your help and advices and your friendliness you are a really special family, I admire a lot for what you do and how you are.</td>
</tr>
</tbody>
</table>
14. Thank you for such a welcome to your family. Many children will have a bright future let us know if you decide to open foundation to others. Come and see us if you can

15. Thank you for the delicious food and drinks and the nice afternoon talking

USA

China

Table 1 shows that many nations recognize ‘thank you’ as the expression of something that make him or her happy, satisfied, and emotional feeling because someone else has something to do sincerely. In their expressions there is a warm feeling and would like to reply the kindness they have got from the host family from inviting to their home country, their prayer to God and inspiration they got during their stay. Thank you is not only good manners but it will also be fruitful to the self, even it can improve welfare, physical health, and can sustain social relationships, produce positive emotional states and help us solve with bad luck in our lives (Dean, 2018).

The expressions in the table shows the feeling of happiness, being friends and family, and giving prayer to God. ‘Thank you for such a welcome to your family’, ‘Thank you a lot for everything, the warm welcome, the nice conversation’, ‘God Bless and I pray for this to grow.’ ‘Thank you for the amazing experience and also for the volunteers for their amazing work’. This is in line with statement is that saying thank you is a bright way to make relationships and build your brand (Lenon, 2017) Expressing gratitude to relatives, companion, and colleagues will produce constructive yield in all styles of manners, from a blessed life to achievement in business. The way how to do it is simple to smile, speak in clear friendly voice and to be specific. The message of thank you is comprehensible, neglecting it is impolite, therefore how important and busy you are please say thank you no matter the small thing other people have done for you (Stern, n.d).

Table 2. The Process of Instrumental Transaction into Emotional Transaction

<table>
<thead>
<tr>
<th>No</th>
<th>Program Duration</th>
<th>Instrumental Transaction</th>
<th>Emotional Transaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One year program</td>
<td>I have great time, teach me a lot about the Indonesian way of life</td>
<td>An offer to visit to student’s country, meeting the host sister in the students’ home country</td>
</tr>
<tr>
<td>2.</td>
<td>One year program</td>
<td>I have many Indonesian friends and finally I have a special Indonesian girl friend</td>
<td>Having job in the cooperation program between home country and host country</td>
</tr>
<tr>
<td>3.</td>
<td>One year program</td>
<td>The program offered, I love my family, I love Indonesia</td>
<td>To study at Indonesian department in the university in the home country or the host country</td>
</tr>
<tr>
<td>4.</td>
<td>Three month program</td>
<td>Indonesian fruit party, food, nice talk, family and friends visit</td>
<td>Repeat visit to host country</td>
</tr>
<tr>
<td>5.</td>
<td>Three month program</td>
<td>There are many programs that I like</td>
<td>To participate in the festival, exhibition, courtesy call of the host country in the home country</td>
</tr>
<tr>
<td>6.</td>
<td>Three month program</td>
<td>The warm welcome, the nice conversation, your help, your advice. I admire a lot of what you do.</td>
<td>I’d love to welcome you one day in my house in Austria. Keep in touch</td>
</tr>
<tr>
<td>7.</td>
<td>Two week visit</td>
<td>The farmers, the villagers and their activities</td>
<td>This is not my last visit</td>
</tr>
<tr>
<td>8.</td>
<td>Two week visit</td>
<td>The ideas for sharing culture</td>
<td>Collaboration for the next years</td>
</tr>
<tr>
<td>9.</td>
<td>Two week visit</td>
<td>I always remember the funny time when we had our parents’ visit to host country</td>
<td></td>
</tr>
</tbody>
</table>
I loved Ramadahan.

10. One week visit
- Fun games and local entertainment
  - To host student’s exchange program

11. One week visit
- We really have a great time here, traditional wedding party, music and being together with farmers
  - Helping the social organization in the future

12. One week visit
- Villagers’ activity and program
  - Charity program

13. Two day visit
- You arranged Mount Bromo and other places
  - A start to arrange collaboration

14. Two day visit
- You arranged a good program
  - Goodness will be back to us

15. Two day visit
- Good performance program
  - Collaboration

Table 2 shows that instrumental transaction which starts from the tangible things gradually changes into intangible thing. From the impression of having program of culture, village activities, fruit, food, beautiful nature goes to visit the student’s country, repeat visit, charity program, collaboration, studying Indonesian language, fun games and prayers.

Why it happens is because hosts and guests have multiple roles within the two proportions: managerr–worker, house owner–visitor, host–family member. They share the rules and guidelines of the host, thus the relationships are complex and multifaceted which leads to creating closer, interpersonal relationship with various levels of relationship trust, shared and value stories, work and social exchange elements (Cronauer, 2012). A similar study shows that the host–guest companionship is an outgoing caution. The study therefore recommends in developing a thought of host–guest relationships through the hospitality social view arrangement, understanding host–guest connection as a community occurrence, not just a profit–oriented (Casevic and Lynch, 2009).

Another study finds that host–guests interaction: resident and visitors frequently altered in the position of the recreation in the companionship. The resident appear more energetic in the capacity movement. This is due to the potential of the locals emerges from their authority of local knowledge, houses and business (Zhang, Xu & Xing, 2016).

Table 3 Host Family Comments on Students’ Behavior and Attitudes based on Indonesian Value

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent</th>
<th>Behavior Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Host Family 1</td>
<td>Missunderstanding on eating habit</td>
</tr>
<tr>
<td>2.</td>
<td>Host Family 2</td>
<td>Night hours for coming home</td>
</tr>
<tr>
<td>3.</td>
<td>Host Family 3</td>
<td>Time disciplines on prayers</td>
</tr>
<tr>
<td>4.</td>
<td>Host Family 4</td>
<td>Time disciplines on housekeeping</td>
</tr>
<tr>
<td>5.</td>
<td>Host Family 5</td>
<td>Eating habit</td>
</tr>
<tr>
<td>6.</td>
<td>Host Family 6</td>
<td>No pay attention on the bad weather</td>
</tr>
<tr>
<td>7.</td>
<td>Host Family 7</td>
<td>Boy and girl relationship</td>
</tr>
<tr>
<td>8.</td>
<td>Host Family 8</td>
<td>No clean environment</td>
</tr>
<tr>
<td>9.</td>
<td>Host Family 9</td>
<td>Eating too much</td>
</tr>
<tr>
<td>10.</td>
<td>Host Family 10</td>
<td>No friends at school, feeling arrogant</td>
</tr>
<tr>
<td>11.</td>
<td>Host Family 11</td>
<td>No information about the family’s condition</td>
</tr>
<tr>
<td>12.</td>
<td>Host Family 12</td>
<td>Making bed, room cleanliness and tidiness</td>
</tr>
<tr>
<td>13.</td>
<td>Host Family 13</td>
<td>Too far walking to the program site</td>
</tr>
<tr>
<td>14.</td>
<td>Host Family 14</td>
<td>Difficulties in English</td>
</tr>
</tbody>
</table>
15. Host Family 15  Too much discussion with local students
16. Host Family 16  Friends left her in camping ground in emergency situation
17. Host Family 17  The problem to enter and see the mosque
18. Host Family 18  The boys mischief late at night
19. Host Family 19  Too many activities no time with host family
20. Host Family 20  Being worried about the night club activities

Table 3 shows the problem encounters between student and the host and due to the different cultures, habit such as going to night club which is not common for most Indonesian, being friendly for Indonesian is talking much, but is not for the guest or vice versa. Another thing is that the guest has too many activities, lack of communication with the host, being too late to come home, and other problems which for the guests is not a problem but a problem for the host.

There are some tips of how to be a good host guest: communicating with your host guest, showing your host appreciation, showing thankfulness, staying self-sufficient, bring a present to show acknowledgement, be thank to host for your stay. Some examples are: be precise when coming and going, share the family house bathroom politely, offer to make donation (wikiHowStaff (n.d). In turn there are also some tips for the host: make the room for their goods, make sure you have the right number of stuffs, make food & water reachable, equip a travel guide, communicate each other’s hopes, offer to have a key, make sure you have something important (Ishak, 2016).

Table 4 Students’Comments in the Activity of School Visit, Cultural Program and Visit to Tourist Attraction

<table>
<thead>
<tr>
<th>No.</th>
<th>Venue</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School/University</td>
<td>a. Good program for introducing education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Students at school asking almost the same questions about the personal data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The host students become the focus of attention all the time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. The host school has not prepared the program well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Host school students paid attention on the presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Being late is normal</td>
</tr>
<tr>
<td>2.</td>
<td>Family visit and stay</td>
<td>a. Having no opportunity to take a rest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Having less privacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Being tired</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Many unexpected programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Friendly family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Much food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Good facility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Having opportunity to go around with family</td>
</tr>
<tr>
<td>3.</td>
<td>Courtesy Call</td>
<td>a. Good program to introduce Indonesia Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Good opportunity to develop the relation between community to community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Good opportunity to develop the relation between person to person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Opportunity to build the extensive relationship of two</td>
</tr>
</tbody>
</table>
or more countries
e.Good opportunity to introduce social culture activities

4. Tourist Attraction
   a.Good weather
   b.Good nature
   c.Many kinds of tourist attraction
   d.Friendly people
   e.Indonesia is very wide
   f.Many local languages
   g.Many kinds of food
   a.Indonesia is Bali
   b.Indonesia is a jungle
   c.Lack of sign board
   d.Lack of information in the venue
   e.Lack of clean rest rooms
   f.Lack of promotion
   g.Lack of managing tourists visit

Table 4 shows that one of the purposes of joining international exchange is they want to see tourist destination they have not seen before. The illustration in table describes the school visit, the family visit, courtesy call to authority leaders, and tourist attraction which are all have positive and negative points. Those who want to leave their country have to be ready for many things specifically for the uncomfortable ones. As what Goldberg states(2016) that being far away home means testing yourself, studying, enlarging your perspective, keeping in contact with yourself, acknowledging your life, shaping and eshtablishing ing reklationship, having an experience, getting away, resting and refreshing, and performing birthday, graduation or other pleasant activities.

Learning objectives, study experience, out-of-class experience are the most impactful portion of study abroad. In case of attitude exchange study develops personal growth, life skill and knowledge and being independent which has been resulted from traveling(Stone & Petrikc, 2013). These involvement can make undergraduate nursing education better by widening students’ outlook on dissimilar customs, motivate attentiveness in worldwide effort and experimentation, developing expertise in a non-native language, and assisting as a connection in the middle of plan into action, although there are many challenges that have to be faced (Wesseling, Melody, 2018).

One of the examples of out-of-class experience is learning in the Corporate Social Responsibility (CSR) and or Corporate Philantropy (CP) in the home country which will enrich the students’ learning (Aniroh, 2018).

5. Conclusion
Saying is recognized by all nations all over the world. Some examples of the countries are mentioned in this study. The way how to express in writing mostly starts from representing ‘I’ that shows the deep feeling of warmth, friendship, love and affection. Therefore it is impolite to forget to say thank you to someone who has done something good for you even it is only the smallest thing. Thank you is also said to be a prayer that influence someone’s health and the success in the future. The second one is that transactional emotion starts from the simple things in everydaylife which then develops into the closeness between host and guest without seeing the border of the differences.

The third is about the problem attitude which often apperas. However from the story of the food, nice talk, games, have fun leads into friendship, relatives, insiders which can not be compared by just economical transaction. Concerning the problem, there are many kinds of problem between host and guest: time discipline, going to the nightclub, unexpected program, lack of communication with the guest. This is due to the culture differences, family habit, and lack of information from the host of some do’s and some don’ts. Concerning the activity of tourism all the students join the activity of courtesy call, school visit, family visit, nature tourism and they give the comments which are all useful for the students’ exchange stakeholders as the feedback such as lack of clean restroom, lack of managing number of tourist and sign board.
I would like to suggest to specifically English teachers when teaching writing and speaking that saying thank you indeed a small thing that means a lot. There are many kinds of media in writing thank you. For the time being if the hard cards is less used it can be chaged into softcopy card which can be embodied by many kind of pictures. In speaking this can be taught not only paying attention to the verbal speech but also non verbal which make students’ performance and body language look nice based on the culture’s country. This is also a part of teaching hospitality.

About the instrumental transaction and emotional transaction this can be inserted in speaking which is actually activating the right brain. There are many ways to do it such having simple games, cooking together, funny stories and other activities that make host-guest closer. This has the big effect in the emotional transaction as a ‘sweet memory’ which leads to the real friendship which everybody needs.

‘Thank you’, ‘instrumental and emotional transaction’ in host-guest relationship in the international program for the students has to be learned by both sides which finally support the development of tourism as the students travel to other countries will result travel experiences and has the most learning advantage in their life. In the broad sense many more people hopefully has the experience to host the international students which will be of a great help to the personality growth of the students, as the media for learning for the member of the host and this will support tourism into sustainable tourism.

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Formation of the basis of professional mobility of future choreograph in university

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Abstract

The article deals with the problem of formation of professional mobility of the future choreographer in the process of professional training at the University. The essence of the concept "professional mobility" is specified, regularities and conditions of formation of professional mobility are revealed, on the basis of which psychological and pedagogical conditions of mobility of the modern specialist choreographer are defined. The essence and structure of professional mobility of the choreographer is defined. The state of formation of professional mobility of the future choreographer at the University is analyzed. It is revealed that the existing approaches to professional training of the future choreographer do not sufficiently ensure the readiness of the future specialist to professional mobility in the conditions of rapidly changing content and nature of work, social conditions of existence of professions in the era of digitalization.

The readiness of graduates of the specialty "Choreography" universities on the criteria and parameters of their readiness for professional mobility, the gaps in the traditional system of training of the future choreographer at the University in the context of the formation of the future specialist's readiness for professional mobility are identified. Based on the analysis of the modern theory and practice of training future choreographer at the University, taking into account the specifics of the mobility of specialists in the field of choreographic art, the article formulated scientifically sound conclusions on the formation of the foundations of professional mobility of the future choreographer.

Keywords: future choreographer, professional mobility, higher education institution, formation of the foundations of professional mobility, University graduate, vertical professional mobility, horizontal professional mobility.

1. Introduction

The fourth industrial revolution is increasingly making adjustments to the content and nature of human labor, but also involves fundamental changes in the professional structure of society. Digitalization is fraught with the disappearance of dozens, even hundreds of professions in the foreseeable future. Hence the problem of the need for continuous confirmation of the qualification of a specialist in any field, a radical change in the qualification requirements, respectively, the content and methods of training and retraining.

Professional flexibility and mobility of a specialist will be the most priority characteristic of a modern specialist, because most of them have to "grow up or along", keep flexibility and variability of professional competencies, be always ready and easily adapt to new conditions. If necessary, and even change the profession. Such considerations apply to people of the creative profession, such as choreographers.

At first glance, creative people, as choreographers, are professionally mobile by nature [1; 2]. Practice shows that in reality - all this is not so. In order to be professionally mobile, it’s not enough to do one creative work, but it is necessary to understand, realize, apply the laws, principles and conditions for the development of professional mobility, especially to analyze, systematize your professional level, assess your current professional status and move towards a higher level of professionalism.

The category of "professional mobility" is not new, and has been used in scientific circulation and practice for decades, more precisely since the study of the impact of the scientific and technological revolution on human development. But, at the same time, the concept of "professional mobility", reflecting the dynamic professional development of a person, itself is constantly in the dynamics.

Analysis of literature on professional mobility [1;2;3;4;5;6] it allows us to conclude that the category of professional mobility is widely and comprehensively studied in the scientific literature. In pedagogy, sociology, psychology, the concept of professional mobility is considered in various contexts. For example, in modern psychological and pedagogical research "professional mobility" is characterized as:
- qualitative characteristics of professional identity that provides the ability of quick response in the professional field;
- dynamic characteristics of the individual, which determines the success of adaptation to changing conditions;
- the internal mechanism of human development, able to realize their need for a certain type of activity, as a willingness to professional growth and self-realization.

In sociological research mobility in terms of the processes of human movement in society and involves the ability to change occupation, profession [5].

In psychology, attention is focused on the personal component of professional mobility. Psychologists study professional mobility mainly in the context of professional and personal adaptation of the subject, the presence of personal neoplasms and the behavioral reactions caused by them [7].

The concepts of professional mobility proposed by the authors complement each other. Meanwhile, among the many definitions of the concept of professional mobility, in our opinion, the most successful definition is Kovaleva. According to A. Kovaleva, professional mobility is "the movement of an individual or a professional group in the social and professional structure of the society with or without changing the social status." According to the author, "professional mobility is a career lift that moves both from the bottom up and from the top down, presenting many variations for self-realization." She further writes: "the most intensive professional movement of occupational groups and individuals is facilitated by various factors and channels of professional mobility" [3, c.298].

A.I. Kovaleva identifies two groups of professional mobility: group and individual. The author rightly notes that "in modern society the intensity of professional mobility increases, its individualized character increases". Among the channels of individual professional mobility the author identifies «professional education (secondary, higher, retraining, advanced training, self-education), effective use of educational results, experience and results of professional activity, personal potential, family, personal relationships." Meanwhile, "on the impact of human professionally nasty, first, the formation of his personality, development of his abilities and social qualities required in their professional activities, second, the direct training, the level of qualification" [3, pp. 298-299].

The analysis of literature on the problem of professional mobility allows determining a number of regularities and conditions of professional mobility of a modern specialist:
- the most important channel of professional mobility is education. High education strengthens the position of the employee in the labor market. The higher the educational potential, the higher the economic activity, more employment, and lower unemployment [3, pp. 299];
- compliance of professional education implemented in the company with the structure of labor market needs, as well as effective interaction of educational institutions with employers;
- flexibility in determining the content of education, taking into account external factors.
- compliance of graduates’ attitudes and expectations of employers, a clear vision of the trajectory of their professional growth and the need for professional self-realization by young specialists [4]);
- socio-demographic conditionality of professional mobility in the field of choreographic art (age, level of education, profile education and type of choreographic art);
- the intensity and speed of professional mobility are interrelated.

Of particular interest is the study of N. D. Zakrevskaya and E.Ya. Mikhaylova, who analyzed the various socio-demographic characteristics and focus of specializations of students of retraining courses, noted the changes in professional mobility of specialists, both in horizontal and vertical directions: change in professional orientation, change in social position, and change in professional status [8].

The definition of the notion "professional mobility of choreographer" is of interest for our research. Based on the research of professional mobility of specialists in creative professions (A. I. Kovalev [3], I.A. Butova [9] and others) we have made an attempt to define the concept of "professional mobility of choreographer".

Professional mobility of the choreographer is as a complex integral characteristic of the personality, which is based on the cognitive activity Foundation of choreographic knowledge, dance and performing skills, involves emotional and artistic reactivity, social and creative adaptability, rehearsal and stage behavioral variability and provides effective implementation of multifunctional and multidisciplinary activities of the choreographer.
The structure of professional mobility of the choreographer reflects the process of moving a specialist in the socio-professional structure of society with or without changes in social status. The structure of professional mobility includes the following components:

- a motivational component (the awareness of the importance and the need for professional mobility, the relation to external and internal factors encouraging the professional growth and status, the internal pursuit of mobility in the professional aspect);
- the informative (cognitive) component reflecting knowledge, abilities and skills in the field of choreographic art, performing abilities in the field of dance, namely: to Know theoretical bases, specifics of choreographic art, laws of creative process; to Know world and domestic history of choreographic art, the direction and tendencies of its development, specifics and features of art and figurative language of dance; to apply knowledge in the field of choreographic education taking into account age and individual differences of trained, social and psychological features;
- To own a dance / performing skills, musical skills layouts dance works; Possess the knowledge and skills staging and rehearsal of the work; to Use innovative pedagogical experience, possessing a high motivation to dance-pedagogical activity, aspiration to self-education and self-realization in concert performance and educational activities [10, p. 4].
- activity component (ability to organize and carry out professional and performing activities in the field of choreographic art, skills of individual and group dance and performing activities);
- emotional and value component (value attitude to the profession of choreographer and his activities, emotional and psychological mobility, the necessary personal and psychological qualities of the dancer-performer, as the speed of reaction, attention switchability, developed dance imagination, perception of music, dance operations and actions, etc.)
- social and communicative component (social and artistic orientation, dance and communicative initiative, professional and creative adaptability; role variability of behavior models in the performance of dance, readiness for a quick change of function, etc.).

We distinguish the following criteria for the formation of professional mobility of students of choreographic specialties of universities:

- level of special choreographic knowledge;
- level of dance and performing skills;
- valuing activities choreographer;
- awareness of motivation to professional mobility;
- speed and adequacy of emotional and psychological response to changes in professional activity;
- the rate of establishment of communication links;
- speed of social and creative adaptation;
- diversity and adequacy of behaviors.

Currently, there are a number of factors that affect the group professional mobility of the choreographer, namely:

- modernization of Kazakhstani society, deep transformations of the social sphere, the process of modernization of public consciousness, initiated by the program “Ruhani zanyru” of President Nursultan Nazarbayev [11]:
- the growth of public demand for the national spiritual and cultural heritage, including the national dance art of the Kazakh people and other ethnic groups of Kazakhstan;
- structural changes in the sphere of organization of culture, activity of cultural and art institutions;
- challenges of the fourth industrial revolution to the professional structure of society, the probability of "disappearance of most professions" in the foreseeable future;
- influence of information technologies, digitalization on the content of people's activities not only technical but also creative specialties;
- changes in the system of professional education of creative professionals, in particular in the field of higher professional education of future choreographers in the universities of culture and art.

Meanwhile, the modern system of professional training of future choreographers at the University is built without taking into account the formation of the quality of professional mobility of the specialist and is aimed mainly at the development of specific professional (dance and performing) knowledge, skills. Declaration of competence-based approach, its extensive rights in the educational documents of higher education institutions does not ensure their professional readiness of future choreographers to professional...
mobility, as evidenced by the analysis of the literature on the research problem (M. N. Yuriev, E. And Berezhnaya, A. B. Yashkov, etc.).

Training of future choreographers at the University, although it is based on active and interactive methods and technologies of training, the content and process of professional training is still not focused enough on improving the skills of professional mobility of the future specialist – motivation to advance in professional self-development, flexibility of acquired knowledge and skills, psychological adaptation to changes in professional activity, formation of communication skills, speed of creative adaptation, diversity and adequacy of behaviors in solving professional problems.

This situation significantly hampers the occurrence of a future choreographer in a professional environment and usloznyayetsya professional before dance choreographic, theatrical and musical groups. This state narrows the range of creative possibilities of the choreographer, prevents professional flexibility and mobility in the professional environment, inhibits self-realization in the profession.

2. Material and methods

In the study of the problem of forming the foundations of professional mobility of the future choreographer in higher education, we used the methods of theoretical analysis of scientific and pedagogical literature, study and analysis of University documentation, questioning of students-choreographers and graduates of the specialty "Choreography", methods of conversation, the methods of system analysis and generalization, a comprehensive study of the state of formation of the foundations of professional mobility on the selected criteria of their formation.

Researchers consider the problem of professional mobility of the future choreographer in different contexts. So, in the dissertation work the problem of formation of professional skill of choreographers in the conditions of educational and creative process in universities and institutions of culture and art of Kazakhstan is investigated. The author notes that "the content of professional education, forms of classes and other processes aimed at training creative staff in universities and institutions of culture and arts of Kazakhstan do not fully meet the needs of society." The author is absolutely right that the Entry of the Republic of Kazakhstan into the world community as a sovereign state makes a new assessment of the quality of training in universities. Now the quality of education should be considered not only as a category of internal satisfaction of the needs of society, but also as a phenomenon of interstate format. Internationalization of education, increasing academic mobility of teachers and students are the realities of today and it is important not only to recognize this fact, but also to carry out actions aimed at further progressive development and improvement of higher education, as well as the process of training future specialists in universities of Kazakhstan" [12].

The author proposes to solve the problem of formation of professional skills of choreographers on the basis of systematic and pragmatic approaches. At that time," the interaction of the processes of training choreographers in universities and institutions of culture and arts of Kazakhstan with their clear organization in the field are aimed at the effective formation of future specialists and the formation of choreographers " [12, c.351].

The study deals with the problem of formation of professional mobility of the future choreographer in the process of learning in the College of music. The author establishes the pedagogical conditions providing formation of professional mobility of the musician-concertmaster in the process of training in musical College as:

1) deepening the theoretical training of students through the development of new knowledge, generalizing the cognitive experience of the concertmaster in the field of choreographic, theatrical, academic and pop-jazz music;

2) expansion of performing training by including students in the rehearsal, staging, stage process of creative teams (choral, pop, dance, theater) on the basis of practical training;

3) implementation of the focus on training on the development of diverse concertmaster functions (performing, tutoring, organizational) through the use of contextual modeling, interactive teaching methods" [9, p.12].

Interesting from the point of view of the formation of professional mobility of the future choreographer is the following conclusions N.V. Romanova [13]. The author considers the influence of classical dance on modern choreography, adaptation of the educational program on classical dance in higher and secondary special educational institutions for students studying modern choreography. According to the author, "the current practice of adaptation of methods of professional training of performers and choreographers for training
specialists in the field of modern dance should fully reflect the global trends in the development of dance art, not to limit the freedom of creativity necessary in modern dance." The author is convinced that "during the training of students-choreographers there is an actual pedagogical task — not just to teach professional knowledge, skills and abilities, and to develop a model of formation of the student in the system of secondary and higher education, not only in terms of the future specifics of professional activity, but also in terms of creative development."

N.V. Romanov raises important psychological and pedagogical condition conducive to the formation of bases of professional mobility of the future choreographer at the University. She writes in particular: "in connection with the innovations of our time, it is important to raise a person who is able to reveal himself in three areas of professional skill, namely — in teaching, performing and ballet. The main purpose of professional training is the universalization of the specialist and the development of individual perception of the modern creative world. That is why it is essential to harmonize the whole process of learning, focusing not only on modern trends in choreography, but also on the fundamental disciplines, the most important of which is the classical dance" [13, p. 82].

Thus, professional mobility is an acute problem for people of creative professions, as choreographers, although it seems that the very nature of the work of people in this profession determines the mobility of a specialist. Therefore, it is necessary to search for effective ways to form the foundations of professional mobility of the future choreographer, as a factor in their preparation for a dynamic professional future.

3. Discussion

We conducted a survey of graduates of the specialty 5B040900-choreography of the M. Auezov South Kazakhstan State University (25 students who graduated from the 4th year took part in the survey). Young graduates are offered the following questions: "do you Want to work in the specialty in the next 3 years or change your profession?", "What do you do if you have to change your profession?", "How do you want to realize yourself in the profession?", "What do you expect from the upcoming professional activities?", "Note the values of the rank (degree of personal importance) that you prefer in the upcoming professional activity", "do you Consider yourself ready for professional activity?". "Is it alarming to adapt to the conditions and difficulties of the profession of choreographer?", "How will you improve your skills, expand your knowledge if necessary?", We have analyzed the content of the modular educational program for the specialty 5B040900-Choreography for the formation of the foundations of professional mobility of the future specialist choreographer[7]. Bachelors in the specialty "Choreography" can work as teachers of dance, heads the group work in secondary schools, lyceums, gymnasiums, creative and research institutions, specialists in the departments of education, teachers of classical, folk stage, Kazakh, modern choreography and sport-ballroom dances, the performers-dancers in any creative teams, managers, managers of creative groups, to engage in entrepreneurial activities in the field of choreographic art [7, p.5].

The results of the analysis showed that the modular educational programs of this specialty focus on the formation of professional competencies in the main areas of modern choreography. Underrepresented fundamentalization of training future choreographer. More attention is paid to the development of knowledge and skills in the field of choreographic performance and ballet master. Underrepresented courses to develop pedagogical abilities of the future choreographer.

In the study we analyzed the readiness of graduates of choreographic specialties for professional mobility. The study involved graduates of the specialty "Choreography" of South Kazakhstan state University. M. Auezov (Gorozhankin, Republic of Kazakhstan). The study was conducted using psychological and pedagogical methods and techniques (questionnaires, interviews). Studied such issues: What do graduates of the choreography?

Of all the graduates of the specialty "Choreography" over the past 5 years (50 people) 90% are engaged in educational activities, and 10% work in other areas. The survey data show that 78% of the graduates working in the specialty wanted to stay in the profession.

*How and where do they grow (vertical and horizontal professional mobility?*

- 16% of graduates work in senior positions. 21 % of graduates do not work in their specialty. 74% work in the specialty. There is a "horizontal" and "vertical" professional mobility of graduates. 85% working in the specialty graduates "promoted", that is the growth in occupational categories, by passing specialized courses, increasing in posts. Among the graduates there are many well-known specialists in
their field. They pointed to the increase of their social status (growth of professional image (58%), wages (68%), etc.).

**How do graduates understand and evaluate their professional and social training?**

- Graduates of the specialty "Choreography" in the predominant part noted that the University received good knowledge and training, which is enough for successful work (82%). 27% noted that in practice we have to re-learn, because there is a large gap between theory and practice. 59% of graduates note that they face the problem of adaptation to the conditions of professional activity. 53% of respondents believe that higher education institution gave professional training, and to a lesser extent social. 56% of graduates noted that they are afraid of instability in the professional sphere, to lose their jobs. Only 12% of respondents said that they are ready for changes, can be rebuilt within their profession, or even can change their profession. 

- **What is their psycho-emotional state, attitudes to work in the profession?**

47% of graduates noted that the profession of choreographer is interesting, they love and are determined to work "on diploma". 24% of respondents preferred to engage in commercial activities, open their own dance group, or while employed by an employer to learn how to organize their business. 33% of respondents write that the profession of choreographer is not durable, sooner or later they will have to change jobs. 45% wanted to "then go to teaching work."

- **What values prevail among graduates?**

The results of the survey show that among the graduates of the specialty "Choreography" prevail such values: highly paid work, interesting work, income is not very important, good position, pedagogical work, performing activity, work of the choreographer. 42% called professional skills, 28% said professional growth, for 35% professional career is not very important.

- **How do graduates Express their needs for creative self-realization?**

The majority of graduates (78%) noted that they want to realize their abilities and talents in the professional sphere of choreographer. 23% of graduates want to work in creative teams, where there are good incentives for creative self-realization (well-known dance groups, experienced mentors, financial incentives for professional growth). 43% of respondents noted high competition among dance groups, and in these conditions it is very important and necessary to realize their creative possibilities. Meanwhile, only 25% of respondents could note no more than 3-4 directions and ways of creative self-realization. Only 17% of graduates clearly present their future plans for career growth and self-realization. More than 65% of respondents are concerned about the problem of employment, and yet they do not think about creative self-realization.

**What are the qualities in young graduates valued by employers? So these qualities are expressed in graduates?**

The results of the survey show that employers—founders, managers and heads of organizations, creative associations and collectives, pedagogical institutions, in which the profession of choreographer is in demand, value more professional and personal qualities of a young specialist (responsibility, diligence, ability to work in a team, creativity, communication skills, ability and need for self-improvement and self-realization, rapid adaptation to changes, etc.) than professional knowledge and skills.

- **Why employers often prefer to hire choreographers with experience than graduates?**

Employers note the weak practical preparedness of graduates (79%), difficulties in their adaptation to new conditions and requirements (85%), very weak response to innovations and lack of readiness for self-improvement, the lack of clear career plans (77%). 65% of the surveyed employers noted that they prefer to hire experienced choreographers than young graduates.

4. **Result**

Analysis of the problem of forming the foundations of professional mobility of the future choreographer at the University through the prism of the study and use of laws and conditions of development of professional mobile specialist, as well as taking into account the specifics of professional training of students majoring in "Choreography", we have formulated the following conclusions:

- the basics of professional mobility of the choreographer are laid in the University, in the process of professional training of the future specialist-choreographer;
- the content of the education of the future choreographer at the University should be focused on the formation of competencies that contribute to the development of professional mobility of the graduate;
- assessment of the graduate's readiness for the development of professional mobility should be included in the system of indicators of their certification at the end of University;
- it is necessary to change the principle of professional training, which will include not only training, but also additional professional programs (professional retraining programs in the field of choreographic art);
- it is necessary to provide additional professional education of future choreographers, which is aimed at satisfying educational and professional needs, professional development of a person, ensuring compliance of his / her qualification with the changing conditions of professional activity and social environment;
- use in the process of professional education of future choreographers in high school elements of "early professional retraining", providing for the formation of competencies necessary to perform a new type of professional activity, the acquisition of new qualifications;
- formation of the personality of the future choreographer, capable of professional self-realization in three areas of professional skill (teaching, performing and choreography);
- universalization of the specialist and development of individual perception of the modern creative world. Orientation of the learning process on the development of professional qualities of a mobile specialist based on modern directions of choreography in combination with fundamental training.

References
On the Legal System Discourse Feature: An Integrative Approach

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Abstract
Comparative Law has undoubtedly been one of the most recurrent disciplines in the last decades. Its functionality has turned Comparative Law into a multidiscipline that may be applied to several studies, such as Law, Linguistics, Translation and Interpreting, or Foreign Language Teaching, among many others. The main aim of this paper is to offer an overview comparison of two of the most influential legal systems in the world: Common Law and Civil Law. Their importance in the Western world makes this contrastive analysis essential to many disciplines. Due to this fact, this research has focused its attention to three main aspects of Common Law and Civil Law: the socio-historical background, a historical framework that explains the origin and evolution of both legal systems, the conceptual or linguistic background, which enables a contrastive distinction of Common and Civil Law. Due to the wide range of countries in both legal systems, we have selected the United Kingdom and Spain, since they are two important and distinguishing countries in Common Law and Civil Law. In this line, we have included a selection of some distinctive terms from England and Wales, Scotland and Northern Ireland (Common Law or English Law) and Spain (Civil Law or Continental Law) judgments. Finally, we need to consider the legal background, with some features that are unique in both legal systems. Thanks to all these perspectives, researchers and students may have the opportunity to understand two opposite legal systems in order to approach their tasks efficiently.

Keywords: Judgments, Legal System, Common Law and Civil Law, Contrastive Law

1. Introduction
For many years, researchers in comparative law have distinguished several legal systems worldwide. Esmein (1905: 445) considered the following legal systems: “Romanistic, Germanic, Anglo-Saxon, Slav and Islamic families”. Glenn (2007) added the Jewish, Greek and Egyptian legal system, whose origins were previous to the Roman law. Hertel (2009: 187) summarises the world’s legal systems as follows:

- Comunist countries.
- Nordic countries, between the Common Law and the Civil Law.
- Islamic countries in some countries in Southern Asia. It is a combination of Islamic and Common Law.
- Israel. Mainly based on the Common Law inherited from the British mandate (1920) to Israel’s Independence in 1948. At present, several Civil laws are replacing Common Law.
- African countries. They have a combination of Common Law and custom law.

In addition, we can add postcolonial African countries, where we can distinguish some countries with Common Law (South Africa or Kenya) and those with Civil Law (Angola, Guinea Bissau and the Republic of Cabo Verde, which continue with the Portuguese Civil Code, or Equatorial Guinea with the Spanish Civil Code). This can be extended to the South American countries, such as Argentina or Chile. Common Law is, together with Civil or Continental Law, one of the most important legal system in the world. The concept “Common Law” comes from the Roman Law or “ius commune” (Glenn, 2007), and it is “as it denotes law that was originally common to the land” (Busby et al., 2008: 36).

Currently, Common Law is geographically located in the subsequent areas:

- European countries: United Kingdom, Cyprus, Gibraltar, Ireland, and Malta.
- American countries: Antigua and Barbuda, Bahamas, Barbados, Belize, Canada (except Quebec), Cayman Islands, Dominica, Grenada, Jamaica, Saint Kitts and Nevis, Saint Vicent and the Grenadines, Trinidad and Tobago, and United States (except Lousiana).
- Asian countries: Bangladesh, Bhutan, Hong Kong, India, Israel, Myanmar, Nepal, Pakistan, and Singapore.
On the other hand, Civil Law (Continental Law), directly coming from the Roman law and inherited by the Napoleonic law, will constitute the other legal system of this study. Currently, Civil Law has historically spread its influence across many countries worldwide:

- European countries: all the EU countries, except those mentioned above.
- American countries: Mexico, Middle and South continental countries, except Guyana and Belize, Quebec (Canada), and Louisiana (United States).
- African countries: Democratic Republic of Congo, Egypt, Azerbaijan, Madagascar, Kuwait, and Iraq.
- Asian countries: Turkey, Lebanon, all of East Asia, except Hong Kong, Vietnam, Thailand, and Indonesia.

This research studies two of those countries in order to compare these two legal systems. The United Kingdom, with three distinctive legal systems (England and Wales, Scotland and Northern Ireland) and Spain will consecutively constitute the Common Law and Civil Law systems under research.

2. Literature Review

Common Law and Civil are one of the two most important legal systems in Western countries. Due to the importance of both of them in many fields, such as (Comparative) Law, Translation and Interpreting, History or Sociology, among many other disciplines, this paper aims at depicting the features that characterise both systems.

The *Oxford Dictionary of Law* also describes “Common Law” as:

> The part of English law based on rules developed by the royal courts during the first three centuries after the Norman Conquest (1066) as a system applicable to the whole country, as opposed to local customs. The Normans (…) were mainly concerned with establishing a strong central administration and safeguarding the royal revenues (…).


“Civil Law” is also defined as:

> One of the two prominent legal systems in the Western World, originally administered in the Roman Empire and still influential in continental Europe, Latin America, Scotland, and Louisiana, among other parts of the world.


The distinction between both legal systems have been studied for many decades. We can mention a few examples of experts and researchers:

- Esmein (1905) provided us with one of the first studies about Comparative Law.
- Dainow (1966) conducted research about Civil and Common Law.
- García Garrido and Fernández-Galiano (1996) carried out an initial approach to law.
- Zweigert and Kötz (1998) who did further study to Comparative Law.
- Doran and Jackson (2000) studied the criminal proceedings in detail.
- Ahumada (2003) explained thoroughly the importance of the “stare decisis”. Whittaker (2006) also dealt with the importance of the precedent in English Law. Following her line, Cross and Harris (2012) studied the precedent in English Law.
- Dressler (2006) compiled in a volume the Criminal Law in a clear and useful style. This was also studied by Ormeron (2008), Padfield (2012), and Simester et al. (2013), among others.
- Busby et al. (2008) had a detailed explanation of Scottish Law.
- Hertel (2009) did not only focus his research in Common Law and Civil Law, but also in Comunist, Nordic, and Islamic legal systems. Ajani (2010) had a study about the comparative legal systems.
Cownie and Burton (2010) explored the English legal system, together with important legal figures, such as solicitors, barristers, Judges, the Prosecution, etc. More recently, Slapper and Kelly (2015) studied in the English legal system. Brouwer (2018) who detailed the tradition of Common Law and Civil Law from a historical perspective. This was also developed by Duve (2018). Vázquez y del Árbol (2008, 2014, 2016) presented thorough studies of Comparative Law and translation.

3. Research Question
Our distinctive question is the following, what would the main characteristics of Common Law be as opposed to Civil Law for researchers and students from several fields of study?

4. Method
In this section we will explain the materials and method used in order to have a distinction of both legal systems.

4.1. Materials
The aim of this study is to mention the characteristics of the Common Law (English Law) in order to make it more understandable to Civil Law (Continental Law) students from different areas of study. Due to this reason, this research has condensed the predominant elements in order to have a clear overview of both legal systems.

As far as the distinction between Common Law and Civil Law is concerned, this study has included two differentiated aspects. Firstly, a theoretical framework that sets the main points of both legal systems in order to clarify the most fundamental characteristics of Common and Civil Law. Secondly, this theory will also be considered with regard to a major legal document, judgments, especially when it comes to conceptual or linguistic aspects.

4.2. Procedure
The methodology we have followed in this study is double. First of all, a theoretical overview of the two legal systems, that is, Common Law and Civil Law. In this sense, we have contemplated their main similarities and differences in order to set some theoretical patterns to be followed that can improve the understanding of these two opposing legal systems. Secondly, this study attempts at including some additional aspects that need to be considered. To begin with, this research introduces a conceptual background, which gives a linguistic perspective of what Linguistics, Translation and Interpreting or Foreign Language Teaching students may find when dealing with a legal document.

5. Results
Civil law students from different areas have to consider the following main aspects when it comes to Common Law:

- Socio-historical background.
- Legal background.
- Conceptual background.

5.1. Socio-historical Background
Our initial aim is to set a socio-historical framework of the issue under research. One encounters the most remarkable characteristic of the British legal system that is unified in one single country, the United Kingdom. As far as their legal system is concerned, the four different countries of the United Kingdom are: England and Wales, Northern Ireland and Scotland. Ajani et al. (2010) state that the origin of English law is the Norman period after their invasion in 1066, which was more homogeneous than the previous legal system used by the pre-Norman tribes who lived in modern-day England.

Meanwhile, Wales had an unwritten legal system until the 12th century, when some written codes were enforced in the country. Nevertheless, despite the enforcement of the Statute of 1284, which strengthened the
Welsh customs, the English administration began its dominant influence onto the Welsh legal administration until the 16th century, when the Welsh and English citizens obtained the same privileges, although the former maintained their own legal bodies. Finally, after the Welsh Supreme Court “Great Session” was abolished in 1830, both countries were unified in a single legal system, the English Law, even though Wales has maintained its own Parliament to this day.

The history of Northern Ireland is undoubtedly linked to the wars of religion between Catholics and Protestants, which began during the 17th century. After many centuries of religious turmoils, the Northern Ireland (Ulster), mainly Protestant, was created in 1921 to separate it from the Catholic Republic of Ireland in the South of the island. Nowadays, the newly established country shares most of the Northern Irish legal system with that of England.

Scotland maintains, however, many distinctive features from the English legal system (Common Law or English Law). The Scottish legal system, historically independent from the English kingdom for centuries, retains its independence after the Act of Union signed between Scotland and England in 1707. Scottish confrontation with England resulted into a more distinctive Scottish legal system, by sharing closer features of Civil Law from the continent as compared to English Law.

Within Civil Law (also known as Continental Law), Spain is a very clear example of our second legal system, as a consequence of its socio-historical development. The origin of Civil Law in Spain lies in Roman law, and it has evolved for more than 13 centuries, according to García Garrido and Fernández-Galiano (1996: 44). During the 15th and 16th century, we can mention some fundamental codes, such as Recopilación de las Leyes de estos Reinos (a compilation of rules for the kingdoms of present-day Spain), which came into force in 1567, under the reign of King Phillip II of Spain, or Fueros y observancias del reino de Aragón (1476), in the old kingdom of Aragon. More recently, we can mention highly significant Codes, such as the Código Penal (1822, 1848, or 2015 versions), (Spanish Criminal Code), together with the Constitution, among which we can mention the ones in 1812, 1837, 1869, 1931, or 1978, the latter in force.

5.2. Legal background

In addition to the socio-historical background of both systems, we need to make a distinction between Common and Civil Law by analysing the legal aspects of them. We have selected the main characteristics of Common Law.

The main source of Common Law are three, as stated below:

- “Law Reports”, “Statute/Statutory Reports”.
- Customs. Traditions that have been adopted in the country for centuries. Some of them have been decided in the different Courts (Case Law). Original sources, written by experts, such as Bracton and Coke.
- Equity.

Non-existence of a British Constitution. Unlike other Common Law countries, such as the United States (1789), Canada (which comprises the Constitution Act 1867 and the Constitution Act 1982), Australia (1900), or Ireland (1937), among others, the United Kingdom does not possess a single-bound written Constitution which unifies all the countries of the United Kingdom. Nevertheless, there exist several legal documents with a crucial importance in the British history that create the legal system of the country. Here we mention the most important documents:

- Carta Magna (1215).
- Bill of Rights (1689).
- Act of Settlement 1701.
- Union 1707 Act.
- Act of Union 1800.
- Constitutional Reform Act 2005.
- Constitutional Reform and Governance Act 2010.
Case Law and the precedent. English Law, main legal system in Common Law, is based on the precedent. The Latin maxim “stare decisis et non quieta movere” lies in the practical use of the cases judged in the Courts of the whole country (Judge-made law), when the final decision is considered from cases with a similar legal issue.

Dainow explains it: “Once a point had been decided, the same result had to be reached for the same problem; the judge was obliged to “follow” the earlier decision, the precedent” (Dainow, 1966: 425).

Ashworth has added some further comments:

A guideline judgment is a single judgment which sets out general parameters for dealing with several variations of a certain type of offence, considering the main aggravating and mitigating factors, and suggesting an appropriate starting point or range of sentences. This kind of judgment was pioneered in the 1970s by Lawton P.J. (…).

(Ashworth, 2000: 30)

More recently, Busby et al. (2008: 38) mention that: “Without a system of precedent, the law would be more uncertain and it is likely that more court actions would be brought in the face of conflicting views on the state of the law”.

According to Cross and Harris (2012: 26), we have to consider three main characteristics, which we have summarized in the subsequent points:

- All the resolutions from higher courts must be adopted.
- These resolutions from higher courts set precedent for higher rank courts.
- A resolution is always a precedent for lower courts.

However, those court resolutions are not the only precedent from other Judge’s decisions, but we additionally need to contemplate other Common Law characteristics, important in court judgments: Ratio Decidendi and Obiter Dicta.

Ratio Decidendi and Obiter Dicta. Ratio Decidendi is the Judge’s necessary opinion to reach a resolution for the judgment. On the other hand, Obiter Dicta are the additional opinions included in each court judgment. The Ratio Decidendi, binding on courts, states the Judge’s opinion by including the statements from both parties, a summary of the evidence, and some more relevant information from precedent judgments. The Obiter Dicta, on the other hand, are not binding, although they may have some persuasive weight on the final resolution of the judgment.

On the other hand, Civil Law, derived from the Roman Law “ius civile”, constitutes the other legal system researched in this paper. Its origin can be traced back to the Roman Emperor Justinian and his codes of laws compiled around 600 BC. To this regard, Glenn (2007: 2) defines Roman Law:

Roman law (…) is famous for its precision, detail, and apparent timelessness (…) Roman law was the law of an empire (…) The Romans took what turned out to be a unique view of the legal relations of the world, and it has never been followed since (…).

(Glenn, 2007: 2)

The main sources of Civil Law are:

- The Law, written and certain, as opposed to the customs, unwritten and uncertain, according to García Garrido and Fernández-Galiano (1996: 92).
- The customs. General rules and practices that have become a social norm.
- Essential sources: the current Spanish Constitution (1978), Organic Laws, Ordinary Laws, Royal Decrees, Codes, Regional legislations, EU and International treaties, the Spanish Gazette BOE, among others.

Unlike Common Law, Civil Law has several codes that state the regulations in the country. The legislation in those Civil Law countries are based on these written legal documents that control all the legal aspects of the country. In the case of Spanish Law, we can mention below some of the most important Spanish codes:

- Civil Code.
- Commercial Law.
- Criminal Code.
- Constitutional Code.
This is not the case of Common Law countries, where precedent is the cornerstone of many areas, such as procedural law. As a result of this, Judges in Common Law establish precedents for other judgments, but they reach a final decision once they have heard both parties (their solicitors and barristers) who defend their positions before the Judge. The Civil Law Judges take the lead in their investigations, and they compile everything that the lawyers (“letrados” in Spanish Law) provide. They have, however, less flexibility than their Common Law counterparts, as Civil Law Judges need to consult the codes.

5.3. Conceptual Background

Within procedural law, we may distinguish several terms in both legal systems: Common law (in England and Wales, Scotland and Northern Ireland) and Civil Law (in Spain). We may find a great deal of distinctive terms in both legal systems that are important in the Common Law and Civil Law diachotomy.

The table below shows some of the terms related to courts that students may find in court documents, such as judgments (table 1):

<table>
<thead>
<tr>
<th>The United Kingdom</th>
<th>Courts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>England and Wales (Common Law)</strong></td>
<td>Magistrates’ Courts, County Courts, Crown Courts, High Courts (Family Division, Chancery, or Queen’s Bench Division), Court of Appeal (Civil and Criminal Division) and the Supreme Court. Additionally, the England and Wales legal system has tribunals.</td>
</tr>
<tr>
<td><strong>Northern Ireland (Common Law)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Scotland (Common Law and Civil Law)</strong></td>
<td>Sheriff Courts, Scottish Land Courts, Court of Session (Outer and Inner House), Sheriff Appeal Courts (Civil and Criminal Division), High Court of Justiciary, The Court of the Lord Lyon and the Supreme Court. Additionally, the Scotland legal system has tribunals.</td>
</tr>
</tbody>
</table>
Spain

Courts (Juzgados or Tribunales)

Juzgado de Paz, Juzgado de Primera Instancia e Instrucción, Juzgado de Menores, Juzgado de lo Mercantil, Juzgado de lo Penal, Juzgado de lo Contencioso-Administrativo, Juzgado de Vigilancia Penitenciaria, Juzgado de Violencia sobre la Mujer, Juzgado de lo Social, Audiencia Provincial, Tribunal Superior de Justicia de las Comunidades Autónomas, Audiencia Nacional, Tribunal Constitucional, and Tribunal Supremo.

6. Discussion and Conclusion

Our initial question was: Our distinctive question is the following, what would the main characteristics of Common Law be as opposed to Civil Law for researchers and students from several fields of study? Based on the facts previously mentioned, in this section we will summarise the main distinctions between Common Law and Civil Law.

First of all, Common Law (English Law) gives relevance to the precedent, especially within procedural law. Judgments consider the final resolution of other court decisions with the same legal issue given by other Courts in order to reach a final verdict.

Civil Law, however, is more codified. Every decision is reached according to written codes concerning the legal issue of the case. Unlike the uncodified nature of Common Law, Civil Law has an overwhelming amount of codes that regulate each and every part of the legal system. Inherited by Roman law, Civil Law has had an evolution that has historically provided it with a trend of codification.

Another differentiating feature of Civil Law from Common Law is within court procedures. We previously mentioned the importance of precedent in Common Law, in which the role of the Judges is essential, as they take their final decision by using the precedent from similar cases (that is why it is called Judge-made law).

On the other hand, Civil Law appears more codified, and the Judges are more subjected to the written codes that is more appropriate for the case in question.

Due to this reason, we need to explain the distinction between these two legal systems: adversary and inquisitorial systems. Black’s (2006: 22) defines the adversary system as follows:

A procedural system, such as the Anglo-American legal system, involving active and unhindered parties contesting with each other to put forth a case before an independent decision-maker.

On the other hand, the inquisitorial system (Black’s, 2006: 361) is:

[Inquisitorial system] is a system of proof-taking used in civil law, whereby the judge conducts the trial, determines what questions to ask, and defines the scope and the extent of the inquiry.

Thanks to these two definitions, we can establish one additional distinction between both systems. Whereas the Common Law Judge sits in the distance from the case and the two opposing parties (solicitors from the Claimant and the Defendant, for example) state their arguments to present the best case, the Judge from the Civil Law takes a much more active role in the court proceedings in order to find the truth. S/he also prepares the evidence, and questions the witnesses.

Therefore, we can conclude about this point that Common Law Judges have a less active role, while the Prosecution (in criminal proceedings) accuses the Defendant-s and examines them before the Judge. It is at this point where the Judge, considering both parties, gives a judgment. Within Civil Law, on the other hand, the Judge begins to hear all the allegations of the case once it starts. They are in charge of the inquiries and they consider all the facts of the case before they reach a verdict.

Due to this fact, Judges in the Civil Law tradition have an active role, as they compile all the witness statements and the required evidence, in order to reach a verdict once they have also revised the pertinent codes for that case. Unlike Judge-made law in Common Law precedent, Judges in Civil Law come to their final decision by means of a code-based conclusion. Additional legal persons, such as barristers and solicitors (“letrados” in the
Spanish Civil Law), disclose their conclusions, but it is in the Common Law (adversarial legal system) in which their role is more active. Solicitors, barristers, and the Prosecution party in criminal proceedings explain their evidence, the witness and the parties’ statements and allegations, but the Judge is the one who, considering those opposing sides from the Claimant and the Defendant solicitors, reaches the final decision.

The following table shows the similarities and distinctions between Common Law and Civil Law (table 2):

<table>
<thead>
<tr>
<th>Distinctions</th>
<th>Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal system based on unwritten documents</td>
<td>Use of customs and usage</td>
</tr>
<tr>
<td>Precedent</td>
<td>Presence of a jury in serious criminal cases.</td>
</tr>
<tr>
<td>Importance of Judges’ arguments. Ratio</td>
<td>Witnesses’ arguments</td>
</tr>
<tr>
<td>Importance of Judges’ opinions. Ratio</td>
<td>Presence of lawyers</td>
</tr>
<tr>
<td>Decidendi, Judge-made law.</td>
<td></td>
</tr>
<tr>
<td>Adversarial procedure</td>
<td></td>
</tr>
<tr>
<td>Inquisitorial procedure</td>
<td></td>
</tr>
<tr>
<td>Common Law legal persons: Solicitors,</td>
<td></td>
</tr>
<tr>
<td>barristers, Queen’s Counsel</td>
<td></td>
</tr>
<tr>
<td>Civil Law legal persons: Letrados (abogados)</td>
<td></td>
</tr>
</tbody>
</table>

References


Analysis of Activities for The Prevention of Juvenile Recidivism

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Abstract
The paper presents and systematizes the practice of carrying out activities for the prevention of juvenile recidivism. The recidivism of minors is considered within the context of the effectiveness or ineffectiveness of the activities of special state bodies and organizations responsible for the socialization of minors. The work examines the approaches and methods of their activities for the prevention of juvenile recidivism in Russian and foreign practice.

Keywords: juvenile recidivism, minors, prevention of recidivism, regional programs, rehabilitation, social adaptation, remedial treatment

1. Introduction
The negative nature of the phenomenon of recidivism among minors is not a subject of discussion, except in cases where crime, and recidivism in particular, is presented as a form of natural selection or as behavioral atavism. Hereinafter, we will adhere to the widespread view that juvenile delinquency is strongly negative and causes significant harm to the social development of society. Fixing this statement as a constant, we will focus on juvenile recidivism as the most dangerous part of the phenomenon of juvenile crime.

It is necessary to distinguish the two separate concepts of “relapse” and “recidivism.” The concept of “relapse” is qualified in criminal law. Recidivism of a crime is the commission of an intentional crime by a person who has been previously convicted of an intentionally committed crime. The concept of “recidivism” is further qualified, in turn, by such areas of social science as sociology, psychology, or theology. Literally recidivism denotes the recurrence of the phenomenon. Sociology treats recidivism as a model of repetitive antisocial or criminal behavior. In psychology, recidivism means the recurrence of psychopathological symptoms after a period of remission, a sign of a course of relapse. In terms of theology, recidivism is a concession to temptation, leading to the fact that a Christian can fall back into certain sins, which can lead to the repetition of the same sin without any attempt to avoid it.

In this study, we will not be limited to the criminal law qualification of the concept, given the obvious antisocial nature of the repeated offense (crime) and the desire of society to level out the consequences of the occurrence not only of a serious crime, but of any socially dangerous acts that are not a relapse from a criminal point of view. Thus, we will continue to condescendingly use the term «recidivism».

In this study, recidivism among minors is not considered as defining the criminal lifestyle of a person, i.e. as an antisocial pattern of behavior, nor its social consequence. We regard recidivism rather as an acknowledgment of the failure of the work of those social and state institutions that are designed to prevent it by applying various measures aimed at socializing and rehabilitating a minor who has already committed an offense (crime). Thus, the work examines the approaches and methods of carrying out activities for the prevention of juvenile recidivism by specialized (those specially designed and vested with authority) bodies and organizations.

2. Literature Review
Of course, the most effective result of such activities should be the complete eradication of juvenile recidivism and the consolidation of this result. However, an analysis of world practice based on statistical reporting data shows that, as a result of the work of relevant bodies and organizations, only the dynamics of the reduction in the level of juvenile recidivism have been traditionally considered so far.

Thus, we will accept it as an axiom that the effectiveness of the activities for the prevention of juvenile recidivism consists of a progressive decrease in the number of crimes repeatedly committed by juveniles. In this case, the relative effectiveness also shows the stabilization (but not growth) of such numbers.
Any country that defines the prevention of juvenile recidivism as a priority of social policy will manage to fix this in some way. For example, as a separate priority of state social policy in strategic planning documents. Or as an included component (event) of state programs. It all depends on the degree of social threat that the phenomenon of juvenile recidivism poses at the time of government decisions. The study showed that juvenile recidivism is often seen merely as a part of the state social policy for the prevention of crime in general and is not attached any independent significance. We are interested, at this moment, only in the way that the effectiveness of the intentional activities of relevant bodies and organizations for the prevention of juvenile recidivism can be detailed in various ways. For example, considering juvenile recidivism from the most general point of view, as a component of an indicator of the level of offenses in a country, the effectiveness of preventive measures is determined by the dynamics of such a statistical indicator as “the number of offenses repeatedly committed, of offenses committed by minors”. If you detail this more deeply, referring to the data directly related to juvenile recidivism, then among the numbers you can find out such facts:

1. The number of repeated crimes (along with the increase or decrease in the severity of a repeated offense).
2. The number of offenses repeatedly committed after reaching the age of majority.
3. The number of offenses committed repeatedly in the context of the types of preventive work for the prevention of recidivism.

The last indicator is the most interesting, since the collection of data on it may lead to certain conclusions regarding the effectiveness of individual preventive measures aimed at preventing juvenile recidivism. The foreign literature presents the results of scientific discussions and research on the effectiveness of the use of preventive (in general, rehabilitative) measures. They are traditionally opposed to punitive approaches. Systematic surveys of research vary in coverage, sampling, methodology, duration of observation, and many other parameters. At the same time, such reviews demonstrate an obvious consistency in the conclusions of (Lipsey & Cullen, 2007). Supervision and sanctions show minor effects in reducing recidivism, and in some cases show the opposite effect. Compared to them, the average rates of recidivism found in studies of rehabilitation work are consistently positive and relatively large. At the same time, the reviews note the existence of significant differences in the consequences associated with the initiation of rehabilitation, the personality of the subject of treatment, and the nature of the offense. Summarizing the practices of applying rehabilitation measures, it can be concluded that the specific sources of the variability of their performance have not been studied enough. However, some principles of effective work have emerged. Studies on the formation and implementation of tools for assessing individual risk of recidivism and standard approaches to the examination are very relevant and in demand (Ogel, Karadayi, Senyuva, & Topsakal, 2011; Shapiro, Malone, & Gavazzi, 2018).

Many foreign studies cite data on the positive results of the implementation of cognitive-behavioral psycho-educational programs in relation to people with antisocial behavior as a method to reduce the frequency of recidivism (Illescas, Sanchez-Meca, & Genoves, 2002). Separate studies highlight the particular effectiveness of programs that include a cognitive component, suggesting that the ultimate goal is to change the dysfunctional core beliefs underlying antisocial behavior (Brazao, da Motta, & Rijo, 2013). As a success factor, such studies indicate the success of using structured interventions in forensic institutions - that is, during the minor’s stay at the place of deprivation (restriction) of freedom for the first crime he or she has committed. The research results confirm the inverse nature of the relationship of recidivism and remedial educational and professional activities (Chang, 2017; Wossner & Wienhausen-Knezevic, 2013). Monitoring the results of activities carried out in prison and during the basic (one-year) period after release have allowed us to identify the psychosocial, socio-structural and institutional factors that lead to the success of rehabilitation.

The effectiveness of the cognitive component is confirmed by research and at the stage of preventive work with minors who have returned from places of deprivation (restriction) of freedom (Burraston, Cherrington, & Bahr, 2012). As a resultant success factor in the methodology, this study indicated coaching support for the control group, including through phone communication.

Of particular interest are studies on the impact of the perception of penal service employees in their correctional role, and in particular, the significance of this factor for reducing the rate of recidivism of minors (Hemmens & Stohr, 2000). As in the study on the importance of coaching observation of minors returning from places of deprivation (restriction) of freedom, increasing the correctional role from the level of the “supervisor-overseer” to the level of “observer-mentor” had a positive effect on the social rehabilitation of minors. In a continuation of the thesis about the significance of correctional orientation factors, the results of a study on the significance of factors of work experience, environment, type of employment, perception of social support, and ideas about one’s own cultural competence should be given (Lopez & Russell, 2008). Our conclusions are given about the dependence of the effect of rehabilitation measures on the awareness of their own role by service workers working with minors.
The effectiveness of psychological support as a measure of preventive work has also been considered in various studies. This kind of support is unequivocally interpreted as a mandatory component of the rehabilitation process, but its types and methods differ.

For example, the clinical practice of the rehabilitation process shows cases that can be attributed to the positive practices of the prevention of juvenile recidivism. Therefore, a study was conducted on the effectiveness of a separate type of psychological support - psychosomatic rehabilitation (de Vries & Petermann, 2012). The effectiveness is confirmed by the results of the implementation of the rehabilitation program (pre-treatment, intervention, and follow-up treatment) and specific interventions for patients, indicating the barriers to effective rehabilitation. Within the development and empirical assessment of group psychotherapy in psychodynamic rehabilitation, a study on the application of the psychoanalytic method of interaction and the establishment of a specific group orientation in accordance with the objectives of rehabilitation was noted (Gunther & Lindner, 1999). The results of the study showed the clinical practice of using short-term psychotherapy as a preventive measure in a rehabilitation clinic. At the same time, the achievement of the maximum therapeutic effect occurred in cases of integrating psychotherapeutic and rehabilitation work with a focus on the characteristics of patients during the period of rehabilitation treatment (Mans, 1997). Thus, in clinical psychosomatic rehabilitation, individual lessons are a supporting element of group psychotherapy. As one of the methods of psychological support, programs of therapeutic treatment in places of deprivation of liberty are also conducted, which are carried out to eliminate the effects of psychological trauma and reduce the risk of recidivism (Haerle, 2016). The study showed that in the conditions of imprisonment, minors need a “stronger dose” of the program, but even getting a “low dose” of the program helped to reduce the level of recidivism (as observed for three years).

As an approach to the prevention of juvenile recidivism, studies suggest a change in the regime of imprisonment. Although the imprisonment of minors is often viewed as a necessary means of public protection (Sallec, 2017), research shows that this is not effective enough as an option in terms of results. The researchers focus on the special purposes of criminal justice for minors and justify the need to abandon criminal repression in favor of social rehabilitation and reintegration of a minor (Foucault, 2009; Nikolyuk & Markovicheva, 2018). The researchers note that imprisonment does not meet the requirements of the development of minors and is limited in its ability to provide adequate rehabilitation. It is a practice whose negative consequences, expressed in cases of recidivism, can be avoided by applying alternative sanctions (Tomita & Panzaru, 2010) instead of imprisonment. These include, for example, public (community) surveillance measures (Lambie & Randell, 2013) or house arrest measures using electronic monitoring (Mallett, 2016; Palumbo & Hallett, 1993).

In addition, the data collected on the use of early release of prisoners as a preventive measure, confirmed by data on the reduction of cases of recidivism (Adekeye & Emmanuel, 2018), can be considered good practice for the prevention of juvenile recidivism. This study is also interesting because the researchers, as a factor in consolidating positive practices, made it imperative to apply adequate rehabilitation and public education measures for safe and complete absorption of prisoners without stigmatization.

With all the above successful practices and proven approaches to the prevention of juvenile recidivism, it should be understood that neither the toolkit created nor well-known practice, the effectiveness of which has been proven by scientific research, cannot characterize all of the current correctional practice in its entirety, and bridging the gap between scientific research and practice remains a serious problem. An analysis of the above studies in the context of various countries did not reveal any unique practices or approaches that are characteristic for any single country. At the same time, it is possible to single out the characteristics of preventive work most clearly represented in a single country. Their combination is a kind of “portrait” of the country in the context of the work being done to prevent juvenile recidivism. In order to compile such a “portrait” in relation to Russia, the following questions should be answered by summarizing the data on preventive measures for juvenile recidivism:

1. How does the nature of the measures correspond to the world practice of prevention of juvenile recidivism?
2. Are the preventive measures applied comprehensive, systematic and consistent?
3. How can the ongoing activities be characterized by scale, frequency, and duration of use?

3. Methods and strategies

This study focuses on the practice and results of the activities of state authorized bodies and organizations that are delegated to perform a number of the functions of authorized bodies. The purpose of such activities is the prevention of neglect and juvenile delinquency. The content of the activities are measures for social adaptation, rehabilitation of convicted minors who have returned from places of deprivation (restriction) of freedom (hereinafter referred to as minors). Minors are the direct object of such activities, but legal guardians of minors and specialists working with children are also included in the circle of relevant people.

The sources of research data are open data, as well as official departmental use data. Open data includes information about ongoing activities posted by authorized bodies, strategic planning documents, current legal acts, and statistical data. Departmental statistical data includes departmental statistical reports, bulletins, collections, references, and reviews.
In Russia, the main strategic document in the field of research is the Plan for the Development of a System for the Prevention of Neglect and Juvenile Delinquency for the Period up to 2020, approved by Decree of the Government of the Russian Federation on March 22, 2017 No. 520-p (hereinafter referred to as the Plan). Attention should be paid to the terminology used - based on the content of the text of the Plan, it should be concluded that the term “offense” means any socially dangerous act and includes both criminal (crimes) and non-criminal acts for which an administrative measure of punishment is provided. In the study, this logic supports, therefore that the term “offense” is complex.

In accordance with the Plan, the state regional executive bodies adopt regional programs and form methodological recommendations. Such documents are the basis of the legitimate activities of authorized bodies and budget organizations that directly implement preventive measures. There is no unified list of universally implemented and mandatory preventive measures. Regional executive bodies decide on the content and orientation of the activities, taking into account the current and predicted social situation, experience, and priorities. But in general, in all regions, measures for the socialization, rehabilitation, training, and psychological support of minors and relevant people are carried out in one way or another.

The implementation of the Plan is monitored by the Ministry of Education of the Russian Federation (the previous name of which was the Ministry of Education and Science of the Russian Federation). Implementing its monitoring function, the Ministry of Education of the Russian Federation requests consolidated information from the leadership of regional executive bodies. Thus, the data are consolidated according to the regional principle and with the observance of the unity of the form, period, list, and structure of the requested data. According to the results of the verification and summarization of the data, informational/analytical documents are prepared. Taking into account these documents, the preparation of management decisions aimed at correction and the development of state social policy on the prevention of neglect and juvenile delinquency are carried out.

This is the organizational and legal basis of the study.

The essential features of the methodological basis of the study include the following characteristics:

1. Authorized bodies and institutions in their work on the implementation of the Plan are based on state regional programs (implemented in 65 of the 85 subjects of the Russian Federation).

2. The work on the prevention of neglect and juvenile delinquency is carried out while taking into account the Interdepartmental Plan of Preventive Measures to Prevent Addictive, Deviant Behavior, Suicides and Gambling among Minors for 2017-2020 (used in 10 out of 85 RF subjects).

3. The educational environment is recognized as the flagship of the regional social policy, which also includes the prevention of extremism and terrorism in the educational environment in accordance with the Action Plan (Set of Measures) for 2017-2020 on the implementation of the Plan (adopted in 24 of the 85 subjects of the Russian Federation).

4. The bodies and institutions of the system of neglect and juvenile delinquency prevention topics carry out interdepartmental interaction on the provision of assistance to convicted juveniles serving a sentence not related to imprisonment and minors who are released from prison (Guidelines of the Ministry of Education and Science of the Russian Federation, letter dated 28 July 2016 No. 07-3188).

5. The work on the prevention of neglect and juvenile delinquency is an integral part of the activities of regional executive bodies in reducing crime and improving culture in society (regional strategies for the socio-economic development of constituent entities of the Russian Federation).

6. The work on the prevention of neglect and juvenile delinquency, in addition to activities involving minors returning from places of deprivation (restriction) of liberty, includes legal, psychological, and pedagogical support at the stages of pre-trial investigation and judicial process in cooperation with the investigating authorities, the court, and the enforcement agencies.

There are also a number of limitations of the ongoing research related to the lack of or insufficiently structured data available to researchers on measures to prevent neglect and juvenile delinquency:

1. There is no detailed data on the number and percentage of minors serving their sentences, not related to deprivation of liberty, and being released from places of deprivation of liberty.

2. There is no detailed data on the types of places of deprivation (restriction) of freedom from which minors returned.

3. There is no data on the nature (composition) of the offenses for which minors were convicted.

4. There is no data on the above points in the context of the primary and re-committed offenses.

5. There is no data on the frequency or duration of events.

6. There are no data on the evaluation of the effectiveness of the activities carried out (expressed, for example, in reducing cases of recidivism, or the dynamics of numerical data for social activity, training, and employment of minors).

7. There are no data on the level of juvenile crime in the regional context and the percentage of recidivism.
4. Experiment

The program of preventive measures carried out by authorized bodies and organizations in 2017-2018 was analyzed. The data are summarized by region.

Analysis of information on activities undertaken to prevent juvenile recidivism showed that 90% of the programs used are aimed at social adaptation and rehabilitation of people who have returned from educational colonies and closed educational institutions (Amur, Vologda, Omsk, Smolensk, Yaroslavl, etc.).

Attention is focused on the fact that the majority of educational programs are aimed at providing psychological and pedagogical assistance to minors who are in difficult life situations, as well as overcoming crisis situations. This refers to preventive measures, not rehabilitative ones, which are aimed at reducing the risk of committing an offense. At the same time, it was noted that only some regions have developed programs for specialists and parents (legal representatives). In cases where events were held for legal representatives and social workers, the theme of the event was mediation technologies, organization of the rehabilitation process, organization of volunteer activities, leisure activities, healthy lifestyle patterns, responsible civic behavior, or others.

In accordance with international best practice, in some regions, the work of the juvenile pre-trial rehabilitation support service has been organized, the activities of which include the socio-psychological and socio-legal support of minors during the pre-trial investigation and judicial processes, taking into account the interaction with the authorities investigating juvenile delinquency for the purpose of preserving and restoring social contacts in order to contribute to the preservation of his or her socialization.

The basic model programs recommended by the Federal Penitentiary Service are being implemented in some regions (Kemerovo Oblast and the Republic of Crimea). This implies conducting mixed (individual and group) classes in accordance with the standard procedure, which allows us not only to test individual methodological approaches to working with minors, but also to accumulate data for subsequent processing.

One of the national characteristics of the activities for the prevention of juvenile recidivism is interaction with religious organizations. A positive effect is achieved through the participation of minors in religious ceremonies, as well as conducting conversations on Orthodoxy and moral topics.

According to the type of preventive measures implemented, programs of a regional level took precedence; however, several constituent entities of the Russian Federation presented programs developed by the institutions themselves (Krasnoyarsk Territory, Tula Region). Such programs mainly related to the organization of leisure, extracurricular activities, and additional professional education.

In the totality of the methods used, there is a variety of both traditional and experimental methods. The application of experimental methods of rehabilitation activity marked the work of social assistance centers in the Kaliningrad and Tver regions. The projects carried out tasks of socialization (re-socialization) of minors, and the elimination of dysfunction in working with the network of social contacts. The experiment was conducted with target groups of minors and their legal representatives with the involvement of volunteers and benefactors. An individually-oriented program of classes included training, remedial exercises, relaxation, art therapy, psychodiagnostic conversations aimed at developing adequate self-esteem, and preventing negative phenomena among minors.

As an experimental approach, the organization and functioning of a restorative mediation service are noted, whose task is to resolve the conflicts of minors with a social environment, leading to a violation of the law. The activity of the service is to identify (through information from the social partners) conflict situations in children and teenage groups and to consider these cases in order to reduce emotional tension.

The goals of the dissemination and exchange of positive practices are the creation of information resources that reveal the process and results of preventive work with minors. In addition, minors are involved in information resource management projects, which expands the possibilities of re-socialization through the use of modern means of interaction with information (the activities of the Altai Territory to disseminate this practice are noted).

The basic characteristics of the prevention of juvenile recidivism are complex in nature (continuity, lack of access restrictions, choice of options, interdepartmentality, equality of opportunity). This follows from an analysis of the international practice of such activities.

The strategic planning documents for the most part contain paragraphs indicating the need to conduct comprehensive work on the socialization and rehabilitation of minors.

Contextual analysis has shown that a number of regions not only indicate this, but also reveals approaches to organizing integrated work and interdepartmental cooperation for its successful implementation (Lipetsk Region, Omsk Region, Kurgan Region, Vologda Region, the Republic of Karelia, and the Chukotka Autonomous Region).

A component of the integrated approach is the organization of continuous individual accompaniment of a minor in conflict with the law. Meaningfully, this means that an interdepartmental individual program of social rehabilitation of the family is being drawn up for organizing work with the family of a convicted minor. Upon returning from places of deprivation (restriction) of freedom, a minor is assisted in his vocational orientation and obtaining a specialty, education, and employment. Leisure-time activities are also organized, and social-psychological and pedagogical assistance is provided.
to the minor and his or her parents. The implementation of the program is accompanied by integrated social service centers, which ensure the implementation of the full process.

In relation to a number of regions, it has been noted that some regions do not have regional and municipal programs used for the prevention of juvenile recidivism. However, the bodies and institutions of the system for the prevention of neglect and juvenile delinquency are guided in their activities by legal acts regulating the procedure for interdepartmental cooperation. Examples of the application of such an act as the Order of Interdepartmental Interaction of the Subjects of the Prevention System for the Prevention of Child and Family Problems (Kirov and Amur regions, Perm region) were identified.

Work continues on the development and dissemination of methodological recommendations on the resocialization and rehabilitation of minors during the period of serving their sentence, and returning from places of deprivation (restriction) of freedom. Separate attention should be paid to the issues of interdepartmental cooperation on assistance to convicted minors who are released from places of detention. Such guidelines were adopted by the Ministry of Education and Science of the Russian Federation on July 28, 2016. These recommendations are used in such regions as the Amur, Tver, Orenburg and Kirov regions, the Republic of Crimea and Mordovia. Some regions use their own editions of the methodological recommendations (Kurgan, Smolensk, Sakhalin and Yaroslavl regions, Altai Krai, St. Petersburg and the Republic of Tyva).

In general, as the analysis of the presented information on measures implemented for the prevention of juvenile recidivism shows, about a third of the regions use independently developed regional programs in their work. This indicates the demand for programs that take into account regional characteristics and specific indicators of juvenile recidivism. Programs of preventive measures have been adopted in many, but not in all regions of Russia (they are absent or at the coordination stage).

5. Results and Discussion

Given the nature of the activities undertaken, the following facts are to be noted. Educational activities are mainly held in relation to people who have not yet committed an offense (preventive measures). Social adaptation and rehabilitation activities are mainly carried out in relation to minors who have returned from places of deprivation (restriction) of freedom.

The target group is mainly minors, although the expediency of expanding the target group to legal representatives and social workers is obvious. There is a tendency to expand the practice of pre-trial rehabilitation support for minors, whose activities include the socio-psychological and socio-legal support of minors at the stages of pre-trial investigation, the trial process and the period of detention. Such support is carried out individually, sequentially, and continuously.

Attempts are being made to standardize and disseminate unified principles and approaches to conducting activities based on recommendations developed by federal authorities. This allows us not only to obtain an array of analytical data, but also to identify the most productive practices, and to identify unique regional factors. Individual institutions have the opportunity not only to participate in the implementation of regional programs, but also to develop and implement their own programs specializing in the organization of leisure activities and the provision of additional professional education services.

As for the nature of the events held, it was noted that most of the activities were carried out in a group format, while the groups were formed on a targeted basis based on a preliminary analysis of individual risk. For events held in the format of individual classes, they were characterized by the use of methods of social rehabilitation. For events in a group format, methods of social and labor rehabilitation are mainly characteristic.

The development of information support for preventive work contributes to informing us about the resources of the interdepartmental system of social support in order to ensure unhindered access to services and to participate in social competitions.

An integrated approach to the prevention of juvenile recidivism is manifested in how the individual routes of social adaptation of minors are coordinated. The route takes into account all the stages of pre-trial, judicial support, and escort in places of deprivation (restriction) of freedom. An interdepartmental plan of individual preventive work is developed for each minor - a social support card. To implement this plan, responsible officials of the organs and institutions of the prevention system are assigned.

6. Conclusion

At present, even the data summarized in the study is only a fragmentary mosaic of individual foci of rehabilitation activities in the regions. The obstacles to more effective preventive work are the lack of objective, clear criteria for the effectiveness of regional programs for the work on the rehabilitation and social adaptation of minors. The methodological obstacle is the lack of a system of estimation and prediction of indicators characterizing the dynamics of juvenile recidivism built on a single logic. The legal obstacle is the absence of a unified federal program of work for the
rehabilitation and resocialization of minors. All this creates difficulties in assessing the effectiveness of the results of measures for the prevention of juvenile recidivism, but can be considered as a promising development plan for the future.

References


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Methods and Means for the Formation of Masters' Readiness for Intercultural Integration in the Scientific and Pedagogical Community

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Abstract
Changes in the international cooperation of Russian universities imply the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community. In this regard, it becomes necessary to determine the optimal means of implementing the organizational and substantive conditions of the educational process, contributing to enhanced integration into the scientific and pedagogical community within the framework of international cooperation of the university, which makes the study relevant in the article.

The purpose of the research presented in the article: the definition and theoretical and methodological substantiation of effective methods and means of forming the readiness of masters for intercultural integration in the scientific and pedagogical community. The peculiarity of the research in the article is to enrich the scientific understanding of intercultural integration in the scientific and pedagogical community; in determining the methodological basis for the formation of the readiness of masters for intercultural integration in the scientific and pedagogical community. The scientific novelty of the research lies in the fact that the means of forming the readiness of masters for intercultural integration in the scientific and pedagogical community are defined. The practical significance of the study is expressed by the focus of the results on improving the training of masters for international activities in teaching a professionally-oriented foreign language. As a result of the research, it was concluded that, as a means of shaping the readiness of masters for intercultural integration in the scientific and pedagogical community, first of all, language content; secondly, methods of teaching a foreign language, arming with interconnection techniques in the implementation of international research projects and the exchange of teaching staff and, thirdly, special courses that reveal the specifics and features of international activities.

Keywords: methods, pedagogical means, language content, masters, intercultural integration, scientific and pedagogical community, international activities, independent activities.

1. Introduction
Analysis of theoretical and methodological provisions describing the activities of higher school teachers, integrative technologies and methods of preparing masters for scientific and pedagogical activity has established that knowledge and scientific and pedagogical practice today cannot develop in isolation from international cooperation in the field of professional activity. The need of the individual to obtain knowledge about the scientific and pedagogical interculture of a particular country can be satisfied by means of a foreign language. Turning to the analysis of the concepts of global vocational education (Baydenko, 2002; Liferov, 1994) shows that the process of integrating scientists, teachers and specialists into the international educational space is of interest to researchers because of the specifics of international cooperation in the field of professional activity.

However, it is important to follow-up reproduction and replication of domestic technologies and teaching methods, scientific achievements in the international educational environment. Masters in this experience some difficulties, since the integration of Russian scientific results and pedagogical developments requires mastering the theories and practices of world traditions in education. Mutual adaptation, promoting the unification of national pedagogical systems, the determination of scientific theories and practices, has an intercultural nature. Hence the need to develop effective means of forming the readiness of masters for intercultural integration into the scientific and pedagogical community, in accordance with the program of training masters in the system of higher education in Russia. It is due to the requirements of adaptation of masters to the whole pedagogical process and scientific work, both in the international educational space and in the framework of intercultural cooperation with foreign colleagues. In the course of studying a foreign
language, masters comprehend the peculiarities of the scientific and educational worldview of other cultures, which is important for organizing foreign scientific and educational practice. Thus, the process of intercultural integration of masters in the scientific and pedagogical community requires the development of appropriate training tools in teaching a foreign language.

2. Methodology

2.1. A didactic methods and means of orientation of masters for intercultural integration in the scientific and pedagogical community in the process of teaching a foreign language.

A significant didactic tool in the study is the pedagogical principles that represent the main ideas for achieving specific pedagogical goals. The principle of scientific nature requires a foreign language teacher teaching master's programs to display pedagogical science as a dynamic system characterized by integration processes into the international educational space with other fields of science and differentiation within specific areas of pedagogical science (axiology, anthropology, psychology, etc.). These requirements are due to the tasks of familiarizing the masters with the basics of the subject being studied, the categorical apparatus, methods of pedagogy as a science, and methods of pedagogical research. Reliance on the principle of science allows the masters to form the ability to perform logical operations necessary when working with concepts in the field of pedagogy. The principle of humanization focuses the content of education on the unity of the socio-moral, general cultural and professionally significant development of the personality of the master as a teacher. The teacher's actions are aimed at developing a clear understanding of the social role of pedagogical science and practice, the responsibility of a scientist and teacher for future generations, knowledge in the field of world and national education culture. The principle of the relationship of fundamentality with practice-oriented content is aimed at the formation of fundamental knowledge in the field of the theory of education and training, the ability to apply in the teaching work of private methods, the ability to set and solve applied problems based on interdisciplinary and intra-subject knowledge. Fundamental knowledge in the field of didactics serves as the basis for the future study by the masters of particular techniques in the field of specific disciplines. All this allows the teacher to activate the formation of the identity of the master as a teacher, the desire for self-education. The principle of cultural conformity allows to differentiate the content of education regarding its importance for the self-determination of a master in the context of world and national pedagogical culture. Methods of scientific research contribute to the study and analysis of the results of activities in the field of international vocational education when considering programs in specific disciplines, teaching aids for foreign authors, as well as materials of international accreditation of domestic universities. The observance of the principle of cultural conformity creates the basis for the master's understanding of the interrelationship and interaction of the national culture of education and pedagogical ideas, concepts, sociocultural and ethical features of countries and peoples, shaping the masters' position on foreign educational concepts. Educational practice contributes to the socialization of the individual master in the context of interculture and its adaptation to international activities. The principle of integrity and modularity in the preparation of masters ensures the assimilation of the foundations of pedagogical science, taking into account the unity of its branches, understanding of the relationship with other sciences. The implementation of these principles is provided by contextual training, in which the subject and sociocultural content of the master's professional activity as a teacher are combined, and the master's research activities adequately reflect scientific and pedagogical tasks in an educational intercultural environment. So, the fundamental principles of activity, cultural and socio-cultural approaches contribute to the orientation of masters towards integration into the scientific community, and the principles of contextual and integrative approaches towards integration into the pedagogical community.

Means of learning characteristic of a foreign language are applicable to the development of abilities for the dialogue of cultures. At the same time, intercultural integration is carried out both at the level of content, methods and forms of education, methods of activity, and at the level of the personality of the master.

2.2. Scientific and methodological equipment for the preparation of masters for intercultural integration in the scientific and pedagogical community by methods and means of a foreign language.
Leading methodological approaches in selecting content, forms and methods of preparing masters for intercultural integration in the scientific and pedagogical community are: activity, contextual, cultural, competence, integrative and sociocultural. The activity approach allows to identify the future scientist and teacher as the goal of preparation. The contextual approach sets the optimal dynamic model of master’s activity in the system of higher education: from the actual educational activity (reading lectures, conducting practical classes) through quasi-professional (game forms of training) and educational-professional (inclusion in scientific and professional activities of masters, scientific and pedagogical practice) to the actual professional (scientific and pedagogical) activities. The culturological approach serves to examine the dynamics of pedagogical ideas and theories in the context of the development of world culture. Competence-based approach focuses a foreign language teacher on the formation of such masters’ competencies as a focus on intercultural integration, knowledge of the behavior in the foreign environment, the ability to establish and maintain mutual understanding, etc. personal, instrumental approaches that determine the multidimensional vision of the problem. The sociocultural approach predetermines the readiness and ability of masters to maintain a dialogue of cultures, allows you to create conditions conducive to the adaptation of masters in the foreign system of education in the course of the pedagogical process and the implementation of scientific activities abroad.

The most important tool for connecting pedagogical theory and practice based on intercultural integration is the method of teaching a foreign language based on a sociocultural approach.

An important means of shaping the readiness of masters for intercultural integration in the scientific and pedagogical community is the content of teaching a foreign language based on a sociocultural approach. The latter includes: the nomenclature of areas of scientific and pedagogical intercultural communication; situations of professional intercultural communication (presentations in higher education institutions abroad, participation in the learning process in the country of the language being studied during internships, design of scientific works in the specialty); the subject of reproductive communication (international comparative pedagogy, original sources in the specialty); practical materials in accordance with the areas and situations of communication (authentic sources in the field of pedagogy and private teaching methods of individual disciplines); original texts in the direction of training the learner.

The spheres of foreign language communication reflect the information features of the training areas and represent a set of topics that are the subject of creative discussion in the relevant areas of intercultural scientific and pedagogical interaction. When considering teaching aids, one should proceed from the priorities of the organization of the learning process in the Russian system of higher education, the list of directions for the preparation of masters (technical, economic, pedagogical, etc.), as well as from information technology and technical support of Russian educational and cultural centers, non-linguistic universities, where the study was conducted.

In determining the teaching aids, we took into account the educational resources of the country, the region, and the resources of the intercultural education (the original teaching aids). The federal educational resources include sites of federal education authorities, federal educational institutions, information sites of federal programs and projects, a list of federal informational and educational portals, as well as descriptions of the latest systems of access to educational resources on the Internet. An important means of shaping the readiness of masters for intercultural integration in the scientific and pedagogical community are: the analysis of original documents, authentic methodical and pedagogical sources and the compilation of the experience of international educational institutions. In this regard, the study of the activities of foreign scientific schools, the scientific observation of master classes of foreign scientists, the terminological method, and the conversation contributes to the formation of masters' readiness for intercultural integration in the scientific and pedagogical community, the fundamental nature of their knowledge in specific areas of science, self-determination in the context of the world and domestic science.

2.3. Experimental work on approbation of the methods and means of forming masters' readiness for intercultural integration in the scientific and pedagogical community.

Experimental work, which included three stages: a theoretical analysis of scientific sources on the problem of research; development of scientific and methodological equipment; implementation of the means of forming masters' readiness for intercultural integration. And it was held on the basis of Russian universities: Samara National Research University named after Academician S.P. Korolyov; Togliatti State University.
Stages of work.
The first stage (2016 - 2017). A theoretical analysis of scientific sources on various aspects of the professional activities of masters. The pilot study was aimed at proving the need to prepare masters for international activities, a feature of which is expressed by intercultural integration in the scientific and pedagogical community, which allowed to formulate the topic, highlight the purpose and main provisions of the study. The result of this stage was the substantiation of didactic tools and research methods.
The second stage (2017 - 2018). The scientific and methodological equipment for the preparation of masters for intercultural integration in the scientific and pedagogical community, pedagogical conditions and means to ensure the effectiveness of the formation of masters’ readiness for intercultural integration in the scientific and pedagogical community has been developed.
The third stage (2018 - 2019). It included the implementation of the means of forming the readiness of masters for intercultural integration into the scientific and pedagogical community when teaching a foreign language. A formative experiment was carried out, empirical knowledge was obtained, subjected to comparative analysis with the materials of the ascertaining experiment. Conducted registration of the results of the study. Testing and implementation of the results were carried out in a number of areas:
- the authors’ speeches at scientific and practical seminars in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Taganrog, Samara and Tambov;
- participation in international, all-Russian, interregional, regional, scientific and practical conferences, meetings and round tables in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara, Penza, Chelyabinsk, Tambov, Samara and Togliatti in 2016-2019;
- coverage of the main provisions and results of the research in 105 scientific publications in the form of scientific articles, theses, including those published in journals indexed in Scopus and WoS;
- use of research results in teaching practice in universities in Moscow, Samara, Tambov, Togliatti.

2.4. Update the results of experimental work.
Assimilation of the content of the intercultural education, the development of abilities for scientific and pedagogical activity in the context of international cooperation are assisted by means selected in the context of joint scientific and pedagogical cooperation of masters of different countries on the basis of a foreign language. Scientific and pedagogical practice is designed and organized by the teacher and the student in the process of contacts with native speakers. When learning a foreign language, audio-visual learning tools are priorities. The demonstration material is presented in the form of diagrams, tables, drawings, diagrams, reflecting the context of scientific, pedagogical theory and practice. Audio recordings of lectures, lectures together, master classes in specific disciplines, as well as in the field of individual sciences, are becoming the main means.
It seems effective to use in the master’s program a set of basic, auxiliary, and additional means of teaching a foreign language in the context of intercultural integration.
The main pedagogical means of forming the readiness of masters for intercultural integration in the scientific and pedagogical community are language means (foreign and native languages), the content of programs for students in the magistracy in foreign languages, the content of work programs, authentic scientific works and educational publications. The auxiliary facilities include international educational centers for access to the Internet, computer education and information technology centers for universities, multimedia centers, automated scientific libraries (foreign literature departments of Russian libraries), authentic multimedia tools and their content. Electronic funds in foreign languages in specific fields of science, terminological dictionaries, specialized explanatory dictionaries in foreign languages, newspapers and magazines are used as additional funds. We include the original scientific and methodological literature, authentic pedagogical dictionaries, reference books on education legislation in European countries, pedagogical software, as well as developments ensuring the control of knowledge acquisition in individual disciplines as resources of the intercultural education. Information technologies (electronic reading room, multimedia lectures, Internet conferences, computer testing systems, public protection of creative projects on the Internet), interactive technologies (problem lectures), portfolio technology, problem-themed workshops, scientometric monitoring of training Masters, modular elective courses. We propose the development of special courses in foreign language for masters where they can hold presentations of their scientific achievements, conduct international
video conferences and discussions, which promotes entry into the intercultural scientific and pedagogical community.

Thus, the preparation of masters for intercultural integration in the scientific and pedagogical community is aimed at:

1) study, understanding and applying the experience of international cooperation of leading Russian universities in scientific and educational work;
2) study, understanding and application of the European potential of science, teacher education, teaching experience;
3) study, understanding and application of foreign achievements of pedagogical science and practice of universities based on information and communication technology resources.

Accordingly, the methods and techniques of teaching should, as much as possible, reflect the realities of the scientific activities and pedagogical practice of the masters within the international scientific and pedagogical community. The mastering of knowledge in the field of pedagogical science, other fields of science, as well as the fundamentals of scientific and pedagogical work using foreign experience occurs when studying a special course of a foreign language.

3. Results

According to the research results, the following theoretical and methodological provisions were formulated:

As a means of shaping the readiness of masters for intercultural integration in the scientific and pedagogical community are:

- methods classified by the source of information and perception (lecture, conversation, conference, debate, discourse, explanation on the material of the original scientific and pedagogical literature);
- illustrations and demonstration;
- system of exercises and communicative creative tasks;
- inductive teaching methods, revealing the content of the studied material of the interculture of education from the particular to the general;
- deductive methods that demonstrate the logic of disclosure of the topic being studied in the field of individual branches of science and pedagogy;
- reproductive methods for the active perception of scientific and educational information using native and foreign languages;
- search and search methods that ensure the assimilation of original knowledge in the field of training, the development of skills and abilities of scientific and educational work.

Independent cognitive activity of masters is carried out in the process of partial search and research activities.

As a result, a holistic pedagogical process to form the readiness of masters for intercultural integration in the scientific and pedagogical community is designed and organized in stages:

- preparation of masters for intercultural integration in the scientific and pedagogical community in teaching a foreign language;
- preparation of masters for international activities based on the developed didactic tools, which is a system that includes a set of interrelated principles, teaching aids, ensuring the formation of the required professional properties;
- monitoring indicators of readiness of masters for intercultural integration.

The interaction of the teacher and the trainees is carried out in a quasi-professional environment, in the framework of international cooperation of the university. In this case, quasi-activity involves integration into the scientific and pedagogical community. Studied, interpreted foreign experience of scientific and educational activities.

The results of the experimental work were introduced into the practice of preparing masters in Russian universities (Samara National Research University named after Academician S.P. Korolyov; South Federal University; Togliatti State University).
4. Discussion
We have analyzed a number of studies relating to the training of specialists in the conditions of Russian universities (Levina, Apanasyuk, Yakovlev, Faizrakhmanov, Revzon & Seselkin, 2017; Apanasyuk & Kireeva, 2008).

The analysis of these works revealed that not enough attention is paid to the preparation for international activities. So, the subject of integration are: the formation of experience, competence, mobility, tolerance. It can be concluded that, based on the development trend of Russian higher education, these are indicators of readiness for any type of activity. Indicators of readiness for international activity are absent.

As means of forming the readiness of specialists, imitation methods are used; active forms and learning technologies. To a lesser extent, attention is paid to the content of general cultural competences, and there are also no special competences that promote integration into the international scientific and pedagogical community.

As for methodological approaches, the basic in all works are: a systematic approach, with the dominance of the principles of consistency and integrity; activity dominated by the principle of context; personality-oriented - the principles of integrativeness, dialogue of cultures, cultural conformity; communicative with the dominance of the principles of multiculturalism and openness. At the same time, principles that contribute to the intercultural integration of masters into the scientific and pedagogical community on the basis of the adoption and understanding of intercultur in the field of professional activity have not been identified.

Some papers deal with the improvement of international activities of specialists by means of a foreign language (Fedorova, 2003; Shaposhnikov, 2006). This indicates that the possibilities of a foreign language, in particular for the preparation of masters for international activities, intercultural integration, are not exhausted. Studying the methods of preparation (case studies, business and role-playing games, round tables - immersion in simulated situations of real pedagogical activity), we found out that nothing was said about the methods of international cooperation (projects, discussions, conferences), which indicates a lack of coverage of the problem of intercultural integration masters in the scientific and pedagogical community. For a deep study of this problem, we must first of all develop the means of forming the readiness of masters for intercultural integration into the scientific and pedagogical community.

The methodological basis of the research in the article are:
- conceptual provisions in the field of global education (Liferov, 1997; Tyunnikov, 1992);
- the theory of designing and modeling the content of vocational education (Pridanova, 2016; Zagvyazinskij, 2001);
- concepts of educational technology (Hohlova, 2012; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018);
- theories of active methods of teaching foreign languages (Safonova, 1996; Safonova, 1998; Shadrikov, 2005; Schukin, 2007).

Despite the abundance of the above studies, the problem of preparing masters for intercultural integration in the scientific and pedagogical community on the basis of certain funds remains far from its final completion.

5. Conclusion
Based on the results, the following conclusions were made:
1. The success of international cooperation of masters in high school is determined by the means of intercultural integration, one of which is a foreign language that influences the result of international activities. We have attempted to prepare masters for international activities, involving integration into the scientific and pedagogical community as scientists and teachers.
2. The didactic methods and toolkit of preparation for the intercultural integration of masters in the scientific and pedagogical community should include a set of interrelated principles, teaching aids, to ensure the formation of the required professional properties. The structure and content of the training have been developed in accordance with the needs of the masters, taking into account the peculiarities of intercultural interaction in the conditions of Russian universities.
3. The fundamental principles of activity, sociocultural and cultural studies approaches (science, culture, integrity and modularity) will contribute to the orientation of masters towards integration into the scientific community, and the principles of contextual and integrative approaches (humanization, the relationship of humanitarian with practice-oriented content) to integration into pedagogical community.
4. As a means of shaping the readiness of masters for intercultural integration into the scientific and pedagogical community, first of all, the language content (the function of the language, in particular the communicative one, allows you to enrich the experience of a university teacher with interaction technologies); secondly, methods of teaching a foreign language, arming with methods of interconnection in the implementation of international projects and the exchange of teaching staff.

The transition from reproductive to productive and creative levels of mastering the practice of international cooperation requires supplementing the content of foreign language teaching with special courses that reveal the specifics and features of international activities.

The findings do not claim to be an exhaustive solution to all the problems associated with the formation of the readiness of masters for intercultural integration into the scientific and pedagogical community. This makes it possible to outline the future prospects for the development of a number of issues related to the improvement of foreign language teaching methods in the system of higher education in Russia, and the improvement of the criteria for the development of intercultural competence of masters regarding their international professional activities.

Acknowledgements

The means of forming masters' readiness for intercultural integration in the scientific and pedagogical community were developed on the basis of research in the field of the theory and methodology of vocational education (Merkulova, 2011; Pridanova, 2015; Pridanova & Kireeva, 2016).

Article prepared on the basis of the results of generalization of scientific and pedagogical experience of the organization of international cooperation in the above-mentioned with international cooperation. Further research in this area is carried out with the assistance of a number of scientists (Apanasyuk, Soldatov, Kireeva & Belozertseva, 2017).

On the basis of theoretical and methodological research was determined didactic tools in the framework of intercultural integration. It is a set of interdependent principles, methods and forms of education that guarantee the development of specified personality traits, which contributes to the formation of masters 'readiness for intercultural interaction and the students' knowledge of cultural traditions both inside and outside the country, the development of communication skills, overcoming negative national stereotypes. The authors concluded about the need to modernize the higher education system in Russia.

Methodical support of the process of preparation in a magistracy for intercultural integration into the scientific and pedagogical community can be used when teaching a foreign language. The developed tools for the formation of readiness for intercultural integration of masters in the scientific and pedagogical community correspond to the conditions of Russian higher education, which provides opportunities for the implementation of innovative activities.

References


Text Artwork as a Basic Form of Reflection Results the Objective Reality of the Consciousness of the Individual (on the Example of the Novel by V. Pelevin "Life of Insects")

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Abstract
The article presents a modern approach to the text (the text of a work of art – in particular) from the standpoint of the philosophy of language and cognitive linguistics. The specificity of the perception and reflection of ontological reality through a text array is studied, the limiting role of the language system for representation in its context of objective reality is proved, such representation is illustrated by the material of V. Pelevin's work "the life of insects"; the review characteristic of the text in the context of philosophical-linguistic and postmodern reflection of the meaning in it is given.

Keywords: meaning, literary text, reality, language consciousness, philosophy of language, cognitive linguistics, postmodern text

1. Introduction
Language is a product of human culture, to the extent that it can be positioned as a result of the action of anthropological determinants on the biological basis of individual existence. Thus, the existence of it is limited not only by psycholinguistic aspects of existence of both linguistic and non-linguistic consciousness: so, it is characterized by the presence of exclusive dependence on, in fact, corporeality as such (forms of material representation of consciousness). This leads us to the idea of the interdependence of form and content: thus, cultural forms (concepts) are represented through the products thereof. In this light, the text can be positioned as a result of the individual's activity in the horizon of events (linguistic reality), as well as, first of all, purposeful speech activity, acting as a model of the world of his demiurge, becoming something of a basis for modeling not so much the structure as the type of consciousness of the individual. In this light, we postulate that the integrity, coherence and any other text (including fiction) is the result of the nature of submission as organic, non-atomized semantic construction, determined through the "monotheism" identify the ontological reality, reflected by the verbal units, as well as the interiorization of the content of speech work as such. At the same time, it is significant that there is still no common approach to the definition of this concept (text), which leads us to the idea that the description of its specific semantic system should be modeled in order to actualize the individual (as well as the national) picture of the world of the individual. In addition, the reconstruction of it will be more effective if the basis is the theory of information, theory of knowledge, nonlinear determinants (chaos), cognitive linguistics, linguoculturology and the like, since the functional categories of the mentioned Sciences [Butakova 2001].

That is, information (in this case – data, decorated in the form of text), to a certain extent, limits not only the individual, but also the possible aspects of its existence in the ontological reality (social including): so, defining itself as a representative of a certain community (monarchist, guardsman, captain, drunkard, teacher, and so on), a person not only calls himself a certain unit of language, but also falls into dependence on the framework (social expectations, the system of culturological categories and other things), which it imposes. He begins to measure himself with them, fitting into a discourse within which (thanks to which) this cultural category appeared, being called the language unit [Dovgan 2017: 89]. The latter naturally leads us to the idea that the nature of meaning in the text (actually – the text as a whole, and hence – the presentation of reality in it) is expressed through the ontological and ideological view of the individual who creates it (the author, the narrator) and the co-Creator (the reader, the listener), regardless of the form of its representation in reality. That is, the phonemorphological and semantic complex (etymon), which is derived from a particular lexeme or group of derivative works in different languages, appears: on the one hand – in terms of expression – the establishment of the form, or the form, the primary language (the proto-language) of a particular etymological level, and on the other – in terms of content-the establishment of the value of the appropriate form by means of existing procedures of semantic reconstruction or semantic extrapolation [Kapranov 2016: 67], that is, as a form and environment. This allows us to talk about a certain semantic-cultural, semantic layer,
cooperating language (actually, language units) in some semantic chains, brushes, etc., expressed through the formal representation of the mentioned determinants – phonological, graphic symbols, that is, the material representation of the language polysystem.

2. Text research


Actually, linguistic studies of the text are based on the works of linguists such as N. Valgina, I. Galperin, V. Lukin, Z. Turaeva, N. Shchepchenko and others. The latter is due to the fact that at the turn of XX-XXI centuries, many linguists have come to recognize that for a more complete understanding of some of the realities of language beyond linguistics, to the mental processes of the individual. Such psycholinguistic studies of text comprehension are based on concepts V. Artemova, L. Vygotsky, N. Genkina, A. Lontiev, A. Luria, S. Rubinstein, A. Sokolov, affecting various aspects of this phenomenon. It should be noted that within the framework of psycholinguistics, the peculiarities of the structure of the text and its influence on the process of understanding are studied, as well as issues related to the functioning of various stylistic figures in the speech (A. zal'evskaja), questions of the logical and compositional organization of the text, the role of knowledge schemes in the process of understanding the text. Rafikova, V. Shabes), the role of individual elements of the text in the process of its understanding (N. Galperin, studied the process of constructing the projection of the text (N. Rafikova). Thus, in the linguistic approach to the study of the text are important primarily those linguistic means by which to create a common idea, and the emotional content of the text. In the analysis of the text from the perspective of psycholinguistics in the center of attention, According to V. Belyanin, is " [...] language personality, the processes of generation and perception of the text are considered as a result of the individual's speech-thinking activity, as a way of reflecting reality in consciousness [...] using elements of the language system" [G. amanbaeva, M. Pasternak].

2. Main content

2.1. "Objective reality" and individual consciousness

Identity, atomization of one individual from another-an urgent problem of existence of a healthy, integral and other personality, like the other pole of this issue-the need for cooperation, co-existence and the like. That is why the relevance of the above-mentioned topic is due to the specificity of the role of information (data) in providing not only communicative and similar processes, but vital and historically relevant areas of human activity. Thus, information (materialized in the form of a graphic-phonological structure, converted into the most valuable product, which has become the main at the present stage of development of society, becoming the object of purchase and sale, as well as the constant study of various Sciences) [Pilyukova 2017: 26], appearing as the basis for numerous interdisciplinary studies, the main purpose of which can be the desire to understand the deep essence of the relationship of the individual as an atomized organism and the environment, that is, relatively speaking, ontological reality – in theory, and language-in-practice. At the same time, the text can be considered from the point of view of the information contained in it (the text is, first of all, information unity); from the point of view of the psychology of its creation, as a creative act of the author, caused by a certain purpose (the text is a product of the subject's speech – thinking activity). Also, the text is considered from a pragmatic point of view (the text is a material for perception, interpretation); the text can be characterized from the side of its structure, speech organization, its stylistics: Matsko and others (for example, text stylistics, text syntax, text grammar; wider – text linguistics) [amanbaeva G., Pasternak M. and 2012].

Therefore, consciousness, conditioned by language, is the basis for the reflection of "objective "reality, being localized in the system of" 1/Another " through the triangulation of the individual's personality in the text space (tissue). As a rule, this comes from the opposite: the definition of Self through the identification of the
Other, that is, the individual is aware of who he is not, which helps him to realize his true essence. Thus, the perception of the author, reader, listener, and so on - these are not versions or branches - these are different "worlds" in which the mentioned subjects live; the only intersection in which is possible due to the conditional nature of the language polysystem, which is universal only ideal understanding. "You hear, dad," said the boy, "I now suddenly thought we were lost a long time ago. That we only think that we go to the beach, and there is no beach actually. And even frightening became [...]" [Pelevin 1993]. In the above quote, one can naturally deduce the extreme subjectivism of the hero, the existence of the world of which seems tied to the prism of his existence, in fact, is due to him. Thus, being in such a shaky semantic respect, the system of the language is desperate, it is absurd, absurd and so on; let's take a textbook example of "grief and champagne" by the author of the "demons"; by the way, the author makes an example of the meaning of the text on the verge of its complete destruction due to the placement of the semantic chain elements in a discrediting environment, "playing with Their connections" (all the components of the semantic chain are endowed with the usual sense, but their combination leads To a conflict semantics).

The latter is due to the fact that the name (name) is not identical to the subject, as well as the language materialized through sounds (speech) or graphics (letter), is not correlated with the meaning, so often invested by the person whose consciousness built it. Naturally, the above-mentioned leads to the fact that the semantics in the text tissue (text) - in fact, the data actualized and implemented in its structure - is expressed through the basic element of linguistic consciousness - the semantic unit, which includes individually-proportionally represented in each person sign, figurative and emotional components. That is, in addition to the signs of natural language (sounds, words, phrases), there are mental signs - the representation of the signs of natural language in the individual consciousness. In this case, the natural sign has a value, stable, stable, understandable to all speakers of this language, the corresponding mental sign has an individual meaning, having a biased nature and associated with the attitude, evaluation, individual transformation. This individual meaning is determined by the connection of the mental sign with a certain image and certain emotions in the consciousness of an individual within a single semantic unit. In this case, the image is a mental representation of a fragment of reality, a kind of context in which the sign functions. A person learns the world around him through the prism of his emotions, which are fixed in the consciousness simultaneously in the formation of the semantic unit, in combination with the mental sign and image [Ulanovich 2010]. Take as an example this sentence: "a waitress with a strict, as fate, face" [Pelevin 1993]. First, we can observe here the presence of the usual elements of traditional meaning: linguistic units used in everyday life (verbal, nominal, and so on), but the presence of the usual comparison "as fate", referring us to the abstractions reduces the whole pragmatism of such statements to naught; in addition, there is an element of surrealism characteristic of the postmodern vision of the place and role of the literary text in the existence of the individual and for which a certain understanding of the text as an incomplete system is accustomed, to which the identification of an individual is attached, completing its semantic producer only for him.

The above brings us to the idea of the existence of a social contract related to the semantics of the language system: so, if the meaning of the word is relative, that is, variatively, then the process of communication is nonlinear from the standpoint of the sense circulated between the communicants. It is clear that there is a certain similarity of semantic units in all people, since it is predetermined by conceptual thinking in General, but the sign, figurative and emotional components are expressed differently (as we wrote above). That is, speaking about the process of communication, we mean the broadest understanding of it in all its discursivity: implying metacommunication by this process, which is realized through all available forms of interaction: the author with the narrator, the author with the reader, the author with the secondary characters, the author with himself and so on. Since the brightness and quality of images are individual for each person, as well as the shades of emotions are different, the communication in the literary text is a prism, due to the existence of which there is a reflection of reality, reflected by the mirror of the conscious. Thus, the verbal-semantic construct of consciousness is represented by the matrix of basic semantic units, which forms a certain evaluative field that determines the thinking of a person, his attitude, communication, actions [Ulanovich 2010]. At the same time, it is natural that this "field" does not hang in the emptiness of objectivity, but actively introduces the "I" structure as a point of reference, without remaining "in the shadow", but dynamically influencing the process of perception, adapting everything, including the meaning, "to itself".
2.2. The design principles of the semantic microstructure.
It is natural that the style and nature of the presentation of information in the text tissue is to a certain extent a relevant role from the standpoint of semantic representation of reality, implemented through semantics and formal presence in the linguistic units of some extra-linguistic discourse, conditionality. Thus, the deviation from the predetermined order of the ways of presentation is to a certain extent the invasion of the unconscious, actively involved in all creative thinking: thus, the variety of differences in the nature and warehouse of thinking, in stable features and in the current mental States – all this represents the psychological basis of the structural and functional features of the organization of speech, the plurality of its forms and ways of presentation in the literature [gaibova 1986: 70]. At the same time, the exclusive role of the word as a medium of consciousness is explained by its ability to accompany any ideological act: the latter determines the account of the ratio of words and concepts, the comprehension of certain structures of knowledge together with the words [Krasnova 2011: 40].

It is well known that ontological and linguistic reality are not identical: first of all, this is due to the fact that the language system limits the subject (real) sphere of existence of the individual, nominating it, "stacking" in its clearly defined semantic system. As V. Pelevin said in one of his works: that for which there is no name for the majority simply does not exist, the latter allows us to consider the language polysystem in two hypostases: as an environment and as a form for meaning (remember the mentioned etymon). At first glance, this division does not seem to be purposeful, and even, we can say, "far-fetched", but it is not so: "Language - as-form" means features of expression of meaning, not just in the broadest sense, but, on the contrary, in the narrowest, that is, in a particular language, which has its own, not generalized, tradition of knowledge transfer; "language - as-environment", in this context, is a concrete realization of sense transmission with natural leveling of its part, which occurs due to the limitations of a particular language: its phonetic, lexical, grammatical, syntactic and other levels, as well as specific features of the structure, formation and the like. Thus, the first can be compared with the vessel, and the second - with its filling [Dovgan 2015: 119], while the representation of reality acts differentially: the meaning drifts along the text fabric from one “island” of self to another, that is, "I" and "Other" act as reference points correlated with each other, becoming a measure of truthfulness (truth) presented with their coordinate systems of information: "[...] and in the face, which, remaining the same, it seemed now something stuffed, but not so, like, for example, a goose stuffed with apples, but rather as an Apple stuffed with a goose" [Pelevin 1993].

2.3. General characteristics of the semantic levels of the text
Thus, the text of a work of art is presented as a prism in which reality is refracted in the most bizarre way in the facets of the self-identity of individuals (author, reader, narrator, reteller, and so on). Therefore, semantic modeling based on the concepts of it provides an opportunity to analyze the specificity of human-centered reflection of the world by consciousness, being described in the categories of cognitive linguistics. Naturally, this analysis is based on the concept of cognition, which combines the interactivity of the individual's consciousness, the "empirical" nature of knowledge, the formalization of perceived and interpreted in the form of structures of varying degrees of abstraction and rigidity, and the connection with the word. The relevance of this approach is explainable primarily by the fact that the use of existing types of styles, idiostyle, communicative, conceptual analyses of the text helps to explain the mental nature, the essence, the ways of creating the integrity of [Butakova 2001], that is, the process of text mining stems extremely differently rovanno because different forms of work, showing the different layers of potential interpretation, refracted in the anthropological determinants (in fact, to recognize) the existence in the language reality. For example, giving the color characteristics of the substance (object, phenomenon, etc.) with the word "pink" we cannot be sure that the interlocutor/reader reconstructs in his mind is our color. It is clear that experts (painters, designers, painters, etc.) are able to convey a verbal shade of a color more accurately, due to their professional specifics, or giving it a numerical designation, but it still does not mean that it will be the same color that we talked about/wrote about. That is, the increase in the "amplitude of meaning", with the aim of its approximation and, ultimately, identification, does not lead to the expected result [Dovgan 2015: 118]. So, when we require conscious assimilation of knowledge, we do not assume that the knowledge acquired - albeit not consciously, are outside the consciousness of one way or another mastered their individual. The meaning that we put in the concept of consciousness is different: this or that position is learned consciously, if it is realized in the system of those connections that make it reasonable; not consciously, mechanically acquired knowledge is,
first of all, the knowledge fixed in consciousness out of these connections; it is not realized not in itself position which we know, and justifying its communications or, more precisely: this or that position of knowledge is not realized, or acquired not consciously if objective communications which do it reasonable are not realized. Its awareness takes place through understanding of subject context in which it is objectively true. In order to understand, or consciously assimilate, a particular situation, it is necessary to realize the connections that justify it [Rubinstein 1989: 20].

That is, any event in our life is as relative as its perception, or rather its meaningfulness by our consciousness. However, the meaning is not inherent in the original property of the object, but only a shadow that lies on it from our consciousness in the process of perception and awareness. So, tying the lace on the move, and lifting one leg for this, we are looking for a fulcrum that will give our body a state of relative peace, and the latter provides the necessary stability, in fact, to perform the action [Dovgan 2015: 116]. Thus, we postulate that the creation, storage, perception, transfer of any information is associated with verbal registration. For this purpose, the speakers are attracted to the values of verbal components of cognitive structures that serve as a means of accentuation of cognitive complexes (and subjective meanings) for the recipient. At the same time, we understand the word as a tool for access to the existing in the individual's consciousness system of knowledge, ideas, experience, as a component of cognitive complexes and their representative in speech, that is, the meaning of the word - not once and for all given, a stable conventional system reflected equally in the dictionary and in the consciousness, but a dynamic unstable-equilibrium structure, in which, depending on the semantic strategies of the producer, certain components are actualized [Butakova 2001].

3. Intertextuality and intermediality of literary text as milestones for construction

In our opinion, a special place in the system of "text – reality", the specifics of its relationship, takes a postmodern approach to these concepts: so, modern authors, representatives of postmodern, seek to build a special relationship not only directly with the reader, the listener, but to paint intercultural communication, presenting one product of culture in its entirety of existence in the community (Boris Akunin, D. Donskoy, V. Pelevin and others). Therefore, it does not seem surprising that often postmodern texts are represented by simulacra, which contains an immeasurably large number of semantic levels referring to certain works (graphic, audio or visual, and so on), but this quote reaches a special level: "[...] they all flew to the light. And no matter how fly, illuminates only the floor. And it turns out that everyone seems to be flying to life, and find death. That is, at each specific moment they move to the light, and fall into darkness. You know, if I were to write a novel about insects, I would depict their life - some village by the sea, the darkness, and in this darkness burns a few light bulbs, and under them disgusting dances. And all on this light fly, because nothing more there is no. But to fly to these bulbs is [...]" [Pelevin 1993]. The specificity of the latter is that such a reference in the text leads to himself, representing something like a ring of Ouroboros, in which the beginning is the end, and Vice versa. Such a "thing in itself", despite the obvious Declaration of the gap with reality, in fact, is only a special specific representation of the latter; the latter is not due to the cumulative meaning of all the components of the logical chain of text tissue, but, like a kaleidoscope or a puzzle, "collective" meaning, represent not holistically, but atomized: at the expense of each sense separately.

Note that this formulation of the question, of course, leads us to the problem of the form of expression of this information - in fact, the semiotic polysystem, that is, the language. In this case, the latter is not just a form of information, but also, in part, its content, that is, the meaning. Here we have in mind not only the magical function of language, but, in fact, the specificity of the reality perceived by the individual, namely, her language background. In this case, the language can be considered as a kind of glass, which has the features of its distortion, the latter occurs when displaying" glass", through the mediation of conceptual and lexical Foundation and other language, reality. However, such "glass", for obvious reasons, not only reflects the ontological reality, but also distorts it [Dovgan 2016: 91]. That is, intermediality, intertextuality are a necessary attribute, "accessory" of the existence of the modern text, providing for the latter a strong relationship with reality, while the latter (relationship) is secondary, since the text in this context can be perceived as a pointer, localizing the direction of the whole system of potential meanings through the actualization of other products of culture. Such interaction, in our opinion, is a necessary milestone of the modern society of knowledge, saturated with endless references to a particular phenomenon: thus, the very nature of thinking, awareness is changing under the influence of search standards and systems, becoming fragmentary, clip; such a "framework" scheme of construction, at the same time, is extremely effective due to the fact that the very nature
of the connection of one product of culture with another has been modified. 
That is, to model the underlying structure-forming determinants, the text should be considered as a homomorphic embodiment of a number of language subsystems (semiotics, communication, emotive-semantic side of statements) conceptually conditioned and specific picture of the world. Naturally, the quality of these simulations determines the depth and degree of elaboration of the representation of reality by the text, as well as the specifics of its genetic affiliation to prose or poetry. At the same time, the differences in the latter are easily explained by various types of features of generation (author, narrator) and identification, recognition (listener, reader); the latter emphasizes that not only the derivative result (in fact, the text as a culturally conditioned product of the author's cognitive activity), but also the choice of its formal embodiment, materialization is of psycho-mental nature [Butakova 2001]. That is, the representative function of the literary text-the outer shell of the artistic discourse-is associated with the function of transformation in the consciousness of the recipient. If we consider the text as a two-way process-the creation and translation, together with the reorganization of the subject's perception of information, it should be noted that the object under study is explicated as a utilized unit (conversion of existing knowledge into new). The mentioned explication takes place under the influence of the "operating system" established in the consciousness – the language, in the context of which there is meaning generation, meaning creation and so on. Thus, it is a nomination, semantics and so on, should be regarded as milestones in the recognition (decoding) meanings underlying the text [Dougan 2016: 92]. However, they can be positioned not only from the standpoint of reading the existing ontological reality, but also from the standpoint of its creation (magic function), and hence the limitation of the language system, acting as a form for meaning.

4. Summary
The above allows us to conclude that the literary text should be perceived as a graphic form of semantic construction, actualized by means of a conventional universal language system, containing a differentiated system of values, the work of which is tied to two "poles": The Self and the Other, between which, in fact, there is a confrontation. Thus, the modeling of the author's consciousness, through which the representation of reality takes place, in text coordinates can be positioned as a normalized semiotic-cultural representation of the active set of ordered within, homomorphic relative to each other subsystems of the mental-discursive system of the author, presented in the text. As a method of its construction it is supposed to use stepwise modeling of relevant peripheral hierarchical systems of mental, graphic, communicative and semantic-emotive components of the text.

References